

School Behaviour Support and Management Plan

High expectations for student behaviour

Kamay Botany Bay Environmental Education Centre is committed to fostering a positive, inclusive, and safe learning environment where all students are supported to engage meaningfully and responsibly. Our approach emphasises excellence, opportunity, and success for every student, every day.

We uphold high standards of behaviour during all activities to ensure the safety and well-being of everyone involved. Guided by principles of positive behaviour support, trauma-informed practices, inclusivity, and social-emotional learning, we establish and maintain expectations that promote respect, responsibility, and care for our environment and one another.

Our teaching and learning programs incorporate social and emotional learning to support students' mental health, nurture positive relationships, and prevent bullying. We are firmly committed to rejecting all forms of bullying and providing a respectful and inclusive environment that prioritises student well-being.

Kamay Botany Bay Environmental Education Centre staff use evidence-based strategies to create a supportive culture that values diversity and fosters meaningful connections. We actively collaborate with visiting school staff to build a welcoming atmosphere and reinforce the message that bullying is not tolerated. Should bullying behaviour occur, our team works promptly and effectively with visiting teachers to address the issue and ensure a safe, positive experience for all participants.

Through these shared commitments, we strive to inspire students to engage respectfully, learn collaboratively, and contribute positively during their time at Kamay Botany Bay Environmental Education Centre.

School-wide expectations for student behaviour

Kamay Botany Bay Environmental Education Centre has the following school-wide expectations and rules:

To be safe, respectful, learners.

| Safe | Respectful | Learner |
|------------------------------|---|------------------------------------|
| Stay behind the EEC teacher | Listen to and follow instructions | Ask questions |
| Walk to and from activities | Be kind and value others | Be curious |
| Walk along the rock platform | Share and take turns | Be a critical and creative thinker |
| Keep hands out of rock pools | Be mindful and care for the environment | Care for the environment |

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 student behaviour across the care continuum

Our school integrates student well-being and positive behaviour strategies across all practices along the care continuum to promote a proactive and prevention-focused approach that meets the needs of all visiting students. Behaviours of concern, including bullying, are addressed through targeted interventions developed in consultation with the visiting teacher.

| Care Continuum | Strategy or Program | Details | Audience |
|-----------------------|--|--|---------------|
| Prevention | National Day of Action Against Bullying and Violence (NDA) | Our school participates in the annual National Day of Action against Bullying and Violence (NDA) - in August each year. | KBB EEC staff |
| Prevention | PAX Good Behaviour Game | PAX Good Behaviour Game (PAX GBG) consists of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks. | KBB EEC staff |
| Prevention | Positive Living Skills | The Positive Living Skills (PLS) program is an evidence-based comprehensive mental health and wellbeing approach based on a combination of social and emotional learning, preventative mental health, resilience and life skills. | KBB EEC staff |
| Prevention | Child protection | The child protection awareness training (CPAT) covers the importance of child protection, an overview of the NSW child protection system, how the department protects children and young people, and staff obligations. A child protection update is released in December each year to include current topics and a general refresher. | KBB EEC staff |
| Early intervention | Peaceful kids | This can be encouraged by KBB EEC for visiting schools prior to a planned field study experience. Small group interventions can be implemented at the school to support and enhance the coping strategies of students who feel anxious, stressed, or have poor resilience in a small group environment. | All |
| Targeted intervention | KBB EEC staff and School Administration Manager | The KBB EEC staff works with teachers, students and families to support students who require personalised learning and support whilst on a field study | All |

| Care Continuum | Strategy or Program | Details | Audience |
|-------------------------|--|---|----------|
| Individual intervention | <u>Individual behaviour support planning</u> | In consultation with KBB EEC staff and visiting school prior to planned field study. This may include developing and implementing behaviour support, behaviour response and risk management plan. | All |

Promote positive, inclusive and safe behaviours

These strategies are grounded in evidence-based approaches that foster engagement with learning and encourage respectful relationships. These practices include:

- Stating and explicitly teaching KBB EEC expectations.
- Establishing predictable routines and procedures that are communicated clearly to students before each activity.
- Encouraging expected behaviour with positive feedback and reinforcement.
- Discouraging inappropriate and unsafe behaviour.
- Providing active supervision of students by KBB EEC staff and visiting teachers.
- Maximising opportunities for active engagement with learning.
- Providing carefully sequenced, engaging lessons and smooth transitions between activities.
- Differentiating learning content and tasks to meet the needs of all students.

Disruptive student behaviours and bullying and/or cyberbullying behaviours

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. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.

Identify disruptive student behaviours

At Kamay Botany Bay Environmental Education Centre, staff will identify inappropriate behaviour and behaviours of concern, including bullying and/or cyberbullying, through various channels, particularly during student visits for field studies. This ensures that the safety and well-being of all students are maintained, on-site during their educational experiences.

- Visiting Teacher and KBB EEC staff will observe students' behaviours, interactions, and verbal communications during field study activities and at various locations (e.g, on the rock platform, scientific investigations, bush walk). This includes noting work produced by students, such as written materials, drawings, or group presentations.
- A student may disclose information that is new or was previously kept a secret, whether related to personal issues, bullying, or other concerns to a KBB EEC staff member who will immediately notify the visiting school principal.
- Visiting school and parents, or other community members may raise concerns regarding student behaviour. These concerns will be addressed promptly to ensure the safety and well-being of the entire group during their field study visit.

Students or parents visiting Kamay Botany Bay EEC sites can report bullying and/or cyberbullying to any field study educator and visiting teacher. Any bullying and/or cyberbullying, occurring during the field study visit will be taken seriously, and appropriate action will be taken in collaboration with the visiting school.

Kamay Botany Bay EEC staff are responsible for responding to student behaviour in the following contexts:

- **During Field Studies:** This includes all student behaviours during on-site visits and its surrounding park areas, including fieldwork on the rock platform, nature walks, and outdoor activities.
- **During School-Endorsed Activities Off-Site:** The field study involves off-site locations within the national park or adjacent areas, behaviour concerns will be addressed promptly, with support from both KBB EEC staff and the visiting school’s teachers.

Prevent disruptive student behaviours

Kamay Botany Bay Environmental Education Centre uses the following strategies to recognise and reinforce positive student behaviour and behavioural expectations:

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.

Specific positive feedback may not be sufficiently reinforcing for some students, so the school-wide continuum provides the opportunity to pair verbal or non-verbal feedback with a positive, tangible consequence.

The school-wide continuum for acknowledging expected behaviour includes:

- free and frequent – for everyday use by all staff in all settings

| 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. |
|--|--|--|
| 1. Behaviour expectations are taught and referred to regularly. Staff model behaviours and provide opportunities for practice. Students are acknowledged for meeting KBB EEC expectations and rules. | 1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports from the visiting school so that the student can self-regulate. | 1. Seek help from KBB EEC principal or other KBB EEC staff and visiting teacher if there is a risk to safety. Otherwise notify visiting school principal ASAP. |
| 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. KBB EEC principal and/or visiting teacher 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. |

| | | |
|--|---|--|
| | | <p>Incident review and planning by the visiting school is scheduled for a later time determined by the context and nature of the incident. Feedback and collaboration from KBB EEC would be desirable.</p> |
| <p>3. Tangible reinforcers include those that are:</p> <ul style="list-style-type: none"> • free and frequent • moderate and intermittent • significant and infrequent <p>Intermittent and infrequent reinforcers are recorded on the centralised recording system.</p> | <p>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 a low-level consequence is applied.</p> | <p>3. Visiting school principal and teacher collects information from KBB EEC principal and reviews the incident from multiple perspectives and determine next steps. Visiting school principal records the incident on the centralised recording system and contacts parent/carer by email or phone. Principal may consider further action eg: formal caution/suspension.</p> |

Respond to disruptive student behaviours:

At Kamay Botany Bay EEC, responses to inappropriate behaviour will vary depending on the inappropriate behaviour.

- KBB EEC staff will manage minor behaviour issues in the field study settings. Examples include talking out of turn, mild disruptions, or not following directions during field study activities.
- More serious behaviours, such as bullying or disruptive actions that affect the safety or well-being of students or staff, will be escalated to the visiting school staff for management. The KBB EEC principal and visiting school staff will handle behaviours that pose a risk to the safety, emotional well-being, or learning environment of the student or others.

Students who have been bullied during a field study with Kamay Botany Bay Environmental Education Centre will be offered appropriate support. This ensures that students feel safe, heard, and supported throughout their learning experience.

By implementing these procedures, Kamay Botany Bay EEC ensures a proactive and supportive approach to managing student behaviour during field studies, fostering a positive, respectful, and safe environment for all students, parents and staff.

Responses to serious disruptive student behaviours

Responses, including students who display serious behaviours of concern, are recorded in the centralised recording system. These may include Kamay Botany Bay Environmental Education Centre principal to:

- review and document incident
- in consultation with visiting school principal determine appropriate response/s, including supports for staff or other students impacted
- develop or review teaching positive replacement behaviour and making learning and environmental adjustments
- reflection and restorative practices

- liaise with Team Around a School for additional support or advice to KBB EEC staff with students who display serious behaviours.
- The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.

Reporting and recording disruptive student behaviours

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](#).

Parent/carer engagement

Kamay Botany Bay Environmental Education Centre is committed to partnering with parents and carers to establish clear expectations for engagement and to develop and implement effective student behaviour management and anti-bullying strategies.

Expectations for parent and carer involvement during field studies are communicated through the Kamay Botany Bay Environmental Education Centre website, as well as through the booking process and procedures provided to visiting schools. Accompanying parents and carers are encouraged to actively support and model appropriate student behaviour in alignment with KBB EEC's standards for safety, respect, and responsibility. During field studies, parents and carers play an essential role in reinforcing positive behaviour and assisting students in adhering to established guidelines, ensuring a safe and productive environment for all participants.

Parents and carers visiting Kamay Botany Bay Environmental Education Centre are provided with clear information on logistical arrangements, safety protocols, environmental considerations, and ways to contribute to a positive learning environment. Their active involvement in discussions, activities, and behaviour management during field trips enhances the educational experience and helps maintain a respectful and supportive atmosphere for all students.

We invite parent and carer feedback through both formal and informal channels, including on-the-day discussions during a field study visit, and through the KBB EEC school survey. Feedback and concerns raised are used to review and refine our school systems, data, and practices, ensuring continuous improvement in supporting student learning and well-being.

School community consultation

Kamay Botany Bay Environmental Education Centre proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety, and well-being. This includes providing guidance on the structure and purpose of our teaching and learning programs for both primary and secondary students.

Through these collaborative efforts, we aim to foster a strong partnership with families, ensuring a safe, inclusive, and enriching experience for every student engaging in Kamay Botany Bay Environmental Education Centre programs.

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.

| Strategy | When and how long? | Who coordinates? | How are these recorded? |
|---|-------------------------|--|--|
| Reflection conversation (problem-solving) – What happened, what did you do, and what could you do instead next time. | break times as required | KBB EEC principal and visiting teacher | Documented in KBB EEC school record system |

Review dates

Last review date: Friday 31 January, Day 1, Term 1, 2025

Next review date: Monday 13 October Day 1, Term 4, 2025