

NSW Department of Education

Smithfield Public School

School Behaviour Support and Management Plan

Overview

Smithfield Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Our aim is to foster agency for learners to flourish in a supportive, safe and inclusive environment. We focus on promoting excellence, opportunity and success for every student, every day. All staff and students work to embody the school GREAT (Grit, Respect, Empathy, Achievement and Trust) values on a daily basis. We are committed to creating a dynamic, nurturing learning environment based on collaboration, respect, equity and trust.

Key programs prioritised and valued by the school community are:

Transforming Schools for Learning

Positive Behaviour for Learning

Bounceback

Restorative practices

Zones of Regulation

Playground Busters

Clubs - Social Skills taught through interest clubs

Smithfield Public School rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

Partnership with parents and carers

At Smithfield Public School, we value strong partnerships with parents and carers and believe it is essential in supporting positive student behaviour and well-being. Our processes are designed to foster collaboration, mutual respect, and a shared responsibility for student growth. Smithfield Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and anti-bullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys
- using concerns raised through complaints procedures to review school systems, data and practices.

Smithfield Public School will communicate these expectations to parents/carers through the school newsletter and school website. Our school proactively builds collaborative relationships with

families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

Shared Expectations:

- A detailed explanation of the school's behaviour management plan is provided during orientation sessions and made accessible on the school website.
- Families are actively involved in co-developing behaviour support plans for students when needed.

Collaborative Problem-Solving:

- Early intervention processes include involving parents as partners in addressing behavioural concerns.
- Structured meetings are arranged for case discussions, focusing on restorative approaches to resolve conflicts and build positive relationships.

Parent Workshops and Resources:

- Regular workshops on positive behaviour strategies to equip parents with tools for consistent reinforcement at home.

Regular Monitoring and Feedback:

- Progress updates are shared through behaviour-tracking tools and parent-teacher communication.
- Positive behaviours are celebrated through recognition systems that include parents

Support for Challenging Situations:

- School counsellors or behaviour specialists provide direct support to families dealing with challenging behaviour.
- Referrals to external agencies for additional family support are made as necessary.

Cultural Responsiveness:

- Recognition and respect for the cultural and linguistic diversity of families to ensure inclusive engagement practices.
- Use of interpreters or translated materials for non-English speaking families.

School-wide expectations and rules

Smithfield Public School rules were developed to meet the needs of the school community. The rules are based on Positive Behaviour for Learning (PBL). The purpose of implementing PBL is to foster a quality learning environment for all members of the school community and maximise learning outcomes for all students. The four core school rules are to be a:

Safe learner
Responsible Learner
Respectful Learner and a
Kind Learner.

Smithfield Public School staff, students and parents embody the school values of GREAT.

GRIT- Maintain a positive mindset and resilience in facing challenges and setbacks.

RESPECT- Make caring and constructive choices about our behaviour towards ourselves, others,

and our school.

EMPATHY- Think of, feel for and help others and yourself.

ACHIEVEMENT- Work towards and reach goals by solving problems, thinking of new ideas and building on learning.

TRUST- Be honest and show integrity by choosing the right thing even when no one is watching.

Behaviour Code for Students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

The Behaviour Code for Students can be found at

<https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour code for students](#).

Whole school approach across the care continuum-slobodanka

Our school integrates student wellbeing and positive behaviour strategies across the care continuum to foster positive behaviour and effectively address concerns, including bullying and cyberbullying.

These strategies are grounded in evidence-based, effective classroom practices that promote engagement in learning and respectful relationships. Key practices include:

- Clearly stating and explicitly teaching classroom expectations
- Establishing predictable routines and procedures, clearly communicated to students
- Reinforcing expected behaviour through positive feedback and recognition
- Addressing inappropriate behaviour constructively
- Actively supervising students to ensure a safe and supportive environment
- Maximising opportunities for active engagement in learning
- Delivering carefully sequenced, engaging lessons that offer students choices
- Differentiating content and tasks to meet the diverse needs of all learners.

These practices ensure a consistent, inclusive, and proactive approach to student wellbeing and behaviour management.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Wellbeing PL	Professional learning opportunities for staff around student wellbeing and trauma-informed practices	Staff
	Wellbeing Lessons	Explicitly teach positive, inclusive and safe behaviours	Students K-6
		Incorporates social-emotional learning to teach empathy, communication, and conflict-resolution skills.	
	Bounceback program	Social and emotional learning program that emphasises self-awareness, personal development and interpersonal skills.	Students K-6
	Anti-Bullying Programs	Explicit lessons addressing bullying and cyberbullying prevention, using role-play scenarios and discussions.	Students K-6
	Cyber Safety Education	Digital literacy workshops focusing on responsible online behaviour and recognising cyberbullying.	Students K-6
	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Early intervention	Playground Busters	Social and emotional learning to develop the ability to care for others, make responsible decisions, establish positive relationships, and handle challenging situations.	Students 5-6
	Check-in/ Check-out System	A mentor-based daily check-in program to monitor and encourage positive behaviours in at-risk students.	Students K - 6
	Group Interventions	Small group intervention to support and increase the coping strategies of students who are feeling anxious, stressed or who have poor resilience in a small group environment at school. Example: Peaceful Kids, Bootcamp.	Individual students K-6
	Restorative Practices	Early conflict resolution strategies to address behavioural issues and repair relationship.	Students K - 6
	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	Staff

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	External Agency Support	Collaboration with external professionals (e.g., psychologists, speech therapists) to address complex needs.	Staff communicate with parents and work with external professionals
	In school interventions	Referral made to Learning and Support Team (LST). Student mentor may engaged to provide one-on-one support and targeted teaching of social skills. Parents work with teacher and LST to determine most appropriate support.	Student needing additional support with social and behavioural needs.
	Counseling and Wellbeing Service	Access to school counselors or wellbeing staff to help students process and recover from incidents involving bullying, cyberbullying, or other behavioral concerns.	Students needing emotional support
	Attendance support	The LST refer students to the attendance coordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance co-ordinator
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans. This is developed in consultation with teacher, student, LST and parents.	Individual students, parent/carer, LAST, AP
Individual intervention	SLSO support	Where appropriate and possible, SLSO support may be used for one-on-one or group support in either/both the playground and classroom.	LST, parents, teacher, student.
Individual intervention	Team around a school	The delivery support team is contacted and invited to discuss strategies and programs and plan where to next.	LST, parents, teacher and student
Individual intervention	Referral to external services such as, Woodville Alliance, medical practitioners, for family caseload intervention.	In consultation with parents, where appropriate the school may make a referral to an external service to best meet the needs of the family and student. The school will support parents who engage a paediatrician. Staff will seek advise/recommendations and work with paediatricians to be support individual student needs.	Parents, LST, teacher and external services.

Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying

Classroom Rules/Norms and Expectations

Classroom rules/norms are our avenue to protect everyone's right to ensure active enactment of each person's responsibilities whilst at school.

All teachers, at the commencement of the school year are to negotiate their classroom rules/norms with the students. Consequences for breaching these rules/norms are also to be negotiated. Classroom rules/norms and consequences are to be prominently displayed in the classroom.

Teachers are responsible for maintaining consistency and fairness when implementing their classroom discipline code.

The staff is committed to an assertive discipline strategy where students are provided opportunities to reflect upon their behaviour and consider more appropriate ways of dealing with issues. This will be enhanced by the regular review of classroom rules and consequences for inappropriate behaviour.

Practices to Recognise and Reinforce Student Achievement

Implementation:

There are three different types of formal school awards presented to students each week. Teachers are also to develop their own incentives and awards system within their classrooms. These are to include a range of intrinsic and extrinsic rewards for appropriate behaviour and achievement socially, behaviourally and academically. It is preferred that students develop a respect for and value intrinsic rewards and practice their use with their peers and society in general. Awards and public recognition of achievement are part of daily life at Smithfield Public School. Recognition may be in many forms. It ranges from the informal intrinsic acknowledgement to the public mention in assemblies or the newsletter.

Formal Awards:

The three types of formal awards are:

- awards for exemplary behaviour both in the classroom and playground (Merit awards - blue awards/Spirit of Smithfield award, star award)
- awards for class achievement and effort (Merit certificates - bronze, silver, gold)
- annual awards for meritorious achievement in the academic, social and sporting realms

Blue Awards

Merit certificates are awarded for displaying exemplary behaviour. These can be given to the students by any staff member in the school and can be awarded for behaviour in class and in the playground. Merit certificates are also given to students for achievements they have made in class. These can be awarded for academic achievement or effort. Classroom teachers must award 1 student a certificate per session (morning, middle and afternoon sessions, 3 in total) per day. Support staff and Community languages teachers will also award 1 student per session each day.

Annual Awards

These awards are presented at Smithfield Public School's presentation days which are held annually. A presentation Day is held at school where students are recognised for class, PSSA and other sporting/academic achievements.

● Class Awards:

○ Each class teacher nominates 6 students to receive awards for achievements in specific areas. 3 receive medallions and 3 receive printed certificates.

● Sports Awards:

○ Each teacher responsible for a PSSA Team nominates 1 student from each team to receive a sport award for that particular sport (presented at school)

- Junior sports awards- junior girl swimming champion, junior boys swimming champion, junior girls athletics champion and junior boys athletics champion.
- Senior sports awards- Senior girl swimming champion, senior boys swimming champion, senior girls athletics champion and senior boys athletics champion.
- Sportsperson of the year award (calculated based on school, zone and regional achievements)
- Cultural Awards: (presented at school)
- Community Language Awards

Unacceptable behaviour is defined as any behaviour which:

- prevents students from enjoying their right to learn;
- prevents teachers from performing their right to teach or maintain effective supervision of other students; and /or
- places either students or staff in unsafe and/or threatening situations.

At Smithfield Public School strategies are implemented which are designed to:

- assist students in modifying their behaviour to a more socially acceptable standard;
- assist students in accepting responsibility for their behaviour and actions;
- assist students in developing strategies to use in similar situations and circumstances; and
- providing other students and staff respite from the disruption to their learning environment

Consequences for Negative Behaviour Classroom

Teachers should avoid collective consequences and only implement them for students directly involved or displaying inappropriate behaviour. If a student does not follow the school rules and is therefore not being a safe, responsible, respectful and/or kind learner, a consistent system for negative consequences is implemented.

This is:

1. Warning 1 - Verbal reminder or visual cue to students about the rules of the class/playground and expectations and recorded on Red Slip. This warning remains effective for 5 days.
2. Warning 2 - Specific verbal reminder with student restating expectations, recorded on Red Slip. This warning remains effective for 5 days.
3. Red Slip - If behaviour continues after in class systems and verbal reminders have been used, then the two warnings become a Red Slip. Classroom teacher to discuss students' behaviour and consequences of receiving another red slip. If a student receives 2 red slips, the classroom teacher is to notify parents.
4. If a student receives 3 Red Slips (from either the classroom or playground) within a term, the student is to be sent to the supervisor and placed on a level behaviour monitoring card. Parents will be phoned to discuss the student's behaviour.
5. Some behaviours constitute an immediate red slip, depending on the severity of the incident. A school matrix will be used as a guide by teachers to decide what constitutes an immediate red slip, however, individual circumstances and teacher discretion will determine the use of a full red slip.
6. Red Slips will be recorded in Schoolbytes.

Smithfield Public School

Negative Behaviour Consequences Matrix



At times there will be cases of unacceptable behaviour where it will be in the best interests of the school community and/or the student involved, for the student to be individually managed by the school Principal, in accordance with both the Department of Education's Student Behaviour Policy and Suspension and Expulsion Procedures.

Principal Intervention	Principal Managed	Interventions	Possible Consequences
	Three Red Slips after Red Level Physical fighting resulting in injury Hurting someone with intent Swearing at or striking a teacher.	Blue Level monitoring card upon return from suspension Gradual transition back to class and playground after return from suspension PlaSP BSP	Warning of suspension + Red Level Suspension In school class removal + Red level

Red Level	Senior Executive Managed	Interventions	Possible Consequences
	Three Red Slips after Orange Level Physical fighting with no injury Bullying after intervention	PlaSP BSP LST referral	Student sent to senior executive Red Level monitoring card for 15 days 5 days off playground DP/P calls parent No PSSA, excursions, interest activity (e.g. chess club) while on level Loss of role (e.g. student leadership, Playground Busters) while on Red Level Loss of end of term reward

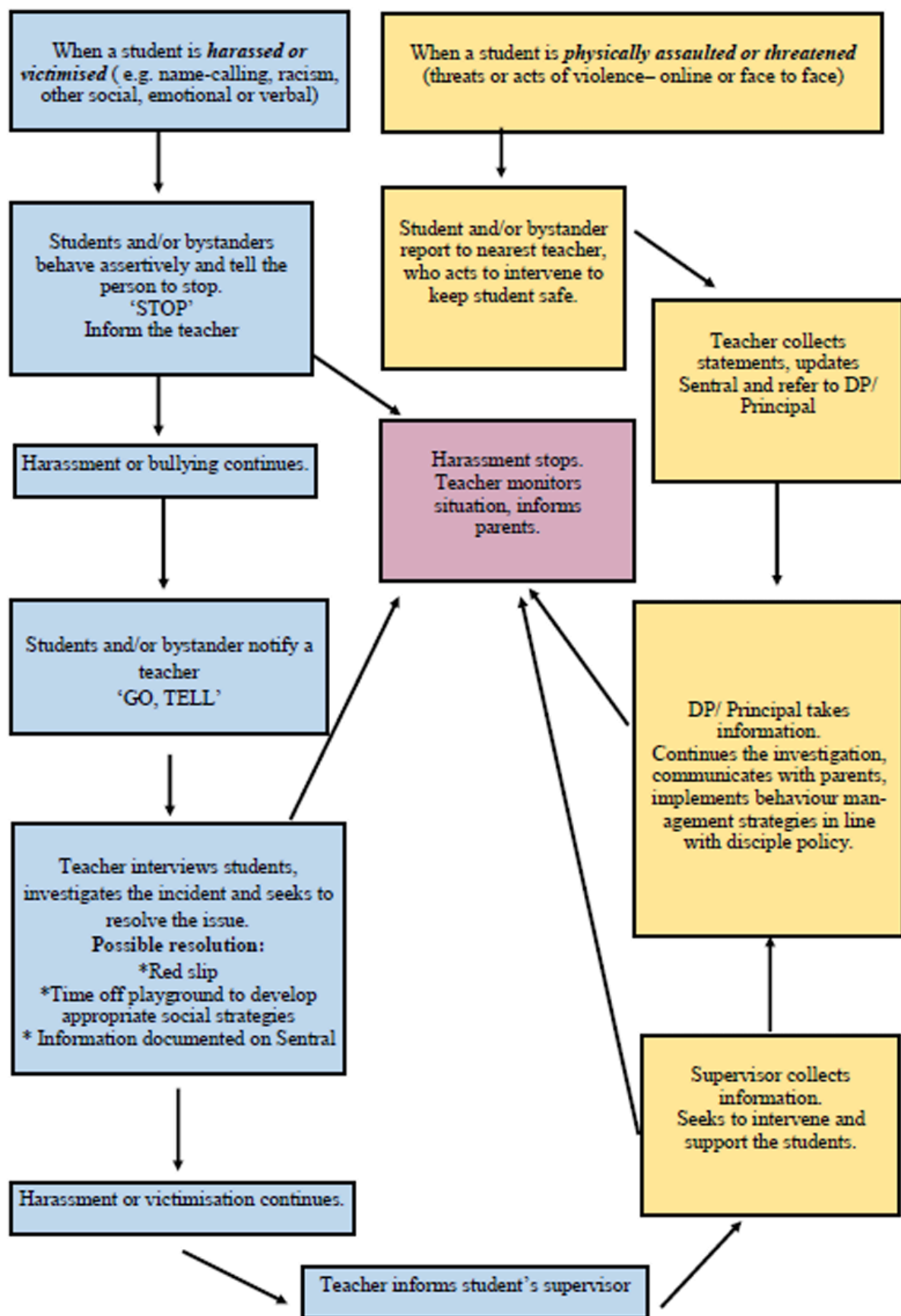
Orange Level	Senior Executive Managed	Interventions	Possible Consequences
	Three Red Slips after Yellow Level One off hitting, punching, kicking (intention to harm) which results in injury Destroying school property Bullying	PlaSP BSP LST referral	Student sent to senior executive Orange Level monitoring card for 10 days DP/P calls parent 3 days off playground monitored by senior executive No PSSA/excursions while on level Loss of end of term reward

Yellow Level	Assistant Principal Managed	Interventions	Possible Consequences
	Spitting at someone Throwing equipment Inappropriate use of social media/devices Deliberate racial comments Skipping class	Three red slips Threatening others/in sighting a fight Throwing furniture Reactive violence Stealing One off hitting, punching, kicking (intention to harm) which does not result in injury Swearing at a staff member	Individual reward system (where needed)
			Student sent to Assistant Principal Yellow level monitoring card for 5 days Assistant Principal calls parent Loss of end of term reward 2 days off playground monitored by Assistant Principal

Red Slip	Teacher Managed	Full	Interventions	Possible Consequences
	Setting up and provoking peers Persistent calling out Persistent talking Chewing gum Swearing at a student Swearing – general Misuse of equipment without damage Disrespecting others – low level	One off hitting, punching, kicking (silly behaviour) which does not result in injury Racist comment (innocent, unintentional) Climbing on furniture Exiting classroom without	Positive reinforcement Individual reward system Class reward system	Class system Rule reminder Verbal warning Red slip and time out Second red slip – call parents
	Warning			
	Non-compliance – low level Task refusal Spitting on ground			

Smithfield Public School:

- rejects all forms of bullying behaviour including online (cyber) bullying. Any inappropriate behaviour that gets in the way of teaching and learning at the school and interferes with the wellbeing of students cannot be accepted.
- works to provide safe, inclusive, and respectful learning communities that promote student wellbeing.
- implements the Department of Education Behaviour Code for Students and requires students to be inclusive and respect other students, their teachers, school staff, and community members, and to not bully, harass, intimidate, or discriminate against anyone in our schools.
- established many strategies and practices to encourage positive student behaviour, recognise and reinforce student achievement and wellbeing, and manage disruptive student behaviour.
- deems preventing and responding to bullying is the shared responsibility of all school staff, volunteers, contracted staff employed by the school, and students, parents, and carers.



Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing ITD system. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member.

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- **Teacher managed** – low-level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – the behaviour of concern is managed by school executive.
 - Parents or carers of all students involved are promptly informed.
 - Meetings are arranged to discuss the incident, provide support, and outline next steps.
 - A thorough investigation is conducted, gathering statements from students, staff, and any witnesses.
 - Relevant evidence, such as screenshots (for online incidents), is reviewed.
 - The student(s) involved are provided with an opportunity to explain their actions.
 - Actions are determined based on the Student Behaviour Policy and aligned with the Suspension and Expulsion Procedures, ensuring fair and consistent responses.

Possible outcomes include:

- Restorative practices and mediation.
- Referral to school counselling or external agencies.
- Implementation of a Behaviour Support Plan (BSP) or risk management strategies.
- Suspension or expulsion, as appropriate.

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response Policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Detention, reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Yellow Level Reflection – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Two lunch and two recess breaks from the next break time	Assistant Principal	Documented on Schoolbytes
Orange Level Reflection – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Three lunch and three recess breaks from the next break time	Deputy Principal	Documented on Schoolbytes
Red Level Reflection – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Five lunch and five recess breaks from the next break time	Principal	Documentation on Schoolbytes
Alternate play plan – withdrawal from free choice play following breach in behaviour. A structured play plan may be designed in consultation with the student. It may include a reallocation to the office or classroom for supervised play, selected playground areas and/or a play activity timetable. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	Next break	Assistant Principal, Deputy Principal or Principal	Documented in Schoolbytes

Strategy	When and how long?	Who coordinates?	How are these recorded?
Restorative practice – circles in groups may be used to resolve issues and/or rebuild relationships among students following an issue.	Scheduled for either lunch or recess break	Assistant Principal, Deputy Principal, Principal	Documented in Schoolbytes

Review dates

Last review date: 31 January 2025

Next review date: 31 January 2026