NSW Department of Education

Bolwarra Public School Behaviour Support and Management Plan

Overview

Bolwarra 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.

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

- PAX Good Behaviour Game
- PBL – Positive Behaviour for Learning

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Bolwarra 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

Bolwarra 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, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Bolwarra 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

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

PBL- To be safe, respectful learners.

Safe	Respectful	Learners
Right place, right time	**Follow instructions**	**Be prepared for the school day**
Use equipment appropriately	**Speak positively and politely**	**Be a positive role model**
Move safely	**Value yourself and others**	**Cooperate**
	Wear school uniform with pride	

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 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/Program	Details	Audience
Prevention	PAX Good Behaviour Game	PAX Good Behaviour Game (PAX GBG) consists of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.	Students K-6
	PBL- Positive Behaviour for Learning	School-wide expectations, Fast & Frequents rewards (Boomers), Weekly lessons based upon data and need.	Students K-6
	National Day of Action (NDA)	Our school participates in the annual National Day of Action against Bullying and Violence (NDA) in August each year.	Staff, students K - 6
	Berry Street Education Model (BSEM)	BPS uses elements from the BSEM to set up a positive learning environment for all students with a focus on trauma informed practice. This includes daily morning circles, brain breaks, energy expenders, exit discussions.	Students K-6
	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
	Classroom Adjustments	Differentiated, Supplementary, Substantial or Extensive (NCCD)	Identified Students
Early Intervention	Communication with Parents/Carers	Phone calls, emails, Sentral Parent Portal contact, face to face meetings.	Parents/Carers
	Learning and Support Referral/Caseload	Referral made by classroom teacher for additional support and advice.	Identified students
	Transition Program/s	Including high school, kindergarten, new enrolments, support class, end of year transition to new stage/class teacher.	Identified students / All students receive transition postcard and visit to next year's class.
	Staff Communication Meetings	Critical information sharing to inform staff of students who require additional assistance	Staff
	Behaviour Management Plan	Formal plan using the CPI Crisis Development Scale for proactive behaviour management. Proactive approach for vulnerable students.	Identified students
	Risk Management Plan	Formal plan when a student is presenting WHS risks in the school.	Identified students

Targeted Intervention	Seasons for Growth	Seasons for Growth is an evidence-based, early intervention program that strengthens emotional wellbeing of children and young people who are dealing with changes in their life.	Identified students
	Playground Plan	For students who require playground support and/or very close monitoring for a limited amount of time, with frequent review.	Identified students
	Executive Visit	For students who require a circuit breaker and time to reflect.	Identified students
	Choices Room	Restorative Justice discussions held with executive staff in regard to behaviours of concern.	Identified students
	Social Groups	Intervention focusing on social/emotional wellbeing.	Identified students
	Functional Behaviour Assessment (FBA)	Completed in consultation with Learning and Support to assist with antecedent triggers.	Students with at-risk behaviour
Individual Intervention	Allied Health Support	In-school support from external agencies such as OT and Speech Therapy. As well as communication between external providers who do not attend the school, families, classroom teachers, LaST and executive team.	Students requiring support
	Disability Confirmation Sheet (DCS)	A Disability Confirmation Sheet (DCS) to assist with recognised diagnosis.	Identified students
	Access Request (AR)	Completed by the school for either Support Class placement or Integrated Funding Support.	Identified students
	Part Day Exemption	A formal plan to assist students with transition to school.	Students presenting with complex behaviour
	Formal Caution	Issued for concerning or repeated behaviours which meet a certain threshold.	Students presenting with complex behaviour
	Suspension	Issued for behaviour which endangers others or at risk or repeated major behaviour.	Students presenting with complex behaviour
	Behaviour Specialist	Accessed through the Learning Wellbeing Officer to assist with strategies for working with complex behavioural needs.	Students presenting with complex behaviour
	Attendance support	Identified students who are below the anticipated rate of school attendance. Accessed support through school, HSLO, Learning Wellbeing Officer.	Students with low attendance or concerning attendance patterns

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 teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others. *See Appendix 2- Classroom and Playground Flowcharts.*

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. BPS Behaviour Flowchart.*

- **Teacher managed –** low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed –** high level inappropriate behaviour managed by school executive in consultation with staff and parents.

Corrective responses include:

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

Bolwarra Public School staff model, explicitly teach, recognise and reinforce **positive** student behaviour and behavioural expectations. PAX Good Behaviour Game (PAX GBG) and Positive Behaviour for Learning (PBL) consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

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**
1. 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 office to seek help from executive if there is a risk. Otherwise notify student's stage supervisor or executive as soon as possible and before the end of the school day.
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, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Executive/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 (Boomers) moderate and intermittent (Awards) significant and infrequent (Medallions/Banners) Intermittent and infrequent	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. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Sentral and contact parent/carer by phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught (PAX GBG and PBL) weekly.	4. Teacher records on Sentral by the end of the school day. Monitor and inform family if repeated. For specific incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator (AP/Principal).	4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.
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 stage assemblies and whole school Monday morning assemblies.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team 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.

School Award Structure

Students' progress through the Bolwarra PBL award system for every 3 awards received. Once they reach a medallion, the process restarts from 'Second Principal's Award'.

1. Principal's Award
2. Bronze Award
3. Silver Award
4. Gold Award
5. School Banner
6. Medallion

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing ITD 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
- detention, 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.

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 eSafety Commissioner and reporting links for most sites, games and apps can be found at the eSafety Guide.

Choices room, 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. *See Appendix 3 + 4- Choices room reflection sheet and class check in sheet.*

Strategy	When and how long?	Who coordinates?	How are these recorded?
Choices room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at either lunch or recess break	Assistant Principal/ Principal	Documented in Sentral
Alternate play plan – withdrawal from free choice play that is reallocated to either the office, classroom or playground for supervised play/support following a breach in behaviour code. The purpose is to provide scaffolded support, modelling and explicit teaching to support the student to display the desired behaviour, reflect on the previous behaviour and implement positive choices- individual or small group. As student achieved success there is a gradual release of scaffolded support.	Lunch breaks- time dependent on incident/student	Assistant Principal/ Principal	Documented in Sentral
Restorative practice – peer mediation, circles in groups, including developing empathy and understanding of impact of behaviour on self and others.	Scheduled for either lunch or recess break	Assistant Principal/ Principal	Documented in Sentral

Staff Professional Learning

Course	Who	Purpose	How Often
PBL	All staff	To ensure the consistent and successful delivery of PBL throughout the school.	T1 + T4 SDD's
Safety Interventions Training	All staff	CPI Safety Intervention™ Foundation training, formerly known as MAPA®, is for those who need to prevent and/or intervene in crisis situations. The programme focuses on prevention and teaches staff de-escalation skills as well as non-restrictive and restrictive interventions.	Every 2 years
Disability Standards for Education e-Learning	All staff	A package of e-learning lessons on the Disability Discrimination Act 1992 (DDA), with a focus on the Disability Standards for Education 2005 (the Standards) has been developed to provide professional learning for teachers. These lessons are a compulsory element of professional learning for principals, DELs and school executive staff as part of the changes implemented under the department's Disability Strategy.	Every 3 years
Code of Conduct	All staff	The Code of Conduct describes standards of professional conduct that promote adherence to the departments and NSW public sector's values. All employees are expected to exercise sound judgement and demonstrate both the content and spirit of the Code.	Yearly
Child Protection	All staff	This training course focuses on recognising and responding to suspected risk of harm to children and young people resulting from problematic and/or harmful sexual behaviour. It also clarifies staff obligations under the reportable conduct scheme in NSW to ensure appropriate, caring and supportive relationships between adults (working in schools) and students.	Yearly

Review Dates

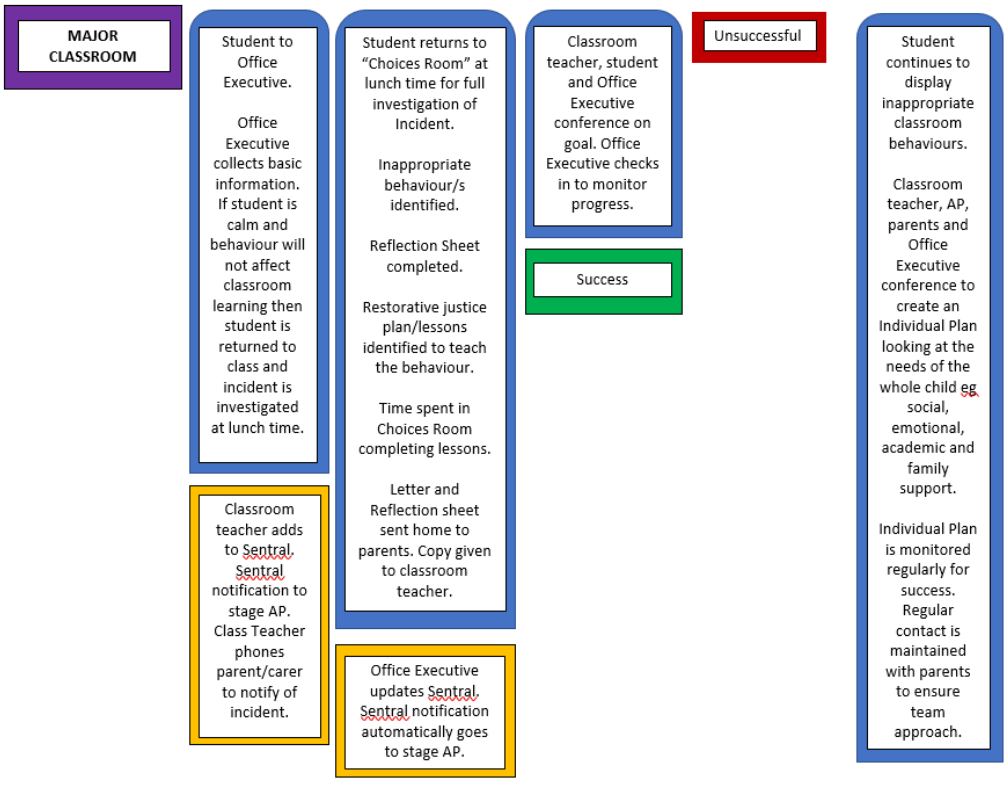
Date Completed	21st March 2024
Completed by	Mary-Claire Lidgard
Position	Principal Support
Next Review Date	Term 4, 2024
Principal	Steven Richard
Principal Approval of Document Date	2nd May 2024

Appendix 1

Behaviour Flowchart

Appendix 2

Managing Classroom Behaviour Flowcharts



Appendix 2 cont.

Managing Playground Behaviour Flowcharts

Appendix 3

Choices Room Reflection Sheet

Bolwarra Public School

At Bolwarra Public School, we are Safe, Respectful Learners

Name: Class: Date:

What happened?

What PBL value did I break? Safe Respectful Learner

What were you thinking at the time?

What have you thought about since?

Who has been affected by what you have done? In what way?

What do you think you need to do to make things right?

My plan:

My Goal:

Student Signature: _____ Exec Signature: _____

Appendix 4

Class Check in Sheet/Goal Setting

Bolwarra Public School

At Bolwarra Public School, we are Safe, Respectful Learners

Name:_____ Class:_____ Date:_____

My goal:

_____

Time	*	Minutes
Morning Session		
Middle Session		
Afternoon Session		

Classroom Teacher Signature: _____ Parent Signature: _____