## **NSW Department of Education**



# Urana Primary School Behaviour Support and Management Plan





## Contents

Urana Primary School Behaviour Support and Management Plan	1
Overview	3
Programs	3
Partnership with parents and carers	
School-wide expectations and rules	4
Behaviour code for students	4
Whole school approach across the care continuum	
Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying	ng
Responses to serious behaviours of concern	9
Reporting and recording behaviours of concern	9
Detention, reflection and restorative practices	10
Review dates	10
Appendix 1: Behaviour management flowchart	11
Bullying Response Flowchart	

### Overview

Urana Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Our goal is to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

Principles of positive behaviour support, trauma-informed practice, 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. By modelling our core values we aim to create a safe, positive and supportive learning environment that fosters the academic social and emotional growth of all students.

Student wellbeing and welfare is a key priority for our school's Strategic Improvement Plan 2024-2027.

### **Programs**

To achieve our mission, key programs prioritised and valued by the school community are:

- Bounce Back
- Healthy Eating Program
- After School Wellbeing Program

Urana Public 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. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

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 actively respond to student bullying behaviour.

### Partnership with parents and carers

Urana Public School will partner 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, and consulting with the P & C.
- using concerns raised through complaints procedures to review school systems, data and practices.

Urana Public School will communicate 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

Urana Public School has the following school-wide expectations and rules:

To be inclusive, respectful, responsible and safe learners.

Inclusive	Respectful	Responsible	Safe
Work together	Show respect to others	Be your best	Be safe
Accept differences	Use appropriate language	Overcome challenges	Be on time
Be kind	Listen to others	Be ready to learn	Follow instructions
Value others	Be considerate	Look after property	Be in the right place

### 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 <a href="https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01">https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01</a>. 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 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 classroom 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.



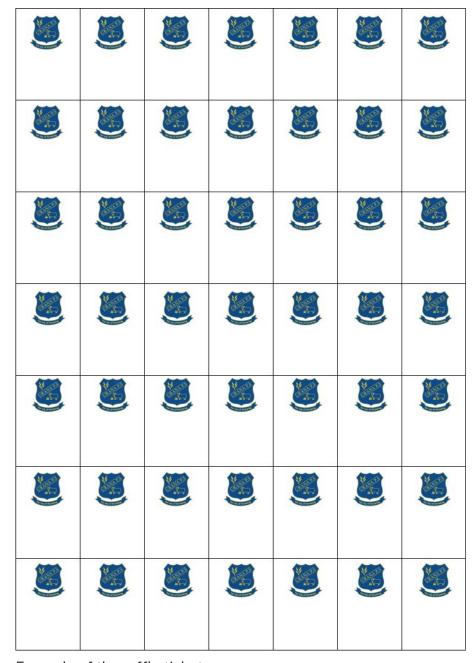
Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Living Skills	The Positive Living Skills (PLS) program is an evidence-based comprehensive mental health and wellbeing approach based on a combination of social and emotional learning, preventative mental health, resilience and life skills.	All
Prevention	Bounce Back	Bounce Back! is a positive education approach to wellbeing, resilience and social-emotional learning for primary school children. Bounce Back! supports teachers and schools in their efforts to promote positive mental health, wellbeing and resilience for both students and teachers and build safe and supportive class and school learning environments.	All
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention / Early Intervention / Targeted / Individual	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/ Whole school	Hector Cyber Safely. (Australian eSafety Commissioner)	Children learn important lessons about staying safe online as they watch the episodes of this animation series.	All
Early Intervention	Peaceful kids	Small group intervention to support and increase the coping strategies of students who are feeling anxious, stressed or who have poor resilience in a small group environment at school.	Individual students K - 6
Targeted / individual intervention	Attendance support	The principal will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, parents, principal
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, Principal

### Positive Behaviour Support and Whole School Rewards Program

A student is chosen by the staff to receive a 'Student of the Week' award. Student is chosen based on behaviour and attitude toward learning for the week. They are given a photo and a certificate to take home. The photo is also displayed at school.

At Urana Public School students are rewarded with raffle tickets when demonstrating positive behaviours. The raffle tickets are given out frequently and freely. At the end of the week two tickets are drawn and the winners receive a small reward.

The raffle tickets are counted at the end of the week and as a whole school, students collect tickets to earn whole school rewards. Depending on the reward chosen, the total tickets needed changes based on the cost of the reward. Once the students reach the goal the whole school gets the chosen reward.



Example of the raffle tickets.

## 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 managed by the teacher or principal. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive 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.
- Principal managed behaviour of concern is managed by school executive.

Corrective responses are recorded on Behaviour / wellbeing ITD system. These include:

Classroom	Non-classroom setting
<ul> <li>rule reminder</li> <li>re-direct</li> <li>offer choice</li> <li>error correction</li> <li>prompts</li> <li>reteach</li> <li>seat change</li> <li>stay in at break to discuss/ complete work</li> <li>conference</li> <li>detention, reflection and restorative practices</li> <li>communication with parent/carer.</li> </ul>	<ul> <li>rule reminder</li> <li>re-direct</li> <li>offer choice</li> <li>error correction</li> <li>prompts</li> <li>reteach</li> <li>play or playground re-direction</li> <li>walk with teacher</li> <li>detention, reflection and restorative practices</li> <li>communication with parent/carer.</li> </ul>

Urana Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

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.

Prevention  Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
Behaviour expectations are taught and referred to regularly.  Teachers model behaviours and provide opportunities for practice.  Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Contact principal to seek help straight away if there is a risk.
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, nonverbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Principal/CT 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. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.
3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on <b>Sentral</b> system.	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 low-level consequence is applied.	3. Principal collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Sentral system and contact parent/carer by email or phone. Principal may consider further action e.g., formal caution or suspension.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to 'Team Around a School' may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

### 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 incident
- determine appropriate response/s, including supports for staff or other students impacted
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)
- liaise with <u>Team Around a School</u> for additional support or advice
- communication and collaboration with parents/carers (phone, text message or meeting)
- formal caution to suspend, suspension or expulsion.

The NSW Department of Education <u>Student Behaviour policy</u> and <u>Suspension and Expulsion</u> 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

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service.

### 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 <u>eSafety Commissioner</u> and reporting links for most sites, games and apps can be found at the <u>eSafety Guide</u>.

### 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?
Withdrawal from play – withdrawal from free choice play and re-allocation to stage for reflection time 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).	Next break	Principal	Documented in Sentral
Restorative practice – peer mediation or circles in groups	Scheduled for either lunch or recess break	Principal	Documented in Sentral

### Review dates

Last review date: [05.2.2025: Week 2, Term 1, 2025]

Next review date: [Week 1, Term 3, 2025]

### Appendix 1: Behaviour management flowchart

Calm and engaged classrooms

Apply preventative strategies

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

Observe inappropriate behaviour

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

NO

YES

### Low level inappropriate behaviour

Manage it at teacher level De-escalate the situation by *calmly*:

- correcting the behaviour
- identifying student need
- ensuring student understands corrective response
- responding proportionally to the level of behaviour displayed

Has the behaviour stopped or improved?

Provide positive verbal/nonverbal acknowledgement

YES

NO

Speak privately with student
Clearly and calmly state the issue and
invite the student to come up with
solutions with you to resolve the
matter.

Has the behaviour stopped or improved?

#### Behaviour of concern

Teacher to inform executive staff and focus on safety.

Executive/CT to assist student to de-escalate to baseline by using appropriate strategies such as: redirecting to another area or activity

- providing reassurance
- offering choices

Speak privately with student Executive/CT to calmly allow the student to explain the situation to identify ways to fix the problem. Executive to check-in with teacher for feedback and contact parent. Executive/CT to enter incident on Behaviour / wellbeing ITD system. Is it safe for the student to return to normal routine?

YES

NO

NO

YES

### **Consider additional supports**

Identify and engage support(s) for the student to return to normal routine: Refer to learning and support team/school counselling service, contact parents, conversation with teacher, refer to and/or revise individual student support plans.

Is additional time required for additional planning time? If so, refer to the principal for possible suspension.

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

### **Bullying Response Flowchart**

The following flowchart explains the actions Example Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

First hour: Listen

- •Provide a safe, quiet space to talk and reassure the student that you will listen to them
- •Let them share their experience and feelings without interruption
- •As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

Day 1: Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- •Write a record of your communication with the student and check with the student to ensure you have the facts correct
- •Enter the record in Behaviour / wellbeing ITD system
- •Notify school executive of incident if required in line with behaviour management flowchart
- •Notify parent/s that the issue of concern is being investigated

Day 2: Collect

- •Gather additional information from other students, staff or family
- •Review any previous reports or records for students involved
- •Make sure you can answer who, what, where, when and how
- •Clarify information with student and check on their wellbeing

Day 3:

Discuss

- •Evaluate the information to determine if it meets the definition of bullying (see above)
- Make a time to meet with the student to discuss next steps.
- •Ask the student what they believe will help address the situation
- •Engage the student as part of the solution
- •Provide the student and parent with information about student support network
- •Agree to a plan of action and timeline for the student, parent and yourself

Day 4: Implement

- •Document the plan of action in Behaviour / wellbeing ITD system
- Complete all actions agreed with student and parent within agreed timeframes
- •Monitor student and check in regularly on their wellbeing
- •Seek assistance from student support network if needed

Day 5: Review

- Meet with the student to review situation
- •Discuss what has changed, improved or worsened
- •Explore other options for strengthening student wellbeing or safety
- Report back to parent
- •Record outcomes in Behaviour / wellbeing ITD system

Ongoing folllow-up

- •Continue to check in with student on regular basis until concerns have been mitigated
- •Record notes of follow-up meetings in Behaviour / wellbeing ITD system
- •Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved
- •Look for opportunities to improve school wellbeing for all students