NSW Department of Education
Arranounbai School Behaviour Support and Management Plan

Overview

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

At Arranounbai our vision is to develop each individual to reach their true potential. Arranounbai will prepare students with lifelong learning/life skills through delivering positive and engaging educational experiences in a supportive and innovative environment, enabling them to achieve the best outcomes for independent success.

Every student in our school is known, valued and cared for and will be nurtured to develop an awareness of and take responsibility for their individual learning goals and progress.

Principles of positive behaviours 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.

The staff at Arranounbai are committed to continuous improvement of skills to best support student needs and growth through delivering high-quality individualised education. This is inclusive of academic, physical, social, behavioural and life skills to promote independence.

To achieve this vision, key programs prioritised and valued by our school community include:

- Personalised Learning and Support Plans (PLSPs) - students participate in learning that is relevant and engaging, maximising their opportunity in post-school options and independent participation in society.
- Functional Communication for all - the school achieves its outcomes for all students in collaboration with families, external providers and community members.
- Positive Behaviour Engaging Learners (PBEL) - focusing on and teaching the behaviours which reflect our expectations of "Communicating", "Co-operating", and "Caring".
- Happy, Relaxed, Engaged (HRE) - promoting students' independence and wellbeing, consistently enhancing the readiness to learn successfully.

Arranounbai 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

Arranounbai 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, PLSP meetings, information nights, Learning Support Team (LST) meetings, along with consultation with the P & C and local AECG.

Arranounbai School will communicate these expectations to parents/carers through the school newsletter and the Class Dojo App. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

Parents work in partnership with staff to plan and support student learning and wellbeing.

School-wide expectations and rules

Arranounbai School has the following school-wide rules and expectations, providing a rich and positive environment where all students are inspired to achieve.

Communicating	Co-operating	Caring
Express needs and wants appropriately	Make good (green) choices	Celebrate abilities and be friendly
Listen politely	Take turns and share	Respect school property and the environment
Ask for help	Follow instructions (right place, right time)	Look after personal belongings

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 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 bully 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
Prevention	Happy, Relaxed, Engaged (HRE)	Every classroom provides students with resources to ensure HRE, promoting independence and maximum engagement in learning.	Staff and students
Prevention	Trauma Informed Practice (TIP)	Staff are aware of, trained in and utilise strategies for educational contexts associated with TIP across the school.	All staff
Prevention / Early intervention	PBEL & Arranounbai Attitude (AA)	Using strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations.	Staff and students
Prevention / Early intervention	Class Dojo reward system	Reward program/system to reinforce and increase positive, desired behaviour in a fair and caring way toward all students.	All staff/students
Prevention/ Early Intervention	Assembly awards (inc song of the week, Principal morning tea)	Students and classes recognised with awards each week across the curriculum and PBEL. Includes class of the week choosing the song for breaks the following week, and lucky dip draw of names of students to have an activity/morning tea with the principal.	All staff/students/ Principal
Prevention/ Early Intervention/ Targeted	Life Skills Go/ Daily Emotional Check-In	Daily use of an emotional check in register for each student via the Life Skills Go program. Also allows access to meditation and mindfulness class meditations for daily use.	All staff/students
Prevention / Early intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for 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. Includes access to "Safer Internet Day"	All students, families, staff
Targeted intervention	Dogs Connect program	A school therapy dog works with particular students/classes to help build confidence and support ongoing wellbeing.	Staff and students, therapy dog.
Targeted / Individual intervention	School Learning and Support Team	Provide support for students and families who need additional personalised learning and support.	Principal. LST members, staff, students, families
Targeted intervention	Attendance	A whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.	Staff, students, families

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Personalised Learning Support Plans (PLSP)	Planning is done in collaboration with the student, teacher and their family to participate in learning that is relevant and engaging.	Staff, students, families, Principal. Allied health/support as required.
Individual intervention	Complex case management	School works with a multidisciplinary team to support students who require complex case management involving allied health, NDIS, and specialist staff. This can include individual behaviour support and risk management plans.	Student, family, staff, Principal, allied health and specialist 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.

Arranounbai 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 (Appendix 1).

Preventing and responding to behaviours of concern

Arranounbai 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 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 – Class Dojo's are awarded throughout the day by staff to students showing positive behaviours and attitudes.
- moderate and intermittent – Weekly whole school assembly awards, when reaching a certain milestone for dojo's, to recognise positive behaviour, as well as recognition awards for positive behaviour and learning achievements.
- significant and infrequent – Arranounbai School holds an annual presentation day ceremony recognising the efforts of students across various disciplines. Families and community are included in this event. Students also work towards a "Pin Party" at the end of the year as reward for the points they accumulate.

Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded in the centralised recording system. 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 and Suspension and Expulsion 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
- 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

Arranounbai School staff will use a school specific Incident Reporting form, accessible from School Bytes and/or staff iPads, to record and submit any behaviour incidents that occur. Any major incidents are also reported via the NSW Department of Education Incident Report Hotline and

recorded. This information is collated and examined by the school executive team to inform future responses to 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 procedures along with the Suspension and Expulsion procedures.
- If a behaviour of concern is also a child protection matter use the Mandatory Reporting Guideline Tool.

Students and/or parents/carers can report cyberbullying to the eSafety Commissioner and reporting links for most sites, games and apps can be found at the eSafety Guide.

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?
Movement to individual's preferred area/space for self-regulation (i.e., wellbeing room, sensory gym, lightroom, outdoor gym area, gazebo area, courtyard)	Class time and break times as required	Teacher / Principal / Executive staff	Verbally between staff or in Dojo chat communication. Logged via School Bytes Wellbeing notes as/where necessary
Reflection conversation (problem solving) where able - discussion of what happened, why, what could be done differently/instead next time	Principal's office/ Executive team office as required	Principal / Executive staff	Logged via School Bytes Wellbeing notes
Writing and/or Drawing - time to apologise or reflect/share on the incident (where able)	Classroom/ Principal's office/ Executive team office as required	Teacher / Principal / Executive staff	Logged via School Bytes Wellbeing notes

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1: 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. handwritten 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 students' profile on School Bytes in Wellbeing notes
- 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 students' profile on School Bytes in Wellbeing plans.
- 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 students' profile on School Bytes in Wellbeing notes

Ongoing follow-up
- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in students' profile on School Bytes in Wellbeing meetings
- 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