NSW Department of Education

Porters Creek Public School Student Behaviour Support and Management Plan

Overview

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

Our goal is to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

Principles of choice theory, positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

To achieve our mission, key programs prioritised and valued by the school community are:

- Choice Theory, Reality Therapy
- The Resilience Project
- Porters Creek Priorities Lessons
- Porters Creek Public School Routines & Procedures
- Staff Behaviour Consistency Guide & Behaviour Management System
- Student Behaviour Consistency Guide
- Disconnecting Behaviour Response Guide
- External and intervention support programs such as Dinosaur School.

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Porters Creek 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

Porters Creek Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

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

Porters Creek 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.

School-wide expectations and rules

Porters Creek Public School has the following school-wide expectations and rules:

Connecting Behaviours-

- Stay on task
- Follow directions
- Co-operate with others
- Act safely

Connection	Empowerment	Innovation	Excellence
Be kind and value others	Be safe	Ask for help	Be ready to learn
Use appropriate language	Be on time	Restore harm	Be your best
Work co-operatively		Overcome challenges	Be on task
Accept differences			

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

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices are documented on the PCPS Care Continuum Guide, as well as individual tracking sheets for students requiring individual intervention. These practices include:

- stating and explicitly teaching classroom expectations through PCPS Priorities Lessons and the PCPS Student Behaviour Consistency Guide.
- establishing predictable routines and procedures that are communicated clearly to students on a regular basis through weekly K-6 routines and procedures lessons.
- encouraging expected behaviour with positive feedback and reinforcement through Learning Links Legends Awards, You've Been Spotted Awards, and GEMs.
- discouraging inappropriate behaviour through red/yellow/blue behaviour cards and a consistent 'Disconnecting Behaviour Response' Staff Guide.

- providing active supervision of students in the classroom and playground through teacher and SLSO supervision and explicit and detailed timetabling.
- maximising opportunities for active engagement with learning through explicit teaching practices, STEM and innovative pedagogy.
- providing carefully sequenced, engaging lessons that provide options for student choice through explicit teaching practices, STEM, Project Based Learning.
- differentiating learning content and tasks to meet the needs of all learners through regular and ongoing K-6 formative assessment to target individual learning needs & regular co-teaching/reflecting and data talk opportunities for staff with 1.0 FTE APCI.

Care Continuum	Strategy or Program	Details	Audience
Prevention	The Resilience Project	The **Resilience Project** is an Australian evidence-based mental health and wellbeing program designed to help students, teachers, and communities **develop resilience, improve mental health, and enhance emotional wellbeing**	All
Prevention	1-5 Scale	The 1-5 Scale is an evidence-based strategy used daily by teachers to teach self-regulation, reduce impulsivity and strengthen pro-social conflict resolution	All
Prevention	National Day of Action (NDA)	Our school participates in the annual National Day of Action against Bullying and Violence (NDA) in August each year.	Staff, students 3 - 6
Prevention	Do It For Dolly Day	Our school participates in 'Do It For Dolly Day' each May each year to increase understanding of the impact of bullying and to promote acts of kindness,	All
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
Early Intervention	Dinosaur School	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.	Individual students K - 6

Care Continuum	Strategy or Program	Details	Audience
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / Individual intervention	Learning and Support – Harmony Hub	The LST works with Tier 3 identified students to support a Hub for Neurodiversity through 4 key aspects; transitions, scheduled regulation breaks, taught self-regulation skills	
Targeted / individual intervention	Attendance support	The LST refer students to the attendance team 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 and support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP
Please refer to the PCPS Care Continuum (appendix) for detailed support at each level of the Care Continuum.			

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

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.

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. See Appendix 1.

Teacher managed – low level inappropriate behaviour is managed by teachers in the classroom and the playground.

Executive managed – behaviour of concern is managed by school executive.

Classroom	Playground
rule reminder	rule reminder
re-direct	re-direct
offer choice	offer choice
error correction	error correction
prompts	prompts
reteach	reteach
seat change	play or playground re-direction
stay in at break to discuss/ complete work	walk with teacher
conference	reflection and restorative practices

reflection and restorative practices POP Hub communication with parent/carer.	POP Hub communication with parent/carer.

Porters Creek Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

Prevention **Responses to recognise and reinforce positive, inclusive and safe behaviour**	**Early Intervention** **Responses to minor inappropriate behaviour are teacher managed.**	**Targeted/Individualised** **Responses to behaviours of concern are executive managed**
1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Executive/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.
3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing ITD system.	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Hero and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution to suspend or suspension.
4. Social emotional learning lessons are taught weekly.	4. Teacher records on Hero by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-	4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively

	racism contact officer (ARCO) orAP Wellbeing.	developing a behaviour support/response plan.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through Hero or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at weekly school assemblies.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Hero. 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
- Attend Pop Hub where appropriate
- 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.
- The Porters Creek Public School Disconnecting Behaviour Response Guide provides further information regarding responding to serious behaviours of concern.

The NSW Department of Education Student Behaviour policy and Suspension and Expulsion Procedures apply to all NSW public schools.

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.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service.

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

Students and/or parents/carers can report cyberbullying to the eSafety Commissioner and reporting links for most sites, games and apps can be found at the eSafety Guide.

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?
POP Hub - The Positive Outcome Process Hub is a structured debriefing and planning following the Reality Therapy 'POP' questioning technique. Following a crisis event or behaviour of concern with an individual student, the student attends POP hub to discuss this incident with a member of the executive team.	Following break. Maximum 20 minutes in duration.	Assistant Principal	Hero
Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play following breach in behaviour. 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	Hero POP Hub Spreadsheet
Restorative practice – peer mediation or circles in groups	Scheduled for either lunch or recess break	Assistant Principal	Hero POP Hub Spreadsheet

Appendix 1: Porters Creek Priorities

Appendix 2: Student Behaviour Consistency Guide

Appendix 3: Porters Creek Care Continuum

Appendix 4: Choice Theory – Total Behaviour Car

Appendix 5: Porters Creek Bullying Response

Next Review: Day 1, Term 1, 2026

Approved by Robyn Christie – Principal 6.2.2025

Appendix 1

Porters Creek Priorities

PORTERS CREEK PRIORITIES

Our pathway to a safe and happy learning environment

Connect · Empower · Innovate · Excel

STEP 01

EMOTIONAL REGULATION

-We recognise our body signals when we are becoming emotionally heightened
-We use our tool kit to help us stay calm
-We ask for an adult's help when we need it

STEP 02

ATTENDANCE & UNIFORM

-We arrive at school on time, between 7:45am and 8:15am, wearing the correct school uniform
-We attend school EVERY day unless we are unwell

STEP 03

MOVING AROUND THE SCHOOL

-We walk in two lines
-We walk quietly and sensibly
-We keep to the left in the walkways

STEP 04

SCHOOL ENVIRONMENT

-We pick up after ourselves and keep our areas clean after eating time.
-We pick up litter that we see in the playground
-We place our bags and belongings neatly in the designated area

STEP 05

BEING IN THE RIGHT PLACE AT THE RIGHT TIME

-We move to our line up areas when the music starts playing after breaks
-We ask the teacher if we need to leave the classroom
-We stay in the 'in-bounds' areas during break times

STEP 06

ASSEMBLY BEHAVIOUR

-We enter and exit the hall quietly
-We sit quietly and listen to the person who is speaking
-We stand quietly during the national anthem

STEP 07

BEHAVIOUR FOR LEARNING

-We are ready to learn
-We follow the expectations for each learning mode
-We follow teachers' instructions
-We use the furniture appropriately

STEP 08

KIND, SAFE AND RESPECTFUL INTERACTIONS

-We are inclusive of others
-We use kind words and actions
-We keep our hands and feet to ourself

Appendix 2

Student Behaviour Consistency Guide

BEHAVIOUR CONSISTENCY GUIDE

PORTERS CREEK PUBLIC SCHOOL

Yellow cards are given for minor behaviour.
The teacher gives the consequence.

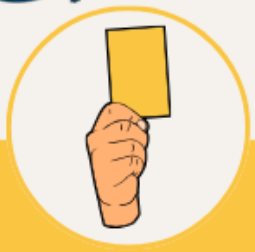
Red cards are given for major behaviour.
The student is sent to the POP Hub at playtime.
The Stage Assistant Principal discusses the incident with the student and decides if a further consequence is needed.

Blue cards are for very serious behaviour.
The student is sent to Mrs Christie.
Mrs Christie decides on the consequence.

CONNECT | EMPOWER | INNNOVATE | EXCEL

BEHAVIOUR CONSISTENCY GUIDE

PORTERS CREEK PUBLIC SCHOOL



YELLOW CARD BEHAVIOURS TEACHER

Body out of the group
Destruction of own property
Disruption
Refusing to follow teacher instructions
Intentionally late to lines
Misuse of calm space
Misuse of furniture/equipment
Out of bounds
Out of uniform / no hat
Refusing to complete work
Speaking unkindly
Swearing

RED CARD BEHAVIOURS EXECUTIVE

Consistent repeated minor behaviour (documented x 3)

Absconding
Aggression towards others
Bullying
Destruction of school property
Discrimination
Leaving school grounds
Misuse of technology
Racism and/or discrimination
Refusing to exit calm space/hub
Repeated defiance
Repeated disruption
Rude gestures
Swearing at others
Theft
Use of weapon
Violence

BLUE CARD BEHAVIOURS PRINCIPAL

In line with the NSW Department of Education

- Behaviour Code for Students
- Suspension & Expulsion Procedures
- Detention and time-out procedures
- School behaviour support and management plan

C O N N E C T | E M P O W E R | I N N N O V A T E | E X C E L

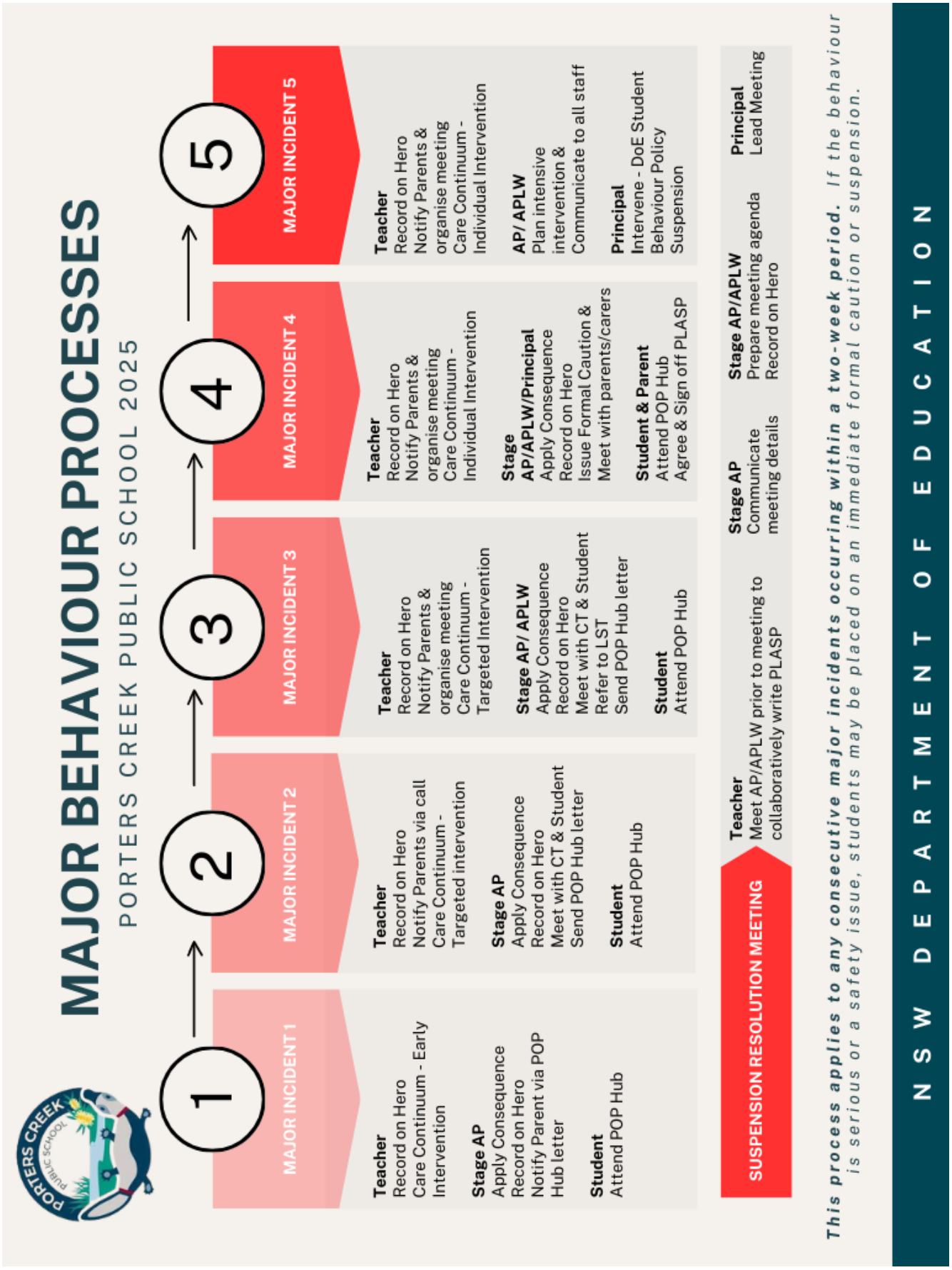
MAJOR BEHAVIOUR PROCESSES

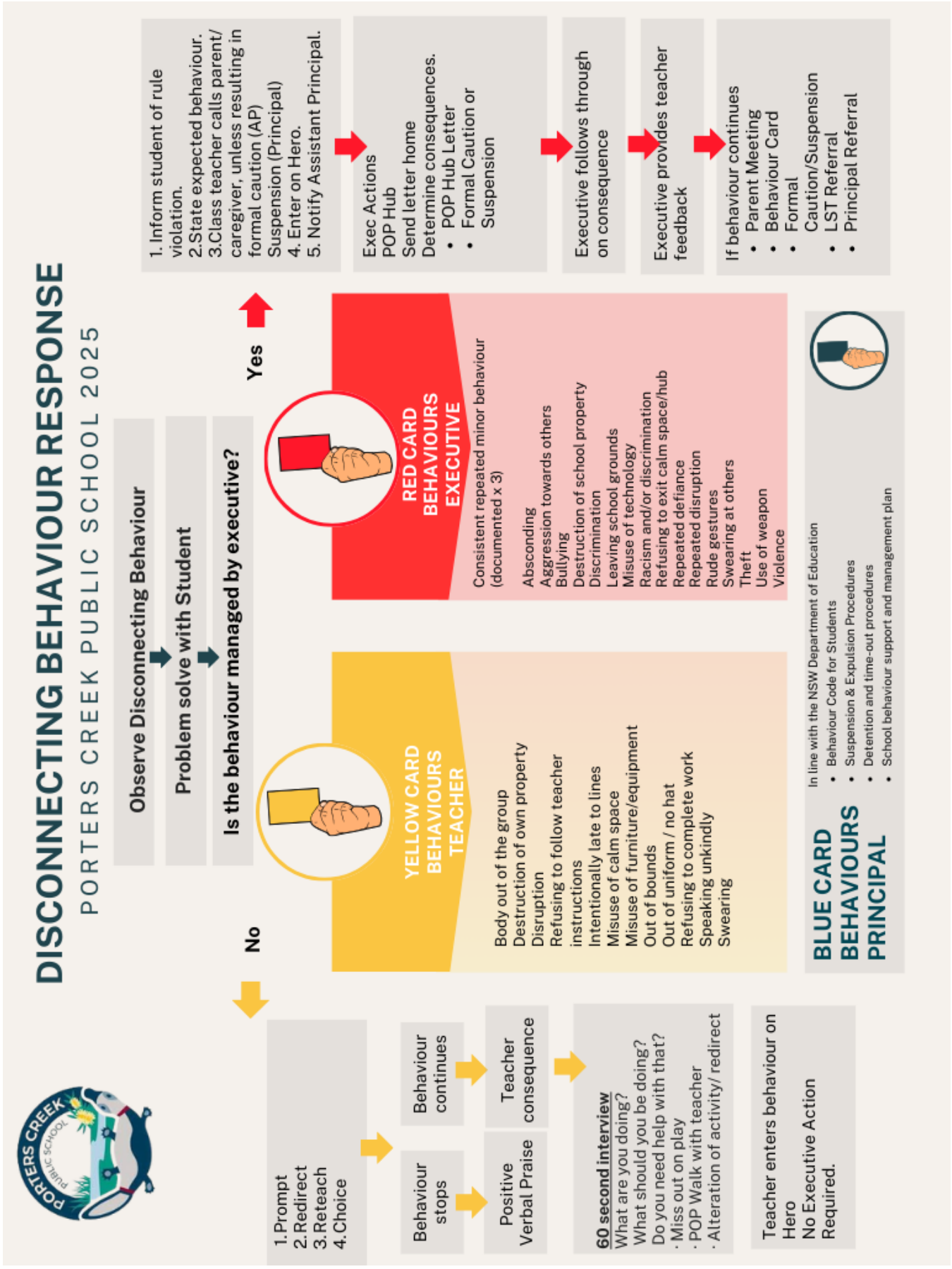
PORTERS CREEK PUBLIC SCHOOL 2025

- If you get a red card you, a letter is sent home to your family to sign and return.
- If you have more than 1 visit to POP Hub in a 2 week period, the consequences get bigger.

CONNECT | EMPOWER | INNOVATE | EXCEL

Porters Creek Public School Student Behaviour Support and Management Plan


MAJOR BEHAVIOUR PROCESSES
PORTERS CREEK PUBLIC SCHOOL 2025
1
2
3
4
5
MAJOR INCIDENT 1
Teacher
Record on Hero
Care Continuum - Early Intervention
Stage AP
Apply Consequence
Record on Hero
Notify Parent via POP Hub letter
Student
Attend POP Hub
MAJOR INCIDENT 2
Teacher
Record on Hero
Notify Parents via call
Care Continuum - Targeted intervention
Stage AP
Apply Consequence
Record on Hero
Meet with CT & Student
Send POP Hub letter
Student
Attend POP Hub
MAJOR INCIDENT 3
Teacher
Record on Hero
Notify Parents & organise meeting
Care Continuum - Targeted Intervention
Stage AP/ APLW
Apply Consequence
Record on Hero
Meet with CT & Student
Refer to LST
Send POP Hub letter
Student
Attend POP Hub
MAJOR INCIDENT 4
Teacher
Record on Hero
Notify Parents & organise meeting
Care Continuum - Individual Intervention
Stage AP/APLW/Principal
Apply Consequence
Record on Hero
Issue Formal Caution &
Meet with parents/carers
Student & Parent
Attend POP Hub
Agree & Sign off PLASP
MAJOR INCIDENT 5
Teacher
Record on Hero
Notify Parents & organise meeting
Care Continuum - Individual Intervention
AP/ APLW
Plan intensive intervention &
Communicate to all staff
Principal
Intervene - DoE Student Behaviour Policy
Suspension
SUSPENSION RESOLUTION MEETING
Teacher
Meet AP/APLW prior to meeting to collaboratively write PLASP
Stage AP
Communicate meeting details
Stage AP/APLW
Prepare meeting agenda
Record on Hero
Principal
Lead Meeting
This process applies to any consecutive major incidents occurring within a two-week period. If the behaviour is serious or a safety issue, students may be placed on an immediate formal caution or suspension.
NSW DEPARTMENT OF EDUCATION


DISCONNECTING BEHAVIOUR RESPONSE
PORTERS CREEK PUBLIC SCHOOL 2025
Observe Disconnecting Behaviour
Problem solve with Student
Is the behaviour managed by executive?
No
Yes
1.Prompt
2.Redirect
3.Reteach
4.Choice
Behaviour stops
Positive Verbal Praise
Behaviour continues
Teacher consequence
60 second interview
What are you doing?
What should you be doing?
Do you need help with that?
· Miss out on play
· POP Walk with teacher
· Alteration of activity/ redirect
Teacher enters behaviour on Hero
No Executive Action Required.
YELLOW CARD BEHAVIOURS TEACHER
Body out of the group
Destruction of own property
Disruption
Refusing to follow teacher instructions
Intentionally late to lines
Misuse of calm space
Misuse of furniture/equipment
Out of bounds
Out of uniform / no hat
Refusing to complete work
Speaking unkindly
Swearing
1. Inform student of rule violation.
2.State expected behaviour.
3.Class teacher calls parent/ caregiver, unless resulting in formal caution (AP)
Suspension (Principal)
4. Enter on Hero.
5. Notify Assistant Principal.
RED CARD BEHAVIOURS EXECUTIVE
Consistent repeated minor behaviour (documented x 3)
Absconding
Aggression towards others
Bullying
Destruction of school property
Discrimination
Leaving school grounds
Misuse of technology
Racism and/or discrimination
Refusing to exit calm space/hub
Repeated defiance
Repeated disruption
Rude gestures
Swearing at others
Theft
Use of weapon
Violence
Exec Actions
POP Hub
Send letter home
Determine consequences.
• POP Hub Letter
• Formal Caution or Suspension
Executive follows through on consequence
Executive provides teacher feedback
If behaviour continues
• Parent Meeting
• Behaviour Card
• Formal Caution/Suspension
• LST Referral
• Principal Referral
BLUE CARD BEHAVIOURS PRINCIPAL
In line with the NSW Department of Education
• Behaviour Code for Students
• Suspension & Expulsion Procedures
• Detention and time-out procedures
• School behaviour support and management plan

Appendix 3

Porters Creek Public School Care Continuum

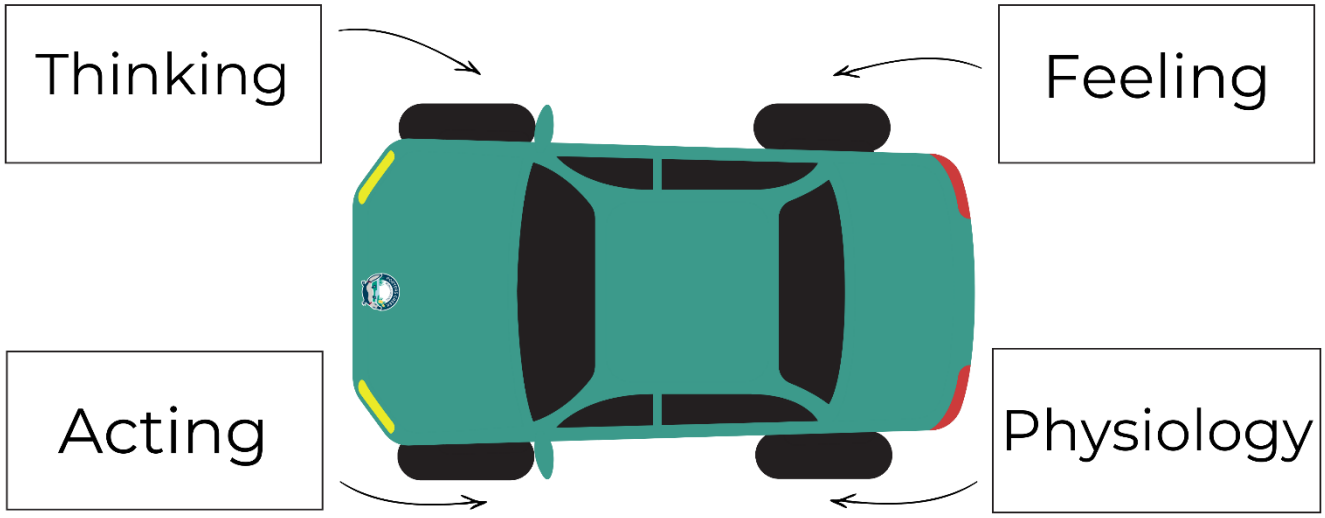
Appendix 4

Choice Theory – Total Behaviour Car

Total Behaviour Car

Porters Creek Public School

Connect • Empower • Innovate • Excel



All behaviour is chosen but we only have direct control over the way that we ***act*** and ***think;*** *our two front wheels*. When the road gets rocky, we can control our two back wheels indirectly by how we ***choose*** to act and think. This will help us to keep all four wheels on the road.

Appendix 5

Bullying Response Flowchart

The following flowchart explains the actions Porters Creek Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.