NSW Department of Education

 

# Perthville Public School Behaviour Support and Management Plan

## Overview

Perthville 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 society. 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.

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

* Orange Card System
* Positive Living Skills – Primary Program

Perthville Public School rejects all forms of bullying behaviours, including cyberbullying 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

Perthville Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and bullying strategies, by:

* inviting parent/carer and student feedback through formal and informal means such as school surveys, Tell Them From Me surveys, consulting with the P & C and local AECG

Perthville Public School will communicate these expectations to parents/carers through the school newsletter. 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

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

For all students to be safe and happy at school, Perthville students will;

|  |  |  |
| --- | --- | --- |
| **Expectation** |  |  |
| Respect others, their property and school property  |  |  |
| Always work and play safely  |  |   |
| Not interrupt the learning of others |  |  |
| Be in the right place at the right time |  |  |
| Keep our hands to ourselves |  |  |

## 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.

Perthville Public School takes strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning. See the [Behaviour Code for Students](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01) for more details.

## 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 cyberbullying 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 students.

| Care Continuum | Strategy or Program | Details | Audience |
| --- | --- | --- | --- |
| Early Intervention | SENTRAL | Student issues recorded in SENTRAL WellbeingStaff are informed about low level student behaviour | Individual students, all staff |
| Targeted intervention | Orange CardSystem  | Parents are informed about minor student behaviour via a warning letter | Individual students, all staff, families |
| Targeted/ Individual intervention | Orange Card System- Yellow | Parents are informed about persistent or intensified behaviours | Individual students, all staff, families |
| Individual intervention | Orange Card System - Red | Parents are informed about challenging and complex behaviours. | Individual students, all staff, families, Wellbeing Team |
| Prevention / Early intervention / Targeted / Individual | Australian eSafety Commissioner [Toolkit for Schools](https://www.esafety.gov.au/educators/toolkit-schools) to prevent and respond to cyberbullying | The toolkit supports our school to prepare, engage and educate the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. | Individual students, all staff, families |
| Targeted 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, Executive, Principal |
| Targeted / individual intervention | School learning and support | Provides support for students who need personalised learning and support.  | Executive, Principal, individual students, families |
| Individual intervention | [Individual Behaviour Support Planning](https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/planning-behaviour-support-for-individual-students/How-do-I-plan-for-behaviour-support) | Planning is done in collaboration with the student and their family with support from Team Around a School where needed. This can include individual behaviour support and risk management plans. | Individual students, staff |

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

### Identifying behaviour of concern, including bullying and cyberbullying

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.

### Perthville Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

* directly observing a child or young person’s behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
* a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
* concerns raised by a parent, community member or agency.

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 their year advisor or school counselling service.

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.

### Preventing and responding to behaviours of concern

Perthville Public School 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
* moderate and intermittent – awarded occasionally
* significant and infrequent –semester or annual types of recognition.

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| PreventionResponses to recognise and reinforce positive, inclusive and safe behaviour  | Early InterventionResponses to minor inappropriate behaviour. | Targeted/IndividualisedResponses to behaviours of concern. |
| 1. Behaviour expectations are explicitly taught and referred to regularly.

Staff 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. Seek help from Executive/Principal or other staff member if there is a risk to safety.
 |
| 1. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.
 | 1. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback
 | 2. Classroom Teacher, Executive/Principal 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 eg House Points
* moderate and intermittent eg Merit Awards
* significant and infrequent eg Blue Star, Gold Awards and Medals
 | 1. 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.
 | 3. Executive/Principal collects information and review the incident from multiple perspectives and determine next steps. Executive/Principal record incident on SENTRAL and contacts parent/carer. Executive/Principal may consider further action eg: Yellow Card, Red Card, formal caution/suspension. |
| 4. All social-emotional learning programs eg Positive Living are taught fortnightly. | 4. Teacher records on SENTRAL by the end of the school day. Monitor and inform family if repeated via Orange Card. | 4. Refer to the school’s Learning and Support Team or APLaS considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.  |
|  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. | Teacher contacts parents when a range of corrective responses have not been successful. In some cases, individual planning and referral to LST may be discussed.  | Executive/Principal contacts parent/carer to discuss any support and behaviour responses, including referral to the LST, outside agencies or Team Around a School. |

### Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded in SENTRAL. These may include:

* review and document incident
* determine appropriate response/s, including supports for staff or other students impacted
* refer/monitor the student through the school learning and support team
* develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
* reflection and restorative practices (listed below)
* liaise with Team Around a School for additional support or advice
* communication and collaboration with parents/carers (phone, email, parent portal, meeting)
* formal caution to suspend, suspension or expulsion.

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.

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) and [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 procedures
* If a behaviour of concern is also a child protection matter use the [Mandatory Reporting Guideline Tool](https://reporter.childstory.nsw.gov.au/s/mrg).

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](https://www.esafety.gov.au/report) and reporting links for most sites, games and apps can be found at the [eSafety](https://www.esafety.gov.au/key-issues/esafety-guide) Guide.

## Reflection practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour.

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| --- | --- | --- | --- |
| Action | 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. | Class time and break times as required | Executive/ Principal | Documented in school record system  |

## Review dates

Last review date: Day 1 Term 1 2025

Next review date: Day 1 Term 1 2026

### Appendix 1: Behaviour management flowchart

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?*

*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?*

**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?*

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

**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

NO

NO

YES

Provide positive verbal/nonverbal acknowledgement or de-escalation strategy

Provide positive verbal/nonverbal acknowledgement

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 SENTRAL.

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

Appendix 2: Bullying Response Flowchart