

# NSW Department of Education

## Bert Oldfield Public School

### Behaviour Support and Management Plan



#### Overview

Bert Oldfield Public School values student engagement with learning and supports this through the explicit teaching and modelling of positive behaviour, and the utilisation of strategies to support students to be safe, respectful, and responsible learners. Our goal is for every child to achieve their best and be socially and emotionally capable. We focus on high expectations for student behaviour and support these expectations with explicit teaching, visual supports, peer support strategies and interventions that are responsive to data.

#### Partnership with parents and carers

Bert Oldfield Public School encourages our school community to be active participants in building a welcoming school culture and fosters positive relationships with our families. Our key programs of the Student Representative Council, Breakfast Club, transition to school and high school, PlayPals and student leadership initiatives are valued by the school community.

#### School-wide expectations and rules

Be Safe	Be Respectful	Be Responsible	Be a Learner
Wear a school hat	Be a good listener	Allow others to work	Try your best
Keep your hands and feet to yourself	Think before you speak	Pay attention to the bell	Allow others to learn
Walk safely	Respect your property, and the property of others	Line up sensibly	Come to school with a positive attitude
Be in the right place	Speak politely	Place all rubbish in the bin	Listen carefully
Be aware of cyber safety	Follow teachers' instructions	Take care of school equipment	Be a team player

Bert Oldfield Public School uses the following systems and strategies to recognise and reinforce positive behaviour and behavioural expectations:

- Award system that recognises behaviour aligned to the school's expectations including giving things a go and being a resilient learner with a Rock Star being the ultimate recognition, achievable on average every 18 months
- Shining Stars which are awarded at fortnightly assemblies
- Class expectations developed consultatively and consistently implemented and monitored
- Targeted teaching each fortnight of a focus behaviour expectation, accompanied with a poster and modelled teaching activities
- Classrooms with a focus on positive engaged learners that have a strong sense of belonging

- Explicit teaching of social and emotional skills through the Health, Wellbeing, and Relationships strand of the Personal Development, Health, and Physical Exercise syllabus
- Delivery of well-planned learning experiences that are differentiated to meet the learning needs of all students in every class.

## 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

Bert Oldfield Public 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.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning	PBL is an evidence-based behaviour approach based on developing a positive environment within the school formed by effective data, systems, and practices.	Whole school
Prevention	Behaviour Management Plan	Consistent and positive behaviour expectations reinforced in every setting across the school.	Whole school
Prevention	Star Award system	Behaviour reinforcement closely monitored by the classroom teacher and recognised within the classroom and acknowledged in school assemblies	Whole school
Early intervention	Transitions	Making smooth transitions into school – into Kindergarten and from primary school into high school.	Kindergarten, Year 6 students
Early Intervention	Wellbeing data and systems	Process for keeping wellbeing notes, recording incidences, and responding to wellbeing issues according to the flowchart	All teaching staff
Early Intervention	Life Skills Go	Monitoring of students' readiness for learning through checking on their emotions	Classroom teachers School exec
Early Intervention	Play Pals	A twice weekly playground initiative that has Stage 3 students as leaders for the purpose of providing socialising opportunities which also supports younger students in developing positive play behaviours	Students K-4
Early Intervention	Lego Club	A wellbeing initiative that is delivered when a need is identified – it provides structured team building and role sharing opportunities with Lego.	Identified students

Care Continuum	Strategy or Program	Details	Audience
Early Intervention	Breakfast Club	Students that attend Breakfast Club are provided with breakfast to optimise their capacity to engage in their learning. It also provides another opportunity for students to socialise outside of the classroom setting.	Whole school
Early intervention	Smiling Mind	A program which assists students to calm and monitor their responses to stresses and difficult situations. It is a meditation approach that assists in developing student resilience.	All students, classroom teachers
Early Intervention	BeeBOPS	A program that is delivered by Stage leaders to multi-age student groups. The purpose is to enhance student leadership and reinforce growth mindset and resilience building.	Stage 3 leaders, students K-4
Targeted/Individual Intervention	Attendance support	Adherence to the school's attendance plan,. The LST may need to discuss student attendance issues that are ongoing and not improving. There may need to be a meeting with students, parents and teachers to address barriers to improved attendance and set growth plans.	Individual students, AP's
Targeted/Individual Intervention	Learning and Support	The Learning and Support Team comprises AP's, learning and support teacher, EAL/D teacher, small group instruction teacher, principal and school counsellor. The team works with students, teachers and families to support those students who have learning concerns or needs, and those students that require support through personalised learning, risk management and behaviour response plans and strategies.	Learning Support Team, identified students
Individual Intervention	Individual Behaviour Support Planning	May include developing, implementing, monitoring and reviewing behaviour support, behaviour response, risk management and crisis management plans.	Individual students, parents/carers, LAST, school exec
Individual Intervention	Personalised Learning Pathways	Personalised Learning Pathways for Aboriginal students developed in collaboration with the student, their parents/carers, and teachers to identify,	Students Families Class teachers

Care Continuum	Strategy or Program	Details	Audience
		organise and apply personalised approaches to learning and engagement.	School exec

## 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/s or school executive. Staff use their professional judgement in deciding whether the behaviour is a minor behaviour to managed by them, or a major behaviour that requires school executive management. A consideration may also be the frequency of the negative behaviour.

***Staff will at all times consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.***

A behaviour of concern (major behaviour) 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.

**Teacher managed behaviour** – low-level inappropriate behaviour is managed by teachers in the classroom and the playground

**Executive managed behaviour** – behaviour of concern is managed by school executive

Data is to be entered onto SchoolBytes under either a Wellbeing note or incident.

Corrective responses may include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> <li>Referral to 'Time Out' poster on display in the classroom – referencing the school's expectations</li> <li>Redirect and refocus on task at hand</li> <li>Prompts</li> <li>Reteach</li> <li>Seating changes</li> <li>Conference with student</li> <li>Timeout within the classroom – reflection</li> <li>Communication with parent/carer</li> </ul>	<ul style="list-style-type: none"> <li>Expectation reminder</li> <li>Redirect</li> <li>Offer choice</li> <li>Prompts</li> <li>Reteach</li> <li>Play or playground redirection</li> <li>Walk with teacher</li> <li>Reflection</li> <li>Communication with parent/carer</li> </ul>

Staff recognise that not all students respond to a strategy the same way. When learning new skills students need immediate and frequent reinforcement and as they develop mastery, they may require intermittent and long-term reinforcement to maintain their social behavioural efforts.

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
Behaviour expectations re taught and referred regularly. Teachers model behaviours and provide opportunities for practice.	Refer to school-wide expectations and expectation visuals so that the student can self-regulate and be successful	Contact office seeking help from school executive straight away if there is a risk. If not an immediate concern, contact stage supervisor ASAP (definitely before the conclusion of the school day).
Students are acknowledged and recognised for meeting school-wide expectations.	Teachers refer to the class 'Time Out' poster.	Contact office seeking help from school executive straight away if there is a risk. If not an immediate concern, contact stage supervisor ASAP (definitely before the conclusion of the school day).
Reinforcement strategies include those that are free and frequent and consistently recognised by all teaching staff	Use a variety of strategies that include expectation reminders, reteach, student conferencing. Ensure that the student has an opportunity to meet the identified expectation	Executive follows the referral process to follow the appropriate next steps.
Social and emotional capacity building developed through lessons taught through the Wellbeing and Relationships strand of the PDHPE curriculum	Teacher records on SchoolBytes Wellbeing note by the end of the school day. Monitoring of behaviour and frequency may mean that teachers are to communicate with parents/carers regarding behaviour concerns.	Refer to the school's PBL and Learning and Support teams considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.
Teacher contact to home to communicate student effort in meeting the expectations.	Teacher contacts parents/carers when a range of corrective responses have not been successful.	Parent/carer contact made by school executive to discuss and support and behaviour responses, including referral to LST, school counsellor, outside

Recognition awards(Shining Stars) are presented at fortnightly school assemblies.

Individual planning and referral to LST may be discussed.

agencies or Team Around the School.

## Responses to serious behaviours of concern by school executive

Responses for serious behaviours of concern, including students who display bullying behaviour are recorded on SchoolBytes – Wellbeing. These may include:

Review and document incident

Determine appropriate response/s including supports for staff or other students impacted

Provide the student reflection/restorative practice time

Refer/monitor the student through the learning and support team

Review or develop individual support planning, including positive behaviour and making learning and environmental adjustments

Communication with parents/carers either via phone or in person

May require 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

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](#).

## Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection - Executive managed behaviour will include a reflection process that follows restorative practice processes with behaviour management strategies. This reflection is managed by the executive on time out duty for a lunchtime. Parents are informed of their child's attendance in 'Time Out'.	Lunchtime – allows for students to eat their lunch and have toilet breaks	AP timetables on the duty roster	Information recorded in the 'Time Out book and written communication provided to parents
Alternative Play Plan – may be utilised where a student is provided an opportunity to do an activity in the office area with a buddy. The purpose is to assist the student to achieve and practice the desired behaviour, to reflect on their behaviour and make positive choices.	Could be at recess or lunch-toilet breaks are provided	Principal or AP's	Documented on SchoolBytes

**Behaviour Plans/Risk Management Plans:** These are support plans for individual students. They are a targeted intervention strategy to assist with the de-escalation of inappropriate behaviour. They target safety, risk reduction and incident management (response and recovery). They enable consistency in staff responses to incidents in the classroom or playground. The plans are developed by Learning and support team, classroom teachers, learning and support teacher, and parents and carers.

**Suspension:** Allows time for the school to plan appropriate support for the student to successfully reengage with learning at the school. A formal caution is valid for up to 50 school days from the date the caution is issued. Suspensions are managed and coordinated by the principal with parents being provided written notification. All suspensions will follow the department's Student Behaviour Policy. <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316>

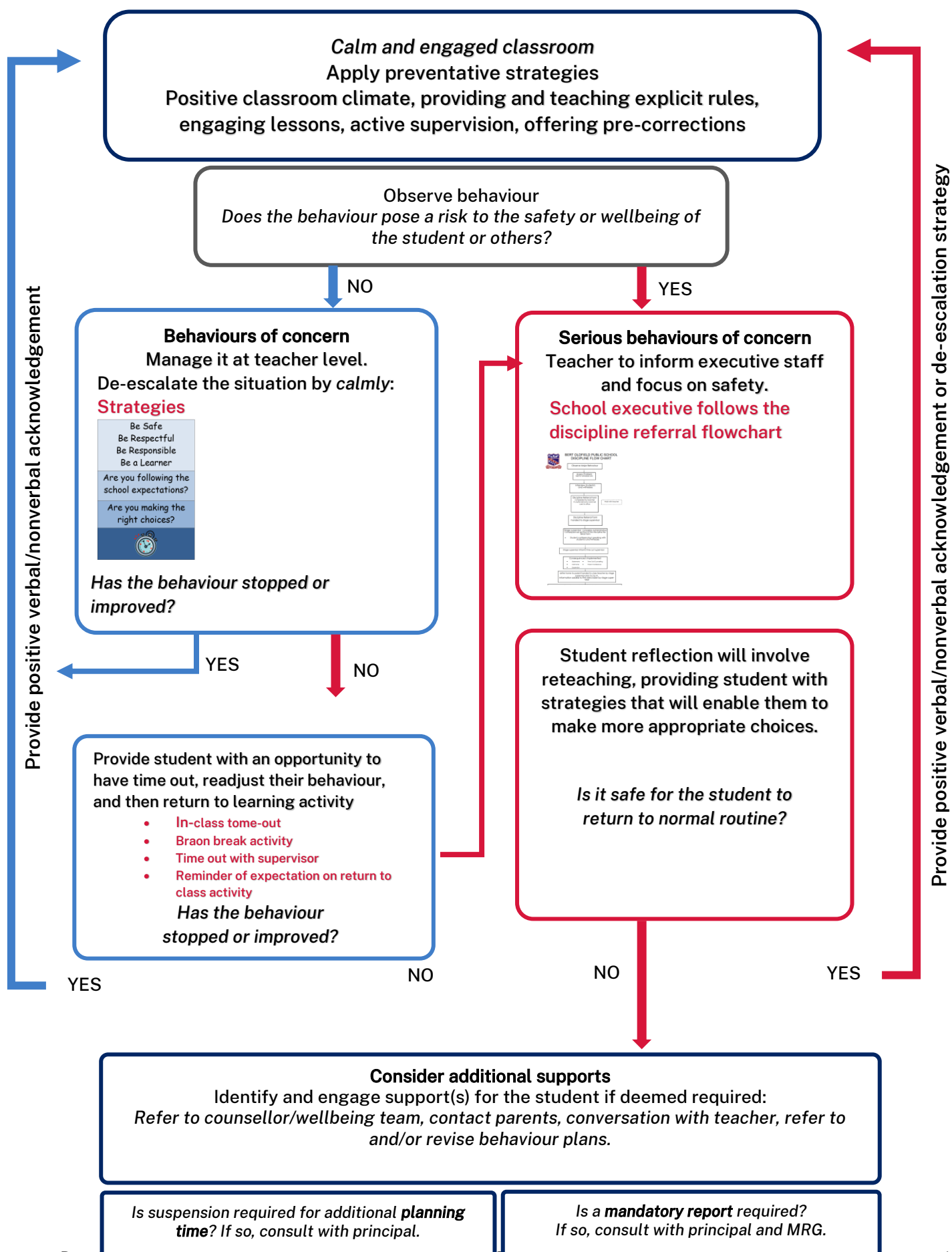


## Review dates

Last review date: 1<sup>st</sup> March, 2024

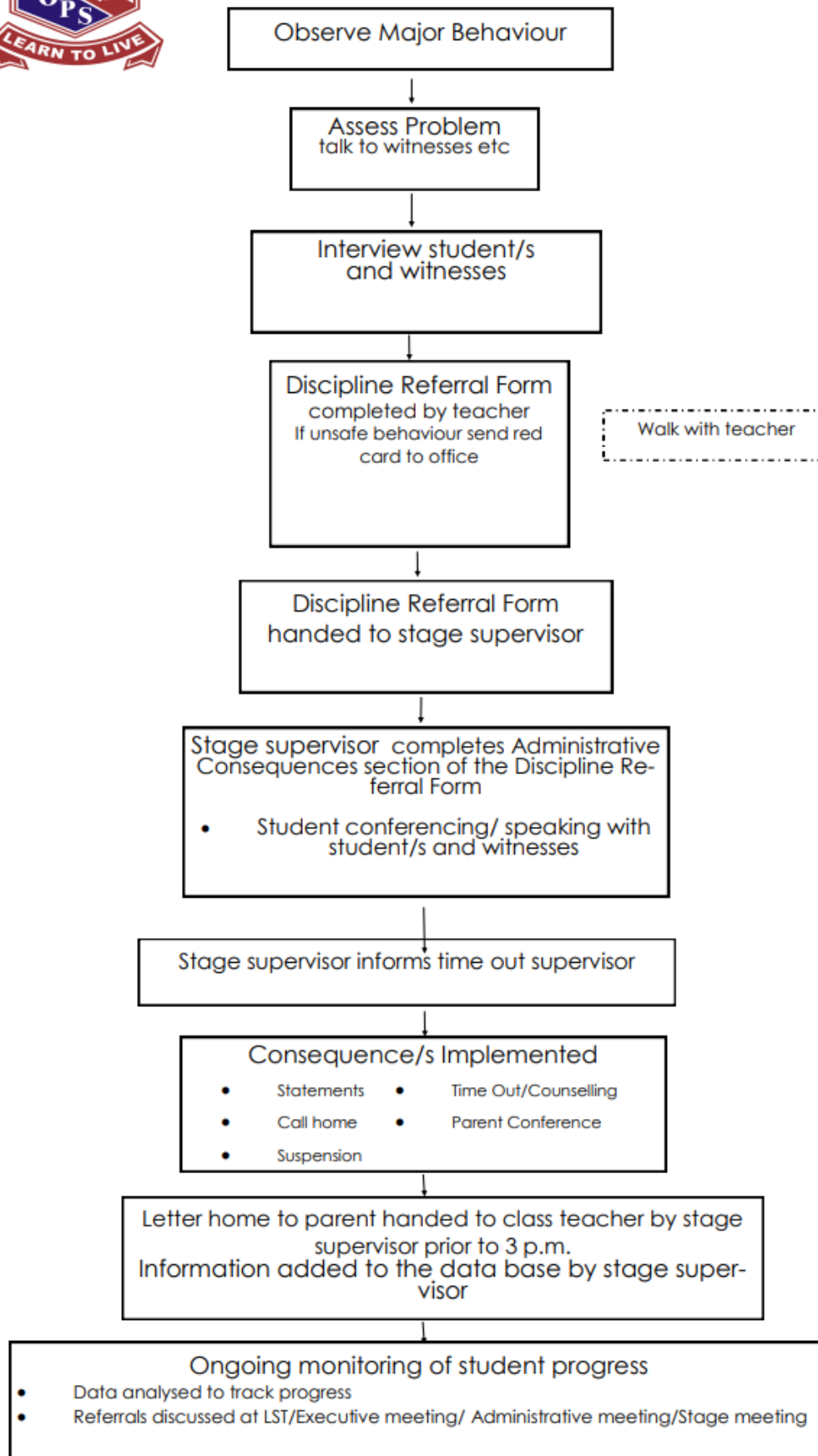
Next review date: commencement of school year 2025

# BEHAVIOUR MANAGEMENT FLOWCHART





## BERT OLDFIELD PUBLIC SCHOOL DISCIPLINE FLOW CHART



## Appendix 2: Bullying Response Flowchart (Optional)

