

Overview

At Engadine West Public School, we provide opportunities and support for all members of our school community to engage with learning and achievement through a dynamic culture of high expectations and respect.

Principles of positive behaviour for learning (PBL), 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.

Engadine West PS 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 implementing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

Partnership with parents and carers

Engadine West PS works to create a positive environment for students, staff and the entire school community that supports student learning. We strive to ensure that every student is known, valued, and cared for.

Our school partners 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.

Engadine West PS communicates 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

Engadine West PS has the following school-wide expectations:

We are safe, respectful learners.

Expectation –
Be safe.

Expectation –
Be respectful.

Expectation –
Be a learner.

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 for learning (PBL) 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 include:

- stating and explicitly teaching all learning area (including classrooms) expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention/ Early intervention/ Targeted/ Individual intervention	Positive Behaviour for Learning (PBL)	PBL is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe, and supportive learning culture.	All
Prevention/ Early intervention/ Targeted/ Individual intervention	Quality differentiated teaching practice	Universal support for positive classroom management. Effective differentiation functions on the premise that every student can learn with the appropriate guidance and support.	Students K-6

Care Continuum	Strategy or Program	Details	Audience
Prevention	Child Protection	Teaching child protection education is a mandatory part of the syllabus.	Students K-6
Prevention/ Early intervention/ Targeted/ Individual intervention	Trauma Informed Practices	A whole school approach with a focus on consistent, relationally based and predictable strategies supporting the wellbeing and learning of children who have experienced trauma.	Students K-6
Prevention/ Early intervention	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/ Targeted/ Individual intervention	Personalised learning support	Personalised learning and support is a process that supports a wide range of students with additional learning and support needs.	
Targeted/ Individual intervention	Learning and support	The LST works with teachers, students, and families to support students who require personalised learning and support.	All
Prevention/ Early intervention/ Targeted/ Individual intervention	Attendance support	Attendance is monitored twice a term by the attendance team and is a tiered program of support. Planning and meetings with students, families and teachers address barriers to improved attendance and set growth goals.	All students K-6, individual students and their families, attendance team
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students and their families, teacher, assistant principal

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Integration funding support	Integration funding support helps schools to provide adjustments for students with disability in mainstream classes who have moderate to high learning and support needs – as defined by the Department's disability criteria.	Individual students
Individual intervention	Risk management planning	Risk management planning can be developed with the assistance of the Incident Notification and Response Unit and speaking to either the Leader, Complex Cases or the Complex Case Advisor.	Individual students
Individual intervention	National consistent collection of data of students with a disability (NCCD)	Nationally Consistent Collection of Data (NCCD) is an annual data collection that requires information on the extent of support and adjustments made for students with disability. It supports students with disability to access and participate in education on the same basis as other students.	Individual students

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 leadership team managed. Staff use their professional judgement and PBL major/minor checklist in deciding whether a behaviour is teacher managed or leadership team managed. They 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 (minor).
- **Leadership team managed** – behaviour of concern is managed by a member of the school leadership team (major).

Corrective responses are recorded on Sentral. These include:

<p>Prevention</p> <p>Responses to recognise and reinforce positive, inclusive, and safe behaviour</p>	<p>Early Intervention</p> <p>Responses to minor inappropriate behaviour</p>	<p>Targeted/Individualised</p> <p>Responses to behaviours of concern</p>
<p>1. Behaviour expectations are taught and referred to regularly at weekly PBL assemblies. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p>	<p>1. Contact a member of the leadership team to seek support straight away if there is a risk. Otherwise notify student’s stage supervisor before the end of the school day and enter on Sentral.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with PBL tokens in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, observe but not engage, attend, praise, redirect with specific corrective feedback.</p>	<p>2. Teachers 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 future choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.</p>
<p>3. Tangible reinforcers include those that are: * free and frequent * moderate and intermittent * significant and infrequent * intermittent and infrequent reinforcers are recorded on Sentral.</p>	<p>3. Use direct responses eg rule reminder, re-teach, provide alternate choices, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.</p>	<p>3. The teacher collects information and reviews the incident from multiple perspectives to determine next steps. Teacher to record incident on Sentral and contact parent/carer phone or SeeSaw. A member of the leadership team may consider further action eg formal caution or suspension.</p>
<p>4. Social emotional learning lessons are taught (Zones of Regulation)</p>	<p>4. Teacher records on Sentral by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school’s anti-racism contact officer (ARCO).</p>	<p>4. Refer to the school’s learning support team (LST) considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan,</p>

		contacting assistant principal learning assistance (APLA), contacting team around a school for additional support.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through face-to-face meetings, phone calls home and SeeSaw are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly virtual assemblies. And end of term PBL assemblies.	Teacher contacts parents by phone or See Saw when a range of corrective responses have not been successful. A face-to-face meeting may occur. Individual planning and referral to the learning support team (LST) may be discussed.	Parent/carer contact is made by a member of the school leadership team to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies, or team around a school for additional support.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral. These may include:

- review and document the incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning support team (LST)
- develop or review individual student support planning, including teaching positive replacement behaviour, using social stories, and making learning and environmental adjustments
- community service and restorative practices directly related to the incident, reflection and counselling
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, SeeSaw, face-to-face meeting)
- formal caution to suspend, suspension or expulsion.

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.

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.

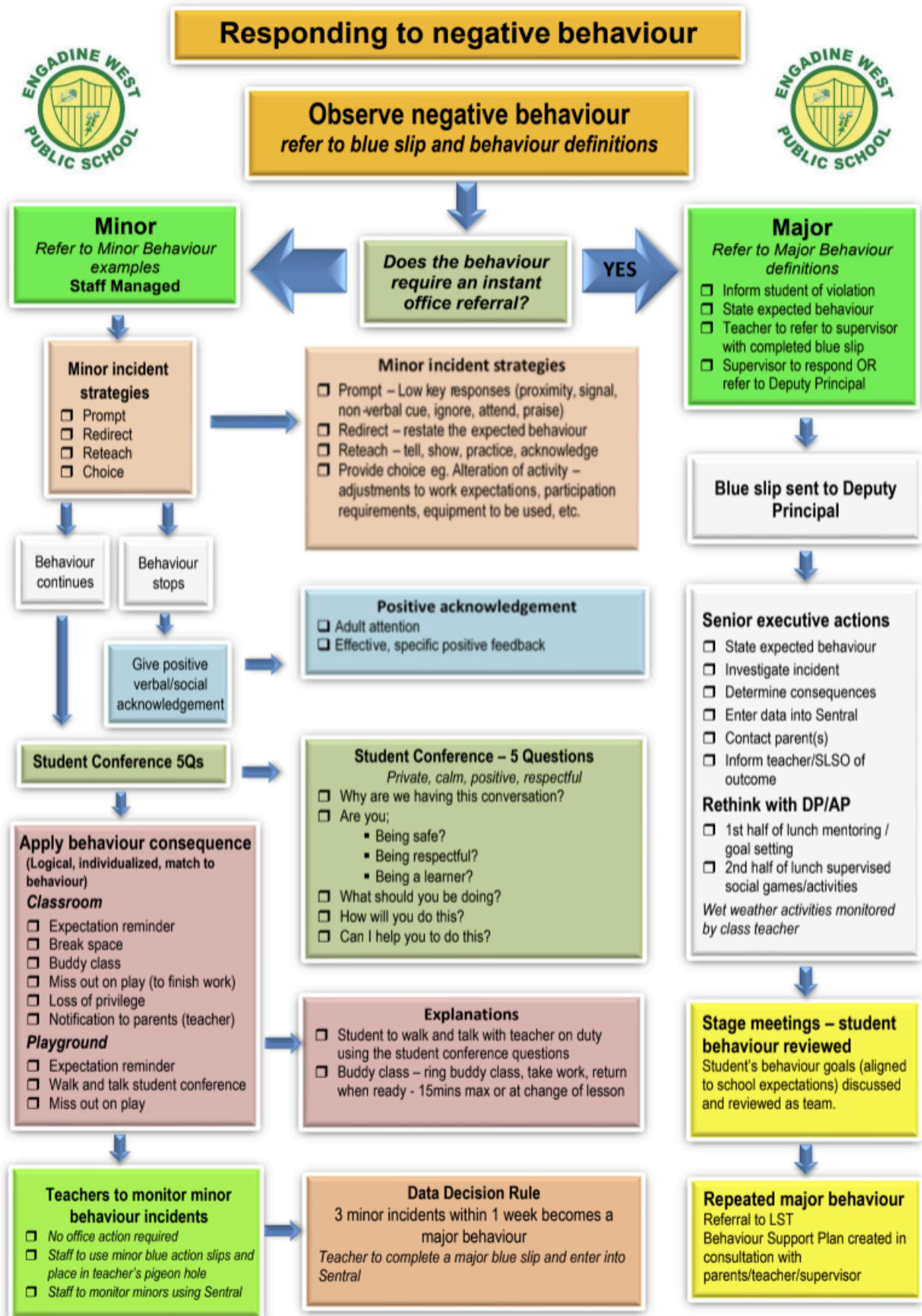
Strategy	When and how long?	Who coordinates?	How are these recorded?
Rethink time – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection), goal setting/ mentoring, supervised activities in the playground	Next day at either lunch or recess break	Assistant principal/ deputy principal	Documented on Sentral
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), goal setting/mentoring, follow up meetings with the student or group	Next break	Assistant principal/ deputy principal	Documented on Sentral
Restorative practice – peer mediation or circles in groups or community service directly related to the breach of behaviour	Scheduled for either lunch or recess break	Deputy principal/ principal	Documented on Sentral

Review dates

Last review date: Day 1, Term 1, 2024

Next review date: Day 1, Term 1, 2025

Appendix 1: Behaviour management flowchart PBL



Appendix 2: Bullying Response Flowchart





ANTI-BULLYING PLAN 2024

Engadine West Public School

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Engadine West Public School

Our 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. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

1 School culture and inclusion

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 will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

1.1 Student assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Dates	Communication topics
Week 1 Term 1	Welcome assembly behaviour code for students
Weekly	Monday Years 3-6 PBL lesson of the week Monday Years K-2 PBL lesson of the week
Friday 18 August 2024	National Day of Action against bullying - https://bullyingnoway.gov.au/preventing-bullying/national-day-of-action-against-bullying-and-violence
Term 1, 2, 3, 4	Terms 1, 2, 3 citizenship assemblies, Term 4 annual presentation assembly

NSW Department of Education | PD-2010-0415-01-V1.1.2 | Applicable from 27/01/2021
If this is a printed document, refer to the department's Policy Library for the most recent version.

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1.2 Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

Dates	Communication topics and Professional learning
Term 1	Whole school professional learning - PBL teaching the behaviour curriculum and reinforcing respectful relationships
Tems 1, 2, 3, 4	PBL committee PBL behaviour data and identifying student needs and reporting to staff
Weekly	Staff administration meetings - student wellbeing
Term 2	PBL leadership training - PBL committee members complete tier 1 and tier 2 professional learning

1.3 New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

The school's induction processes for casual staff and early career teachers includes an explanation of how to prevent and respond to bullying. Engadine West Public School anti-bullying procedures are shared across all staff. New staff are trained in Positive Behaviour Learning (PBL) expectations. PBL is implemented in all classrooms and learning areas in our school Kindergarten to Year 6.

2 Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

2.1 Website

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school's website. Check the boxes that apply.

- School Anti-bullying Plan
 NSW Anti-bullying website
 Behaviour Code for Students

2.2 Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

Dates	Communication methods and topic
Term 1 Week 9	P&C meeting updating parents on PBL expectations (including anti-bullying), meet the teacher night updating families on PBL expectations (including anti-bullying) at school
Term 2 Week 5	School website school Facebook and/or school newsletter - bystander and upstander behaviour https://bullyingnoway.gov.au/
Term 1 Week 9 Terms 2, 3, 4	Parent/teacher meetings and discussion in addressing all individual student needs Ongoing opportunities for families and school to collaborate to support individual students and their needs
Term 3 Week 5	Update student well-being documents and procedures on the school website. Audiri push alert promoting zero tolerance to bullying

3 Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following.

Students are rewarded based on their performance as safe, respectful learners. School expectations are reinforced and clearly displayed across all school learning areas eg classrooms, playground, canteen, toilets. Each class employs behaviour reinforcement strategies that reinforce strong citizenship behaviours. Parents and teachers work in partnership to reinforce positive behaviour and develop behaviour support plans and strategies to modify behaviour when necessary. The school's learning support team addresses identified concerns and support teachers and parents in addressing student needs. The school counselor is available to provide advice and support for student well-being concerns.

At Engadine West Public School staff:

- support the school in maintaining a safe, inclusive and supportive learning environment
- model and promote appropriate relationships and behaviours
- promote a school culture where bullying is not acceptable
- teach students to identify, report and respond to bullying at school and online
- maintain a positive school climate that includes respectful relationships
- identify patterns of bullying behaviour and initiate school action to respond

Completed by: Sue Roach

Position: Principal

Signature:  April 2024

Principal name: Sue Roach

Signature:  April 2024