

Edgware School Behaviour Support and Management Plan

Overview

Edgware School is a supportive environment where students work to improve their behaviour and academic performance through collaborative planning, explicit instruction and expectations for success. Our goal is to equip students with decision making strategies that encourage self-regulation and independence. We achieve this by valuing communication, perseverance and accountability.

Our School Behaviour Support and Management Plan (SBSMP) is a framework for how students should behave to make sure Edgware is safe and inclusive so that all students can connect, succeed, thrive and learn.

Our guiding principles are:

- Wellbeing
- Goals and Success
- Positive relationships

The school motto **Engage, Achieve, Develop** reflects our commitment to helping students reach their full potential while accepting their individual differences in a safe and supportive environment.

We aim to shift the narrative from indifference and disengagement to purposeful engagement, with co-developed goals that focus on personal achievement and growth.

We use a behaviour management system that is based on understanding, reflection and responsibility.

Students work from a personalised program which emphasises academic progress, vocational pathways and social skills development.

Edgware School rejects all forms of bullying, including cyber bullying. Such behaviour contradicts our values of student wellbeing and positive and respectful relationships. Our staff are committed to promoting a positive school climate where bullying is less likely to occur.

We use elements from the following Department of Education (DoE) endorsed evidence-based practices in our behaviour support and management.

- Restorative Practice
- Social and Emotional Learning (SEL)
- Trauma-informed Practice

Partnership with parents and carers

Edgware School partners with parents and carers to strengthen student attendance, learning and wellbeing. Expectations for behaviour are clearly communicated and student progress is regularly reported to parents and carers. In response to behaviours of concern, collective responsibility is sought from parents and carers, students and staff to support student behaviour management strategies.

Expectations and support for positive student behaviour occur through;

- outlining expectations of attendance, learning and wellbeing at enrolment
- responsive phone communication
- staff/student/parent and carer meetings
- school email
- school website
- feedback of the school community from school surveys
- review of school data, systems and/or practices

School-wide expectations and rules

Our school has high expectations for student behaviour. Our school rules are shaped by school safety, student wellbeing and maintaining an optimal environment to maximise learning.

Expectation - Be Safe	Expectation - Attend	Expectation – Follow the Program
Take care of myself, others and school property.	Demonstrate satisfactory attendance.	Follow directions and the Behaviour Management System as outlined in the interview,
Arrive without weapons or dangerous equipment.	Best application to my pathway.	Be in the right place at the right time.
Be free of illegal substances or alcohol.	Show commitment to the program.	Participate appropriately in all groups and activities.
No verbal / physical abuse.	Contact the school if ill or unable to attend.	Respect my own and other people's rights, feelings and property.

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 approach to positive student behaviour creates and promotes inclusive, safe and respectful learning environments. Behaviour expectations are clear, flexible, consistently implemented and communicated with students and parents and carers. Our strategies are based on evidence-based effective school practices that set the tone for safety, wellbeing and learning.

Care Continuum	Strategy or Program	Details	Audience
Prevention	School expectations and School rules	School expectations and school rules are communicated at enrolment, explicitly taught and student progress reported to parents/carers.	All staff, students and parents/carers
	Goal setting	Students co-develop with teachers their Learning, Wellbeing and Transition goals. Goals are regularly monitored and evaluated. Goals are incorporated into our curriculum programs.	All students and teachers
	Personalised Learning Plans and Individual Education Programs	PLP's and IEP's individualise and personalise learning, focusing on knowing students and how they learn.	Teachers and students
	Curriculum programming	Edgware School programs are tailored to student interest and differentiated to meet individual needs, facilitating active participation in learning.	Teachers
	Social and Emotional Learning (SEL) Programs	Personal Social Capability Continuum based programs provide explicit instruction in social and emotional skills that promote positive behaviours and mental health.	Staff and Students
	Check-In/Morning routine	Staff conduct daily check-ins with students, assessing their readiness for learning through questioning, breakfast intake, and medication.	Staff and Students
	Positive reinforcement	Praise and incentives, such as negotiated time for interest based activities, achievement awards and calls to parents/carers to reinforce positive behaviour.	All students
	Restorative practices	Guided mediation based on understanding and assertive communication is implemented to build, repair and strengthen relationships, promoting a supportive, cooperative and inclusive school community.	All students

Care Continuum	Strategy or Program	Details	Audience
	Smaller class sizes	Smaller class sizes offer focused attention, less stressful learning environment and decreases distractions whilst increasing positive behaviour reinforcement. Student placement in classes is thoughtfully organised to optimise on task learning.	All students
	Risk assessment	Risk assessments identify triggers and outline strategies to manage student behaviour, ensuring a safe and supportive school environment. These measures help staff address challenges and maintain positive behaviour.	Staff
	Multiple staff support	Each class has a teacher and SLSO to support students. During break times and other activities there are multiple staff to manage students.	Staff
	Interest based activities	Activities tailored to student interests such as art, gardening, STEM, music, gym and sport promote positive engagement, allow creative expression and provide opportunities for students to showcase their talents within the school environment.	All students
	Whole school food/wellbeing Program	School meal programs including breakfast, snacks and meals throughout the day, including take home groceries through donated food contributions.	All students
	Outdoor environment	The school grounds have been landscaped to provide students with a calming natural environment where they can relax, spend time alone, or socialise with peers. Additionally an outdoor gym has been installed, offering a valuable resource for physical activity and wellbeing.	All students
	Personal Development, Health and Physical Education Curriculum	Topics in our PDHPE programs include self-management skills, respectful relationships and making safe choices, equip students with valuable knowledge and skills for their development.	Staff and Students.

Care Continuum	Strategy or Program	Details	Audience
Early intervention	Cognitive (time out) breaks	Brief, purposeful breaks during class help reduce stress and mental fatigue, enabling students to maintain focus and positive behaviour.	Students showing early signs of dysregulation or stress
	Family engagement	Regular communication with parents/carers keeps them informed about student attendance, presentation, and progress, while also facilitating collaboration on personalised wellbeing strategies. Additionally, resources are provided to support family wellbeing.	All students in partnership with their families
	Attendance monitoring	Consistently monitor individual student attendance patterns to identify those at risk of disengagement. Implement strategies to address attendance barriers, support student re-engagement, and improve overall attendance rates.	Students at risk of disengagement from school
	Learning assessment	Multiple learning assessments to identify students struggling academically and providing targeted interventions including small group and individual instruction.	Students identified as needing additional support
Targeted intervention	Behaviour management system	A proactive approach to behaviour management that involves teaching and modelling positive behaviours, setting clear expectations, and providing strategies support to students.	All students
	Home School Liaison Officer	The HSLO supports disengaged students, their families and the school in reengaging the student's attendance.	Students with unsatisfactory attendance and who are at risk of disengagement
	School to Work Transition Program	Provides disengaged students with work-related skills through different work-experience settings and career related education providers, preparing students for transition into the workforce.	Students preparing for transition from school to work

Care Continuum	Strategy or Program	Details	Audience
	Police Citizen Youth Club	<p>Fit for Change is a program tailored to address the core principles of risk, need and responsivity. The program builds confidence and resilience in its activities and positive connections with the police.</p> <p>Fit for Life is an early morning, intervention program engaging youth who are at risk of poor choices. This program focuses on linking physical, emotional & social wellbeing, nutrition and building resilience skills.</p> <p>Fit for work is a life changing program for young people aged 16-17 years. It aims to address a young person's disengagement from education and employment. The program helps young people develop necessary life skills increased employment opportunities.</p>	Students appropriate for the program that are willing to engage with its activities
	Police presentations	Youth Command targeted presentations such as PIVOT, legal rights and others presented to educate students of criminal, legal and safety consequences and welfare.	All students
	Waves of Wellness	Surf therapy merges group Cognitive Behaviour Therapy, with the therapeutic benefits of the outdoors. It delivers intentional, inclusive, and evidence-based therapeutic interventions, promoting psychological, physical, and psychosocial wellbeing by harnessing the transformative power of surfing and the natural environment.	Students appropriate for the program that are willing to engage with its activities
Individual intervention	Individualised Learning (<i>Literacy/Numeracy</i>) intervention	1:1 student to teacher individualised academic support in literacy and numeracy.	Students identified with academic challenges
	School Counsellor	Provides specialised psychological assessment, counselling and intervention services to assist students in managing academic, social, emotional, or relationship challenges, developing their overall well-being and resilience.	All students

Care Continuum	Strategy or Program	Details	Audience
	Student Support Officer	The SSO works within the school community to enhance the learning and wellbeing outcomes of students. SSOs also work collaboratively with external agencies and creating referral pathways for students and families to youth and family support agencies.	All students.
	Youth Block	On site weekly counsellor visit supporting students' mental health needs. Nurse attends on site bi-termly to support student's health needs.	Students requiring mental health or physical health support
	Onsite Allied Health support	Allied Health professionals including Speech therapists, Occupational therapists and Behaviour specialists are supported to work on site with our students.	Students connected with Allied Health Specialists
	Referral to External Agencies	Referral of students and their families to external resources for additional support beyond what the school can provide, ensuring a comprehensive support network.	Students and families needing specialised support beyond the school's resources
	Modified Enrolment Programs	Provides flexible enrolment options, including adjusted schedules for students struggling with full-time attendance. This program supports students in reintegrating into school gradually and offers ongoing behavioural and academic interventions during the transition.	Students needing modified attendance due to behavioural or wellbeing issues
	Offsite learning support	Students requiring off-site learning support who are attending alternative settings or facing unique health or family circumstances are provided with remote support from Edgware School staff to ensure continuity in their education.	Specific students needing modified attendance due to wellbeing issues

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

At Edgware School, we strive to sustain a positive continuum of student engagement by identifying a broad spectrum of behaviours and their potential escalation points. We then respond with tailored strategies that address the full continuum of support, including prevention, early intervention and targeted, individualised responses.

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
Rules and Expectations: Communicate and set clear expectations and school rules.	Codeveloped goals and discussions: Staff and student agreed wellbeing goals and discussions of behaviour.	Working it out conference: Discussion with student to address incident and develop strategies for future positive engagement.
Check ins: Monitor student attitude to school and pre-emptively address concerns.	Cognitive breaks: Time out for space and time to reflect and make decisions on future behaviours.	Bullying/Cyber bullying: Education, restorative practice between individuals, restriction of electronic devices.
Learning: Model appropriate behaviour, include wellbeing goals from the Personal Social Capability Learning Continuum into programs.	Behaviour Management System: Identify and label the behaviour with strategies to address the behaviour.	Family engagement: Communication with parents/carers/agencies for support to address behaviours of concern.
Positive reinforcement: Feedback, praise, awards, rewards, reports home on recognition of positive behaviour.	Restoration: Restoration to repair relationships with students, staff or school premises (including work around the school).	School counselling and External support: Access to school counsellor and Youth Block counsellor or other support networks.

Responses to serious behaviours of concern

Student, staff and whole school safety are our priorities in responding to serious behaviours of concern. Our approach is measured, proactive and flexible to individual students and contexts. The responses below indicate the steps taken to support students and staff.

1. Incident Management:

- **Immediate de-escalation:** All staff are trained in **Verbal Interventions and Safety Interventions (VI/SI)**, to equip them with skills to de-escalate situations safely and effectively. Staff immediately use the Behaviour Management Strategies to ensure the safety of all individuals involved.
- **Assessment and support:** Assess the student's needs and provide support to help them regain control. This may involve removing the student or other students from the situation to a safe, supervised area for reflection and de-escalation.
- **Involve executive staff:** If the behaviour poses a significant risk, executive staff are informed to assist in managing the incident.

2. Communication:

- **Document the incident:** All serious incidents are documented in SENTRAL, including details of the behaviour, interventions used, and outcomes.
- **Inform parents/carers:** Parents/Carers are promptly informed of the incident and the school's response.
- **Seek support:** Emergency services contacted if their support is required. Inform relevant **NSW Department of Education** personnel and sectors.
- **Staff debrief:** Staff participate in a debriefing session to review the incident, identify triggers, and plan for future support.

3. Intervention:

- **Risk assessment:** Develop and implement a risk assessment tailored to the student's needs, outlining strategies to prevent recurrence.
- **Restorative practices:** Conduct restorative conferences to address the impact of the behaviour, repair relationships, and develop strategies for future positive behaviour.

4. External Support and Referral:

- **School counselling and External agencies:** Provide access to school counselling services and refer to external agencies if necessary for additional support.
- **Modified enrolment or Learning environment:** In some cases, adjust the student's school day or learning environment to support their needs.

5. Compliance: Follow the **NSW Department of Education Student Behaviour Policy** and **Suspension and Expulsion Procedures** in all responses.

6. Review and Follow-up:

- **Monitor progress:** Regularly review the student's progress and adjust programs as needed.
- **Family engagement:** Engage with the student's family to ensure a consistent approach to behaviour support at school and home.
- 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](#).

Detention, reflection and restorative practices

Edgware School does not practise detention. Students may be required to stay after their school day as part of a restorative practice to participate in activities on school grounds, such as addressing property damage they may have caused. This is in negotiation between the student, their parent/carer, and the school.

All practices are appropriate to the student’s age and developmental level and include food and toilet breaks as required.

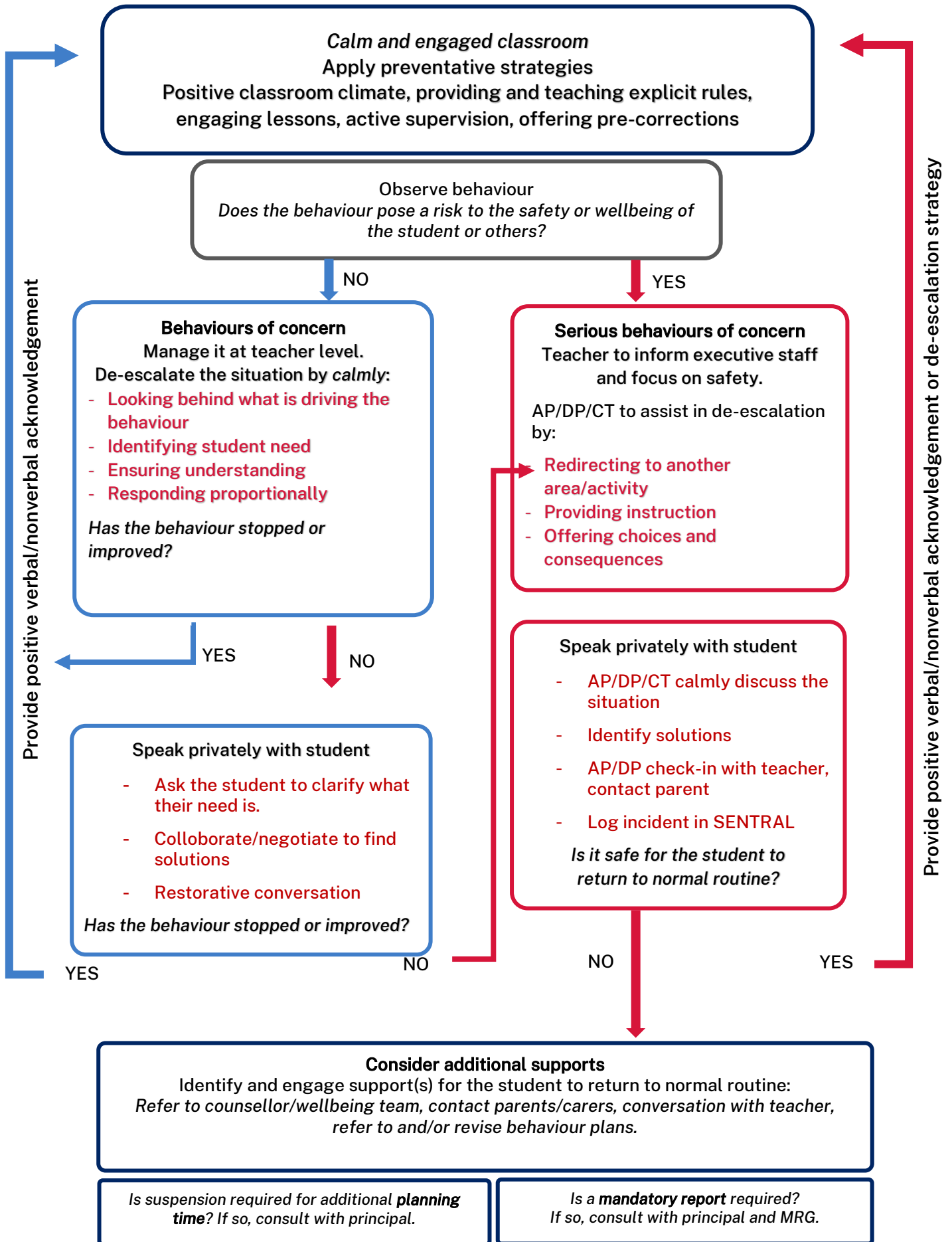
Strategy	When and how long?	Who coordinates?	How are these recorded?
Codeveloped goal setting	Weekly, 10 minutes per session.	Student and classroom teacher.	Goal sheets
Reflection breaks (Time out breaks)	As needed, 10 to 30 minutes.	Student and classroom teacher.	Staff daybook
Working it out conference	Within the day or next available time, 10 to 60 minutes.	Student, executive staff and classroom teacher.	Sentral
Suspension resolution meetings	At the end of the suspension period, 10 to 60 minutes.	Student, parent/carer and school staff.	Sentral

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart (Alternative example)



Appendix 2: Bullying Response Flowchart (Optional)

