NSW Department of Education 

# School Behaviour Support and Management Plan [Template]

[Please see [SBSMP guide](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-05), [SBSMP guide expanded version](https://education.nsw.gov.au/content/dam/main-education/student-wellbeing/attendance-behaviour-and-engagement/student-behaviour/behaviour-support-toolkit/leaders/School_Behaviour_Support_and_Management_Plan_guide_expanded_version.docx), [visual](https://education.nsw.gov.au/content/dam/main-education/student-wellbeing/attendance-behaviour-and-engagement/student-behaviour/behaviour-support-toolkit/leaders/School_Behaviour_Support_and_Management_Plan_-_visual.pdf) and [examples](https://education.nsw.gov.au/inside-the-department/directory-a-z/behaviour-support/school-behaviour-support-and-management-plan) for support in completing this plan. Delete bracket text as required.]

Overview

[School vision statement. It outlines the aims, beliefs, and/or principles upon which the SBSMP is based. It should align with the department’s endorsed approaches,]

## Partnership with parents and carers

[Insert school processes for working with families in relation to behaviour]

##  School-wide expectations and rules

|  |  |  |
| --- | --- | --- |
| **Expectation - [insert expectation]** | **Expectations - [insert expectation]** | **Expectation - [insert expectation]** |
| [insert rule] | [insert rule] | [insert rule] |
| [insert rule] | [insert rule] | [insert rule] |
| [insert rule] | [insert rule] | [insert rule] |
| [insert rule] | [insert rule] | [insert rule] |

## 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](https://education.nsw.gov.au/schooling/translated-documents/behaviour-code-for-students).

## Whole school approach across the care continuum

[Add as many rows as required to communicate the strategies and programs the school provides to support positive behaviour. The department’s endorsed evidence-based approaches that support behaviour include Positive Behaviour for Learning (PBL), trauma-informed practices, and the principals of inclusive practice.  Include approaches for antibullying, including cyberbullying. Additional information can be added as appendices as needed.]

| Care Continuum | Strategy or Program | Details | Audience |
| --- | --- | --- | --- |
| Prevention | [include strategies or programs to model and explicitly teach positive, inclusive and safe behaviours] |  |  |
| Early intervention |  |  |  |
| Targeted intervention |  |  |  |
| Individual intervention |  |  |  |

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

### [Add as many lines as required to communicate the strategies and responses for student behaviour. The table below is optional. Appendix 1 presents an example of an alternative option. Refer to Appendix 2 for an optional bullying response flowchart that school can modify]

|  |  |  |
| --- | --- | --- |
| **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 |
|  |  |  |
|   |   |   |
|   |   |   |
|   |   |   |

### Responses to serious behaviours of concern

* [list the process the school will take to respond to serious behaviours of concern]
* The NSW Department of Education [Student Behaviour policy](https://education.nsw.gov.au/policy-library/policies/pd-2006-0316) and [Suspension and Expulsion procedures](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-06) 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](https://education.nsw.gov.au/policy-library/policies/pd-2007-0362)
* [Incident Notification and Response Procedures](https://education.nsw.gov.au/content/dam/main-education/policy-library/public/implementation-documents/incident_proc.pdf)
* [Student Behaviour policy](https://education.nsw.gov.au/policy-library/policies/pd-2006-0316) and [Suspension and Expulsion procedures](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-06).

## Detention, reflection and restorative practices

[Include information about food and toilet breaks and the maximum length of time appropriate to the age/developmental level of the student]

| Strategy | When and how long? | Who coordinates? | How are these recorded? |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## Review dates

Last review date: [INSERT DATE: Day 1, Term 1, 202X]

Next review date: [INSERT DATE: Day 1, Term 1, 202X]

### Appendix 1: Behaviour management flowchart (Alternative example)

Speak privately with student

What will happen here?

*Has the behaviour
stopped or improved?*

*Calm and engaged classroom*Apply preventative strategies

Positive classroom climate, providing and teaching explicit rules,
engaging lessons, active supervision, offering pre-corrections

**Observe behaviour**

*Does the behaviour pose a risk to the safety or wellbeing of the student or others?*

**Behaviours of concern**

Manage it at teacher level.

De-escalate the situation by *calmly*:

* List strategies

*Has the behaviour stopped or improved?*

NO

YES

NO

YES

**Consider additional supports**

Identify and engage support(s) for the student to return to normal routine:
*Refer to counsellor/wellbeing team, contact parents, conversation with teacher, refer to and/or revise behaviour plans.*

*Is suspension required for additional* ***planning time****? If so, consult with principal.*

*Is a* ***mandatory report*** *required?
If so, consult with principal and MRG.*

YES

**Serious behaviours of concern**

Teacher to inform executive staff and focus on safety.

* List strategies

NO

NO

YES

Provide positive verbal/nonverbal acknowledgement or de-escalation strategy

Provide positive verbal/nonverbal acknowledgement

Speak privately with student

What will this process look like?

*Is it safe for the student to
return to normal routine?*

### Appendix 2: Bullying Response Flowchart (Optional)