

# Newington Public School Behaviour Support and Management Plan

## Overview

Newington Public School is a large metropolitan school located adjacent to Sydney Olympic Park with a student enrolment of approximately 700. Our school is supported by a strong multi-cultural community with over 80% of students having a language background other than English. Over 50 different cultural/language groups are identified within the school. The school has a reputation in the community for being a welcoming school that provides strong academic programs balanced with an important emphasis on student wellbeing. The school prides itself on offering a broad, balanced curriculum, as well as enrichment and extracurricular activities. The school culture is that of inclusion, high expectations and personal excellence. It promotes student responsibility, respect, safety and lifelong learning through creative, intellectual, physical and social-emotional development. The school motto 'Learning for Life' provides direction in ensuring that we motivate, engage and challenge all school community members to value education.

### **Promoting and reinforcing positive student behaviour and school-wide expectations through PBL**

Newington Public School has Positive Behaviour for Learning (PBL) with the following school-wide values and expectations:

- Be Safe
- Be Respectful
- Be Responsible
- Be a Learner

Our PBL mascot, Blueington, is a blue tongue lizard. He was created on 16 November 2016.

# BEHAVIOUR FOR LEARNING FOR LIFE

PBL aims to empower students, staff and community to ensure a safe and successful learning environment.

At Newington Public School, EVERYONE is welcome.



**EVERYONE IS A  
LEARNER.**



**EVERYONE IS  
RESPECTFUL.**



**EVERYONE IS  
RESPONSIBLE.**



**EVERYONE IS  
SAFE.**

Newington Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Weekly PBL lessons on a specific whole school value or Social and Emotional learning, determined by school data, which is reviewed fortnightly, and reinforced in classrooms across the week;
- Positive Behaviour Reward System, aligned to our school values and expectations

## REWARDS FOR CONSISTENTLY POSITIVE BEHAVIOUR

Newington Public School rewards students in a range of ways. These rewards are classified under the commonly used PBL categories of 'strong and long,' 'intermittent' and 'free and frequent.' 'Long and Strong' rewards are established, data driven and consistent award systems that are used to reward achievement, effort, and behaviour over a period of time. 'Free and Frequent' rewards are instant, moment driven awards that teachers give students to acknowledge positive behaviours observed. These rewards are explained further below.

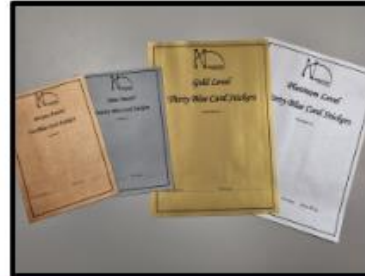


## Strong & Long - PBL Excellence

At Newington Public School, we receive **PBL Excellence** awards for demonstrating the school expectations of being a **safe, respectful** and **responsible learner** consistently.



I receive **Dojo Points** from my class teacher for demonstrating excellence in following expectations.



I can earn a **Bronze** (100 points), **Silver** (200 points), **Gold** (300 points) or **Platinum** (400 points) award by the end of the year. I receive my award at assembly.



## Intermittent - Merits & S.O.T.W.

At Newington Public School, we receive **Merit** certificates at assembly once a week, and **Student of the Week** awards in class for following the school expectations.



I can receive a **Merit** for my commitment to learning and following school expectations.



I can receive a **Student of the Week** award for demonstrating the expectation of the week in PBL.

SAUVAGE 2023 <b>24</b>	THORPE 2023 <b>24</b>
O'NEILL 2023 <b>24</b>	FREEMAN 2023 <b>24</b>

I can earn **10 points** for my House (**Freeman, O'Neill, Sauvage or Thorpe**) if I receive an award.



## Free and Frequent - Boonmarras

At Newington Public School, we receive **Boonmarras** in the classroom and on the playground. We demonstrate the school expectations of being a **safe, respectful** and **responsible learner**.



Write your name and class on your Boonmarra.



Place your Boonmarra in your class' Boonmarra Box.



My class' Boonmarra draw is on \_\_\_\_\_.

*Class winners receive a **PBL Prize** and **10 house points**. Remaining Boonmarras go in the 'End of Term Draw'.*

Teachers regularly promote positive behaviour and opportunities for students to regulate their own behaviour through classroom systems. These are established at the beginning of each school year with each class.

### 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

The care continuum is a whole-school system that can assist schools to adopt a prevention focused approach and help to address the full spectrum of student needs. These are outlined in the table below, however they broadly include:

- \* Prevention – consisting of proactive strategies as outlined below
- \* Early Intervention – consisting of whole school, universal supports
- \* Targeted intervention – consisting of small group interventions
- \* Individual Intervention – for specific students requiring additional support

More information about the care continuum can be found at the following website:  
<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/the-care-continuum>

Below is a summary of the programs and strategies Newington Public School use to support student behaviour at each stage of the care continuum (prevention, early intervention, targeted intervention and individual intervention).

Care Continuum	Strategy or Program	Details	Audience
<b>Prevention</b>	Classroom Management	Strong teacher/student relationships & highly visible classroom rules.	All students
	Communication with parents/carers	Open 2-way communication as outlined in the School Community Charter	Parents/Carers & Staff
	PBL expectations and framework	Program to promote safe, respectful learning in class, playground and all school activities.	All students
	Achievement recognition	Assembly awards	All students
	Community Partnerships	Let me show you what I've learnt afternoons and three-way interviews - opportunity for students to share their learning with their parent/carer. Supports student voice and community engagement.	All students
	EALD interventions	English as an additional language or dialect teachers The implementation of programs to support newly arrived EAL/D students and students such as New Arrivals Program and supporting refugee students.	EALD students
<b>Early intervention</b>	PBL Tier 1	Positive Behaviour for Learning (PBL) Tier 1 schoolwide and classroom systems of support that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture.	Whole School



	PBL Tier 1 – Bluey Day	Whole school celebration, linked to PBL.	Whole School
	Social/ Emotional Learning	Explicit teaching and modelling of specific skills incorporated into PBL scope and sequence to enable children develop skills to manage emotions, set goals, and develop healthy relationships	Whole School
	Student leadership/ Student voice	Peer support leaders, student leadership team, sports leaders, SRC	K-6 leaders
	Physical Activity for Wellbeing	Physical and Wellbeing team. Initiative to ensure quality physical and wellbeing programs are being implemented through learning in Physical Education, Health and Personal Development (PDHPE)	Whole school
<b>Targeted Intervention</b>	Learning and Support	The Learning and Support Team work with teachers, students, and families to support those students who require personalised learning and support. Including instructional leadership, development of risk assessments and the development of short- and long-term goals.	Students and families/carers
	PBL Tier 2	The Tier 2 team identifies students who may need additional support through targeted interventions and instruction, such as playground programs or small group skill building, building upon what has been taught to students at the universal level.	Identified students with additional needs
	Small group Social and Emotional Learning [SEL] interventions	A range of small group social and emotional skills group for identified groups of students and Check In, check out mentors	Identified students with additional needs
	Kids Club	Lunch time social skill group for identified students-helps these students to develop playground friendships	Identified students with additional needs

	School Learning Support Officers	Small group support within classrooms to enhance differentiation under the guidance of the Learning and Support Team	Identified students with additional needs
<b>Individual Intervention</b>	Personalised Learning	Personalised learning plans to support social, academic, behavioural needs of identified students, includes referrals to the school counsellor when needed.  Personalised learning pathways for students in out of home care and for students who identify as indigenous to ensure that the wellbeing and learning outcomes are maximised	Identified students with additional needs
	Integration Funding Support	integration funding support for students who have additional learning and support needs that cannot be met from existing school and local resources	Identified students with additional needs
	School Counsellors	School counselling staff support students by providing psychological counselling, assessment and intervention services	Identified students with additional needs

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

- The school responds to student behaviour, including bullying and cyber-bullying, according to the following flowchart, which is reviewed annually.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
<p>Whole school consultation of school expectations and observable, desired behaviours across all settings.</p>	<pre> graph TD     MINOR[MINOR] --&gt; PROMPT[PROMPT - proximity control, signal/non verbal, planned ignore, attend, praise]     PROMPT --&gt; R1[1st REMINDER - Redirect]     R1 --&gt; R2[2nd REMINDER - Reteach expectation (tell, show, practice, praise)]     R2 --&gt; CONF[Conference with student/s - Provide Choice]     CONF --&gt; CLASS[Classroom]     CONF --&gt; PLAY[Playground]     CLASS --&gt; TBC[Time in buddy class with reflection sheet]     PLAY --&gt; STW[Student to walk with teacher or time in designated area]     TBC --&gt; EB1[Enter behaviour in Sentral]     STW --&gt; CC[Complete communication form]     EB1 --&gt; NTP[Class Teacher to notify parent (where necessary)]     CC --&gt; NTP     NTP --&gt; DTM[Discuss at team meeting]     </pre>	<pre> graph TD     MAJOR[MAJOR] --&gt; R1[Refer to Stage AP AP and Class Teacher to determine consequence]     R1 --&gt; R2[AP and Class Teacher to action consequence AP to contact parent]     R2 --&gt; EB1[Enter behaviour in Sentral]     EB1 --&gt; R3[Severe, ongoing or persistent misbehaviour requiring DP Intervention]     R3 --&gt; R4["- DP to contact parent - Behaviour notification to parent (Sentral) - Caution to Suspend letter - Suspension Letter Referral to LST Enter behaviour in Sentral"]     R4 --&gt; FB[Feedback is given to all relevant staff]     FB --&gt; SR[Suspension and Resolution]     </pre>

### Responses to serious behaviours of concern

- Responses to serious (major) behaviours of concern are managed by executive staff. Once a referral has been made, a member of the executive reviews the incident, conferences with student using student conference sheet, determines consequence (for example time off the playground, playground program), records incident in Sentral and manages reintegration. The executive and class teacher action the consequence and parents are contacted by the executive.
- Severe, ongoing or persistent misbehaviour will be managed by the Deputy Principal or Principal.
- 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](#).

### Reflection and Restorative Practices

The school uses a restorative approach focusing on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur. The following reflection sheet is used to resolve conflict and restore relationships after an incident. Executive staff conference with students, after they have deescalated and are ready for restoration.

*NPS Conference Sheet - For Students*  
 At Newington Public School, we are safe, respectful and responsible learners.

Student Name:		Teacher:
What happened? What were you thinking at the time?	Who has been affected by what you have done? In what way?	What do you think you need to do to make things right?



## Partnership with parents/carers

School staff work closely with parents to support student behaviour across the care continuum. Parents and carers play an important role in the school community. The best education happens when parents and schools work together. The [School Community Charter](#) informs parents and carers on how to engage with NSW public schools. It outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive. In line with this charter, the school and parents will work in partnership to develop and implement student behaviour management strategies. The school communicates these expectations to parents and carers through the P&C, croak, home school communication procedures and parents meetings as required. Ensuring community and student involvement proactively builds collaborative relationships to create a shared understanding of how to support student learning, safety and wellbeing.

The NPS School Behaviour and Management Plan will be reviewed in collaboration with the community.

## School Anti-bullying Plan

[https://newington-p.schools.nsw.gov.au/content/dam/doi/sws/schools/n/newington-p/Newington\\_Public\\_School\\_2025\\_Anti\\_bullying\\_plan.pdf](https://newington-p.schools.nsw.gov.au/content/dam/doi/sws/schools/n/newington-p/Newington_Public_School_2025_Anti_bullying_plan.pdf)

## Reviewing dates

Last review date: 31 January 2025

Next review date: 31 January 2026