

School Behaviour Support and Management Plan

Arcadia Public School

Overview

Arcadia Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are Positive Behaviour for Learning, You Can Do It program and a whole school reward and support system.

Promoting and reinforcing positive student behaviour and school-wide expectations

Arcadia Public School has the following general principles that underpin everything we do:

1. Develop positive relationships with each other and think about the effect on relationships before acting. Positive relationships make the school a much better and enjoyable place to be in, therefore everything we do will be to nurture and protect these relationships.
2. Actively participate in learning. Learning is a two-way process, there must be active participation from the students and teachers for true learning to occur.
3. Take personal responsibility for behaviours and actions. We are in control of our own choices and behaviours; therefore we take credit when we do well, and take responsibility to fix it when we don't.
4. Resolve conflict respectfully, calmly and fairly. Our school welcomes mistakes and conflicts as learning opportunities to improve in our ability to work well with others.

These principles are embedded in our school values of:

Show respect

Be Responsible

Do your personal best

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

THE ARCADIAN WAY		
		
SHOW RESPECT	BE RESPONSIBLE	DO YOUR PERSONAL BEST
★ Listen to others	★ Follow instructions	★ Give your best effort
★ Speak nicely to others	★ Be cooperative	★ Be punctual and ready to learn
★ Ask before you borrow things	★ Take ownership of your actions	★ Be a positive role model
★ Keep your hands to yourself		
The Arcadian Way    The Arcadian Way		

Positive Behaviour for Learning (PBL)

Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. In our efforts to create a safe, welcoming and purposeful learning environment at Arcadia Public School, PBL has been implemented to improve social, emotional, behavioural and academic outcomes for students.

At Arcadia Public School the focus is on teaching and encouraging appropriate behaviour in all areas of the school, concentrating on the school's values and expectations of showing respect, being responsible and doing your personal best. Students who are respectful, responsible and do their personal best act appropriately so that they maximise their learning opportunities and do not detract or interfere with the learning opportunities of their peers.

Through PBL, Arcadia Public School has a school-wide system of supports that include strategies for defining, teaching and supporting appropriate behaviour. Attention is focused on creating and sustaining school-wide, classroom and individual systems of support.

When PBL is implemented well, teachers and students have more time to focus on relationships and learning. Students and staff benefit from:

- reduced problem behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- support for teachers to teach, model and respond effectively to student need
- a predictable learning environment where staff and students know what is expected to deliver effective practices that can be sustained over time.

PBL lessons will be explicitly taught at the beginning of the year, to ensure that our students are set up for success. The focus for the fortnight, will then be determined by need.

Tiers of Support

PBL provides a model of support for all students, consisting of 3 tiers of intervention. The tiers represent levels of intervention.

Tier 1 Universal Prevention

Universal prevention embraces a general, whole school approach targeted at the majority of students (80 – 90%). Universal prevention focuses on preventing problems and enabling an environment that supports student learning and wellbeing. Examples include school-wide expectations, You Can Do It social-emotional learning, school-wide acknowledgements and quality teaching.

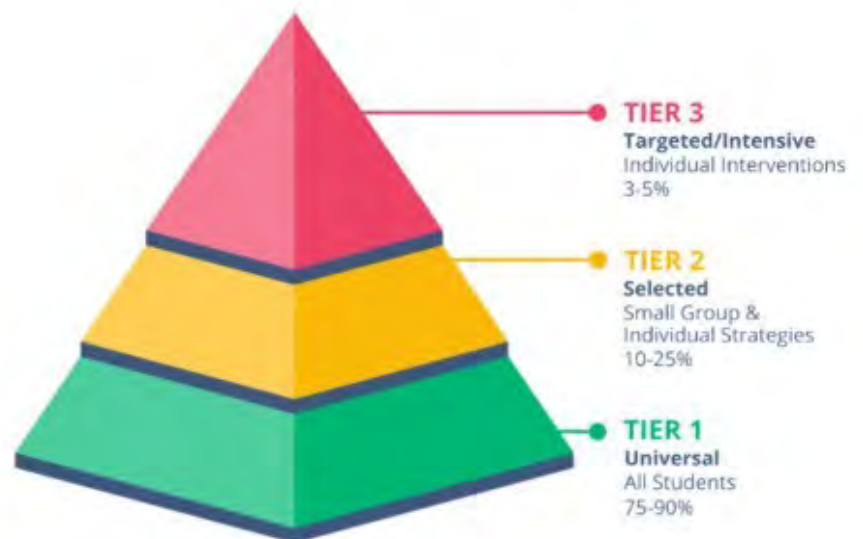
Tier 2 Targeted Interventions

Targeted interventions are designed to enhance and build upon what has been taught to students at the universal level and support approximately 10 – 15% of students. Examples include specific behaviour goals and checking in with teachers.

Tier 3 Intensive Interventions

A smaller group of students (1 – 5 %) may need more individualized and intensive supports, as well as Tier 1 and Tier 2 supports. In many cases, these students have experienced academic and behavioural difficulties over an extended period of time. Examples include Behaviour Support Plans, referral to the Learning and Support team, specialist and / or external service support.

It is important that students requiring Tier 2 and Tier 3 interventions have received, and are continuing to receive, the same level of Tier 1 support as other students.



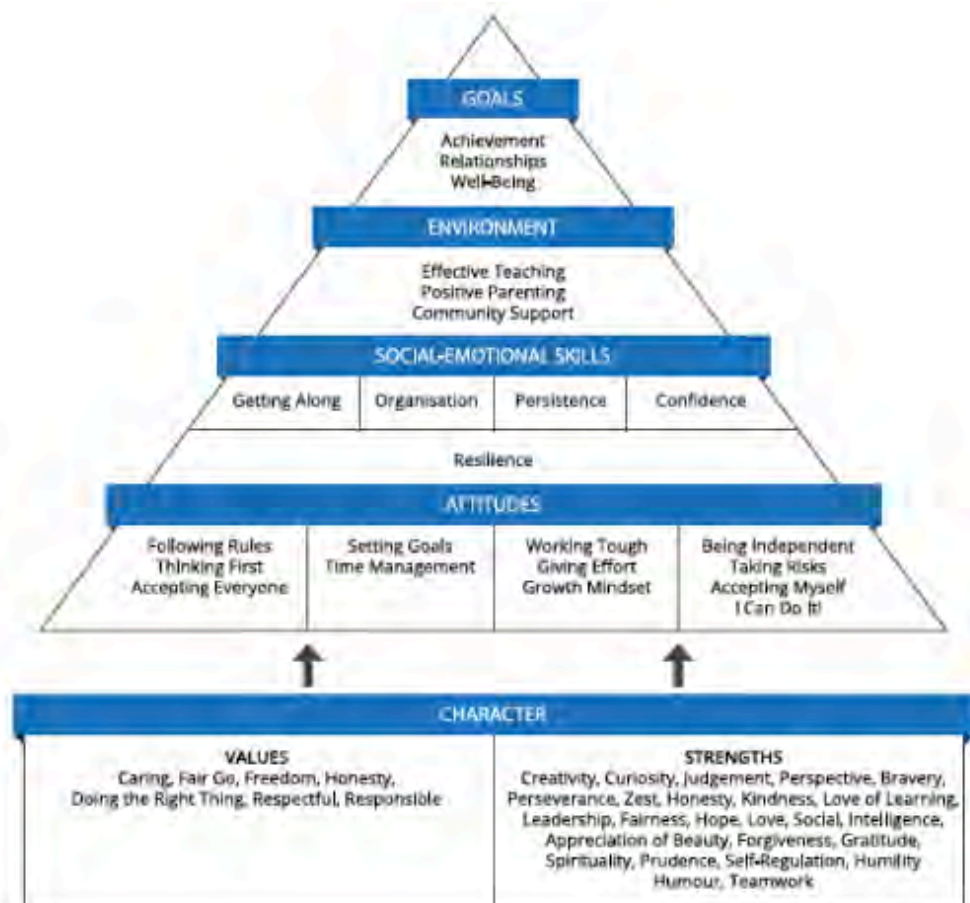
Strategies to Promote Positive Behaviour

Effective behaviour management occurs when staff focus on creating positive classroom climates with high quality student-teacher relationships and engaging lessons to inspire learning. Our dedicated teachers engage in ongoing professional learning and reflective practices to improve their use of preventative strategies. These strategies promote long-term positive behaviours within students. They make teaching more enjoyable and satisfying.

At Arcadia Public School, all staff support and implement the following **preventative strategies**:

- Develop positive relationships with students: Get to know their students and students across the school, greet them warmly and by name, show concern and care.
- Teach the expectations: Explicitly teach the expectations at the beginning of the year, remind students of expectations and why they are helpful, show them how to comply, provide feedback.
- Provide structured and engaging lessons: Make the learning relevant, consider the students' perspective, be prepared.
- Offer pre-corrections to remind students of expectations: Allow time before beginning the lesson for students to comply, remind students about behaviour expectations before break times
- Use active supervision to help students stay on task: Move around the room to offer support, check in on students, actively scan the play areas when on duty to support students.
- Model mature social and emotional skills: Show the students through your actions how to respond to irritation, conflict or anger.

At Arcadia Public School we are implementing the **social-emotional learning program** of **You Can Do It**. This is a research-based, best practice program to support personal / emotional and social / relational skill development. Lessons incorporate brain-based, social and emotional learning activities which stimulate student interest, attention, engagement, learning and retention. Explicit lessons strengthen the personal and social capabilities of self-awareness, self-management, social awareness and social management. Additionally, a set of classroom and school-wide practices have been identified that provide staff with ways of reinforcing student use of personal and social/ social and emotional learning skills.



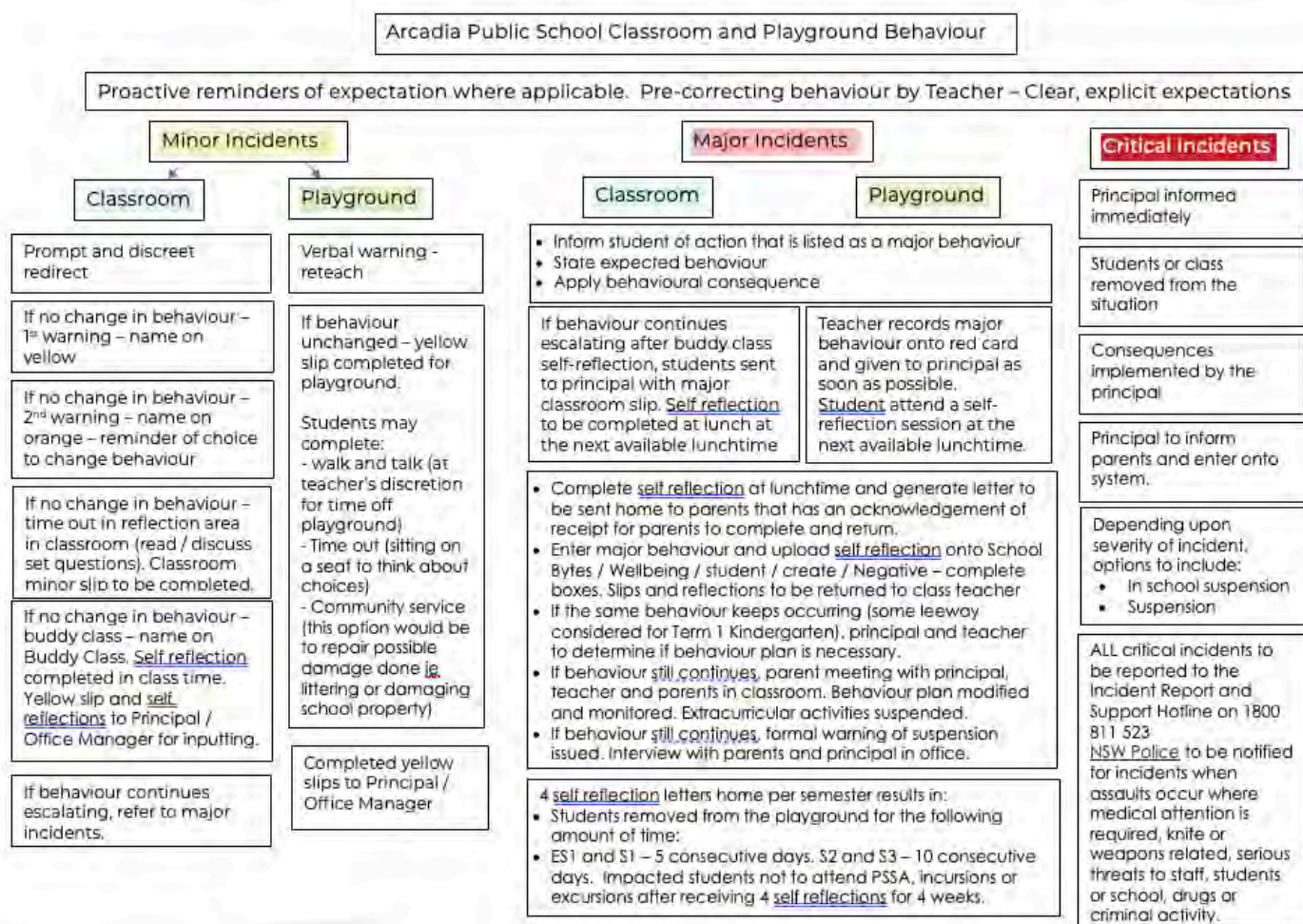
At Arcadia, explicit **Child Protection lessons** are taught by classroom teachers each year at a stage level to assist students in developing skills in recognizing and responding to unsafe situations, seeking assistance effectively, establishing and maintaining relationships and strengthening attitudes and values related to equality, respect and responsibility. This benefits students' overall wellbeing both inside and beyond the classroom.

Our Student Voice and Student Leadership opportunities are detailed in our *Arcadia Public School Student Voice and Student Leadership Guidelines*. Student voice is encouraged across the school through the enactment of our **Student Parliament**. This is an opportunity for students to voice their ideas for improvement of their school and promote ownership of their learning environment. Student Parliament meets twice per term.

Our school is guided by the **Behaviour code for students** as provided by the NSW Department of Education. This can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316-01>. High expectations for student behaviour are established and maintained through effective role-modelling, explicit teaching and planned responses.

Strategies to Respond to Inappropriate Behaviour

Despite our best efforts, we recognize that our students are still learning to behave and that mistakes will occur. When students engage in inappropriate behaviour, we strive to understand the function of their behaviour and how we can work together to resolve the situation. When inappropriate behaviour occurs, staff support and implement the following decision flowchart:



Minor, major and critical incident behaviours

A minor behaviour is a behaviour that is deemed inappropriate and goes against the school expectations, however it is generally low-level. Minor behaviours are managed by the classroom teacher. When a minor behaviour is repeated or escalates, it is considered a major behaviour. Major behaviours can be managed by the classroom teacher, however other teachers and / or the principal are informed. Major behaviours generally involve harm to another person.

Behaviours that pose a serious risk of harm are considered a critical incident and are managed at the principal level.

Reflective conversations

When students do not respond positively to the school expectations, it may be necessary to apply a fair, reasonable and proportionate action. In line with the Department of Education Guidelines, staff are encouraged to have reflective conversations with students following inappropriate behaviour, once the student is able to engage in this conversation. Reflective conversations are a planned consequence that involves a single student, or a group of students. The purpose of these conversations is to support the student / students to reflect on their behaviour and make positive choices.

Reflective conversations for major behaviours or critical incidences are to be recorded on School Bytes. They are to take place as close to the event as practical and should take between 15 – 20 minutes.

Care Continuum

Students can present a range of behaviours, and the needs of an individual student can range across tiers of support, from universal and preventive support, through targeted supports, to intensive interventions. The table below outlines how Arcadia Public School provides a care continuum for its students.



Universal Prevention Whole school practices to maintain safe and respectful learning environments	Early Intervention Initial responses to work with emerging, low-level behaviours	Targeted Intervention Targeted support to encourage positive behaviours in response to complex and challenging behaviours.	Individual Intervention Comprehensive systems of support for highly complex and challenging behaviours
Strong teacher / student relationships Explicit teaching of positive behaviours and social skills Class based expectations and positive reinforcement Consistent expectations, routines, modelling and responses to behaviour Liaising with previous teachers, preschools and external paraprofessionals Curriculum links, particularly in PDHPE (Respectful relationships and safety and Self-management and interpersonal skills) Parent / Carer involvement Learning adjustments documented in IEPs and PLPs Attendance follow up Arcadia Minis A restorative approach that focuses on building, maintaining and restoring positive relationships Professional learning High quality differentiated teaching that addresses needs of all students	Communication with parents / carers Explicit teaching and modelling of specific skills Consulting at communication meetings to provide early support Routines Drama and role play Self-regulation strategies provided	Communication with parents / carers Modified individual expectations and goals Transition strategies School counselling service Learning and Support Team involvement School Learning and Support Officers may be utilized Consulting with the Delivery Support team around a school to provide targeted support Behaviour Support Plan	Communication with parents / carers Check in / check out with staff at school Sensory assessments and supports Negotiated playground plans Attendance program Behaviour Support Plan Delivery Support Team will work in conjunction with the Learning and Support Team School counselling service

Restorative Practice

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions. Arcadia Public School is restorative in how:

- Quality relationships are valued
- Empathy and respectful relationships are valued
- Student voice is valued and collaborative problem solving is utilized
- Inappropriate behaviours are viewed as opportunities to learn
- Procedural fairness is applied
- The importance of seeing damaged relationships is recognised
- The 'deed' is separated from the 'doer'
- Active listening, positive language and tone is used
- Scolding, judging, lecturing or blaming is avoided
- Self-awareness in the student is fostered
- Consequences that are proportional and fair are implemented
- Staff remain future focused

A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur. Restorative practices align to each level of the care continuum aimed at supporting student behaviour from prevention to individual support.

Universal Prevention School-wide prevention practices	Early Intervention Managing targeted difficulties and repairing relationships	Targeted Intervention Managing targeted difficulties and repairing relationships	Individual Intervention Intense interventions and rebuilding relationships
Reaffirming relationships through developing social and emotional skills Identifying common values and guidelines Promoting and strengthening students' sense of belonging and ownership Developing social-emotional understanding and skills to build healthy relationships Engaging in explicit lessons through the You Can Do It program Regular check ins through Life Skills Go (at least once each day)	Preventing harm Resolving differences with restorative intervention Building social-emotional capacity	Using mediation and conferencing to address the causes of harm, focus on who is accountable and repair any harm	Focusing on accountability Organising resources to address behavioural and academic support needs One-to-one support and successful reintegration for students in crisis or those returning from suspension

Setting up Classrooms for success

Effective classroom management creates the conditions needed to support optimal student learning. Current models of classroom management focus on creating learning environments that reduce inappropriate behaviours, such as disengagement from learning and low level disruption, and encourage students to adopt appropriate behaviours, such as engaging in lesson activities, being motivated to learn and being prosocial (Sullivan et al. 2014). (CESE Classroom management: Creating and maintaining positive learning environments p5). The following practices have been shown to increase the likelihood of appropriate behaviour and decrease problem behaviour while increasing learning time.

Effective Classroom Practices	Practices to effectively promote positive behaviour and de-escalate inappropriate behaviours
Classroom physical environment	☐ Well-organised learning space with easy to access resources ☐ Well-lit, ventilated, and a comfortable temperature ☐ Well-considered seating plan with ease of movement around the room ☐ Furniture allows for clear sight lines to all students and areas
Teacher-student relationships	☐ Warm and welcoming greeting to start the lesson ☐ Awareness of student's feelings and emotions in class – checking in where appropriate ☐ Relating to students in a calm, supportive, firm and fair manner
Classroom Expectations	☐ Ensure expectations are clearly displayed in the classroom ☐ Provide a reminder of the classroom expectations at the start of the lesson ☐ Ensure students understand the classroom expectations ☐ Offer pre-corrections to remind students of expectations ☐ Students can verbalise expectations and regularly demonstrate them
Encouraging positive behaviours	☐ Frequent and immediate positive specific feedback for positive behaviours ☐ Ratio of 4:1 of positive to negative feedback ☐ Consistently role model positive and expected behaviours
Responding to inappropriate behaviours	☐ Remain calm and respectful ☐ Correct inappropriate behaviours ☐ Ensure students understand corrective responses ☐ Identify the student need or function of the behaviour ☐ Respond proportionally to the level of behaviour displayed
Active Supervision	☐ Classroom designed to allow for ease of movement ☐ Roam around the room to provide support for students ☐ Use a variety of verbal and non-verbal prompts to help students stay on-task
Lesson design	☐ Clear learning intentions at the start of the lesson ☐ Relevant and meaningful rationale provided for the lesson ☐ Seek student input and perspectives throughout the lesson ☐ Differentiate lesson instruction / tasks to meet various student needs ☐ Accessible scaffolding for the lesson ☐ Provide students with meaningful choices throughout the lesson ☐ Clear and explicit instructions for lesson tasks ☐ A focus on valuing student effort and learning process, rather than just student outcomes ☐ Plenty of opportunities for students to respond and engage with the lesson materials.

Whole School Positive Recognition

Star Awards Cumulative System

We are introducing a cumulative award system that builds each year consisting of Star Awards. These awards will be earned through consistent effort. A star award will also be given when earning a merit or values award and / or achieving challenging learning goals. Ten star awards will earn a bronze award. Three bronze awards earns a silver award. Three silver awards earns a gold award. Two gold awards will earn a Principal's Award. A principal's award will be presented at our annual celebration of learning, Presentation Day. Students will be recognised at the assembly for achieving their bronze, silver and gold awards. Students achieving their Principal's Award will be acknowledged at assembly, however the presentation of this award will happen at Presentation Day.

Requirement	Builds towards	Total star awards required
10 Star Awards	1 Bronze Award	
3 Bronze Awards	1 Silver Award	30 Star Awards
3 Silver Awards	1 Gold Award	90 Star Awards
2 Gold Awards	1 Principal's Award	180 Star Awards

Keys Awards

To reward effort and compliance in the classroom, we are introducing our new 'Keys' award. These skills and values that we are looking for are the keys to success. This is linked to the wellbeing program that we are introducing 'You Can Do It'. This social emotional learning program aims to maximise the achievement and wellbeing of children. This program teaches 5 social-emotional skills for success and wellbeing: confidence, persistence, organisation, getting along and resilience. This program is based on current research in child psychology, educational psychology, positive psychology and cognitive-behavioural interventions for students with social-emotional difficulties.

Students will be rewarded for demonstrating respect, responsibility and personal best on the **playground and class sport**. These tickets will require students to put their names on them and put them in their sport house box in the foyer of the office. These will be collected for each fortnight assembly and counted. The cumulative point total will be announced at assembly. At assembly, we will do a draw each week. One student from K – 2 and one student from 3 – 6 will have their name drawn out. Each of these students will win a \$2 voucher to be used at the canteen.

The keys for the **classroom** will include: Organisation, confidence, persistence, getting along, being independent, giving effort, thinking first, working tough and resilience. These are linked to the learning that we will be doing in our You Can Do It Program. Students will receive these for trying hard and making good choices in line with our school expectations and putting into practice lessons from our program. Each classroom will have their own system to reward this effort.

Anti-bullying at Arcadia Public School

Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated, and involves behaviour that can cause harm. At Arcadia Public School, students are expected, to the best of their ability, to not bully, harass, intimidate or discriminate against anyone in our school. All students have a right to safety at school and to be treated with respect by students, teachers and school staff.

Student behaviour includes 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, where there is a clear and close connection between the school and students' conduct.

At Arcadia Public School, we reject all forms of bullying, including:

- cyberbullying
- discrimination against others due to gender, age, race

Bullying Response Flowchart

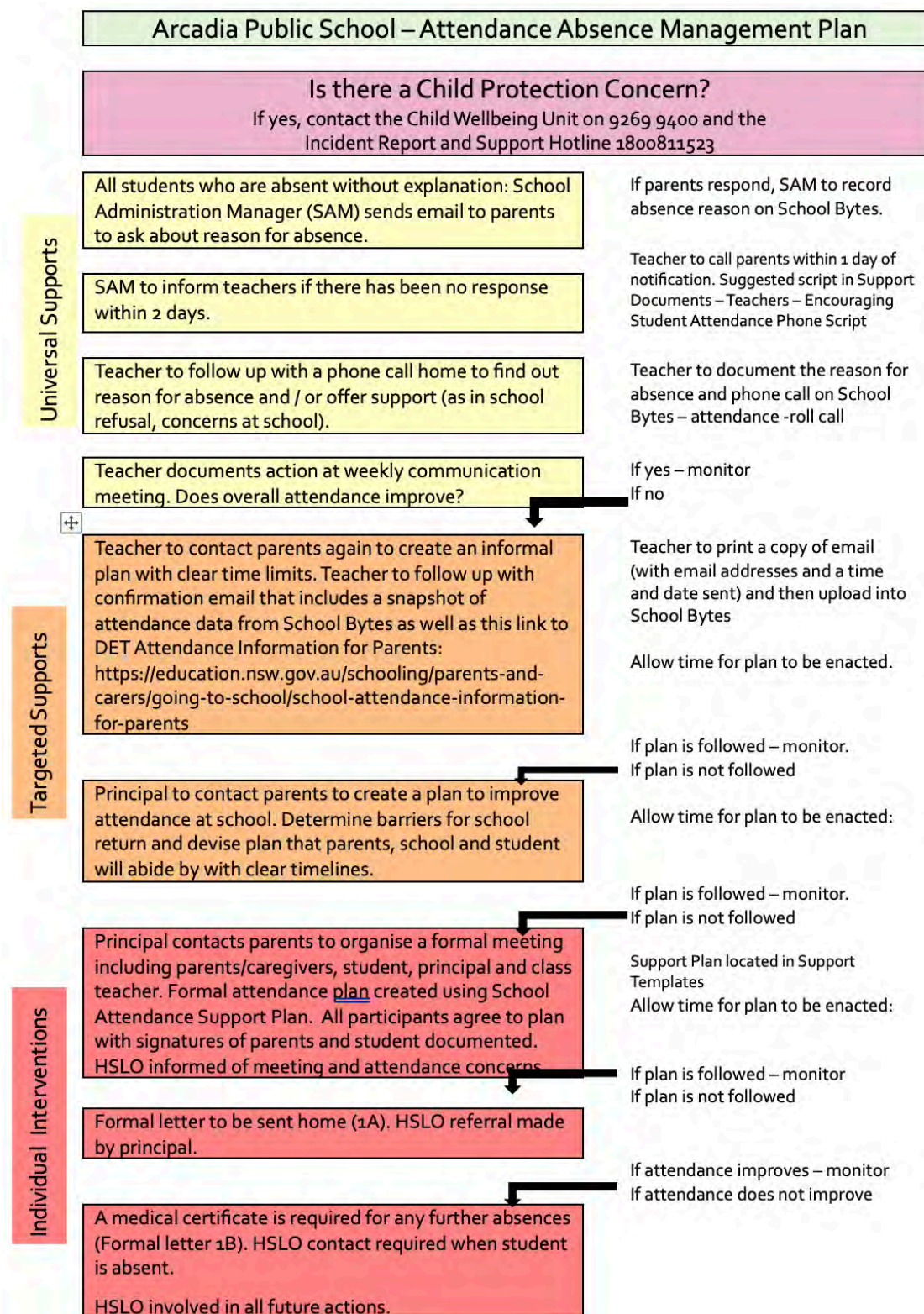
First hour: Listen	• Identify bullying behaviour, including cyber-bullying • Provide a safe, quiet space to talk and reassure the student that you will listen to them • Let them share their experience and feelings without interruption • As a mandatory reporter, if you hold immediate concerns for the 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 School Bytes • 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 School Bytes • 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 School Bytes
Ongoing follow-up	• Continue to check in with student on regular basis until concerns have been mitigated • Record notes of follow-up meetings in School Bytes • 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

Attendance Concerns

Arcadia Public School values student attendance as every day counts. Regular school attendance helps students to:

- Develop a sense of belonging
- Develop and maintain friendships
- Be more engaged at school
- Progress with their learning
- Be more aware of career and life options

This flowchart is enacted when students are absent without explanation.



Expectations across the school

The expected behaviours across the school aligned to our values:

Expectations Teaching Matrix – Arcadia PS – 2024 Update

Expectations	All Settings	Non Classroom Settings and Routines				
		Moving around the school	In the playground	Canteen	End of Play	In the Toilets
Show Respect	- Listen to others - Speak kindly to others - Ask before you borrow things - Keep your hands and feet to yourself	- Walk sensibly and quietly during class time	- Be kind, <u>considerate and cooperative</u> - Keep your hands and feet to yourself	- Respect canteen helpers - Say please and thank you - Wait to be dismissed by the teacher on duty	- Line up promptly - Stand quietly ready to listen - Return all play equipment - Keep your hands to yourself	- Keep our toilets clean and safe - One person at a time in cubicles - Allow for the privacy of others
Be Responsible	- Follow instructions - Be cooperative - Take ownership of your actions - Support others - Wait for a teacher before entering classrooms	- Walk on the asphalt and paths - Walk as a class between rooms in 2 lines promptly	- Walk on hard surfaces and around the boat. - Wear a hat to play or sit in the assigned area - Use equipment sensibly and return it - Play in the correct areas	- Line up patiently - Listen to and follow instructions - Put your rubbish in the bin - Sit down to eat in designated area	- Go to the toilet and wash your hands - Empty the sand from your shoes at the sandpit - Look after your belongings	- Be hygienic - Flush the toilet - Leave the area clean and tidy
Do your Personal Best	- Give your best effort - Be punctual and ready to learn - Be a positive role model	- Stay with your class - Follow teacher instructions	- Choose sensible games and play safely - Share the space - Walk on the paths and along the library verandah	- Be organised - Remember to hand in your lunch order - Return your plates and cups - Use your own money	- Stop play straight away when the bell rings	- Wash your hands - Use the toilet before school and at breaks - Get permission and return to class promptly

Expectations	Non Classroom Settings and Routines					
	Entering Rooms	Library	Sandpit	End of School and Bus Area	Assembly	Eating Lunch
Show Respect	- Line up quietly in your designated area in 2 lines	- Browse quietly and thoughtfully - Treat others with kindness - Be careful with the books - Place the books on the shelf correctly	- Share the equipment - Treat others with kindness - Be careful with the equipment	- Listen to and follow teacher instructions - Line up sensibly - Keep your hands to yourself - Treat the bus driver with respect	- Pay attention and listen to the presenters - Sing the school song and National Anthem proudly - If receiving an award stand proudly and quietly	- Leave your area clean and tidy - Wait to be dismissed by the teacher on duty
Be Responsible	- Wait for the teacher before entering the classroom	- Return your books on time - Bring a library bag every week - Use your shelf marker - Choose books at a 'just right' level - Keep the library clean and tidy	- Always walk - Keep the sand in the sandpit - Play, climb and balance safely	- Sit in designated area - Have your bag packed and ready to carry - Walk in one line safely onto the bus - Stay seated on the bus - Behave safely	- Sit with your legs crossed if you are on the floor or keep your legs still if you are on the chairs - Leave the assembly with your class quietly in 2 lines	- Sit in the designated areas before you eat - Stay seated to eat - Put away your lunch box when dismissed - Eat your own food
Do your Personal Best	- Enter the room quietly and sensibly - Be ready to listen and get straight on with learning	- Line up quietly and sensibly before entering - Be ready to listen and get straight on with learning - Pay attention when learning	- Tip the sand out of your shoes before leaving the sandpit - Wash your hands after playing	- Arrive at OOSH and bus bay promptly - Leave school grounds promptly - Take your bag off your back on the bus and sit back on the seat	- Appropriately congratulate award winners - Remain quiet throughout the assembly unless called upon to contribute	- Put your rubbish in the bin - Invite people on their own to join you

Partnership with parents/carers

Arcadia Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies through feedback through Tell Them From Me data, Arcadia Public School will communicate these expectations to parents/carers through P&C, newsletter and website.

Reviewing dates

Last review date: Day 1, Term 1 2025

Next review date: Day 1, Term 1, 2027