

Dapto Public School Behaviour Support and Management Plan

Overview

Dapto 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 Bounce Back, Zones of Regulation, Prep for Success, Child Protection, Aboriginal Education, Anti-Bullying and Anti-Racism programs, Student Leaders, and Life Education.

This plan is consistent with legal and departmental requirements and is based on the principles of procedural fairness and developed within the framework of student welfare. Our School Behaviour Support and Management Plan identifies core rules, values and practices that support quality teaching and learning. The plan sets clear limits, recognises and promotes positive behaviour, as well as applying consequences for inappropriate behaviour.

Our School Behaviour Support and Management Plan defines the rights and responsibilities of students, staff, and parents to ensure the whole school community has a shared understanding of the core rules, values, and expectations of our school.

[Dapto Public School Rights and Responsibilities](#)

Promoting and reinforcing positive student behaviour and school-wide expectations

Dapto Public School has the following school-wide values:

- **Be Safe**

The expectation that all students will endeavour to make our school community a safe place for themselves and others.

- **Be Respectful**

The expectation that all students will treat other members of our school community with dignity and respect.

- **Be a Learner**

The expectation that all students will take responsibility for themselves as learners. They should model this behaviour to others.

[Dapto Public School Expectations Matrix](#)

At Dapto Public School, students are expected to:

- Follow the Department of Education Behaviour Code of Conduct
- Always come to the office if late or if leaving before the end of school
- Attend school regularly and be punctual
- Follow the instructions of teachers and others in authority
- Complete all required work carefully, punctually and to the best of their ability

- Behave in a responsible, polite and courteous manner
- Behave in a manner that shows respect for themselves and for the rights and feelings of others
- Behave in a manner that always keeps themselves and others safe
- Respect and care for school buildings, school property and property of others
- Observe the general standards of dress and uniform requirements of the school
- Accept their responsibility as members of the community

Behaviour code for students

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

The behaviour code for students can be found at:

[Behaviour Code of Conduct](#)

Other Dapto Public School behaviour related policies:

[Dapto Public School Bicycle Policy](#)

[Dapto Public School Uniform Policy](#)

[Compulsory school attendance - information for parents](#)

[Compulsory school attendance - information for schools](#)

[Dapto Public School Attendance Policy](#)

Dapto Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations.

Purpose:

- Provide a consistent system for the whole school community
- Promote positive student behaviours in all environments
- Assist students in the management of their own behaviour
- Improve the learning and behavioural outcomes for students
- Provide all staff with direction to manage behaviour effectively and consistently in all school environments

School practices:

- Positive expectations - explicitly taught, consistently and positively reinforced
- Supported with visible reminders of expected behaviours
- Embedded and integrated into all school situations

Student achievement is recognised and reinforced in a variety of ways throughout the school.

- Public acknowledgement through social media and the school website
- In-school acknowledgement through work displays throughout the school, assembly awards, Personal Best reward system, end of year presentations and special awards
- Personal acknowledgement through constructive feedback, peer encouragement, sharing and displaying achievements in class

[Dapto Public School Promoting Positive Student Behaviour](#)

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	School wide positive behaviour expectations and procedures	Personal Best System Individual classroom incentive systems Assembly/ Presentation Day awards	All staff and students
	Explicitly teaching social and emotional programs	PDHPE lessons focusing on positive relationships Bounce Back Zones of Regulation	Classroom teachers
	Balancing proactive prevention-focused, relationship-based, and restorative practices with appropriate behaviour management practices	Positive reinforcement/ Consistent consequences Dapto PS Classroom Based Consequence System	All staff and students
	Embedding inclusion and equity in all aspects of student behaviour support and management	Supporting ALL students to access quality educational experiences Embedded into collaboratively planned programs	All staff and students
	Integrated curriculum aimed at connection to Country and community for Aboriginal and Torres Strait Islander students		All staff
	Professional Learning	Staff identified	All staff
Early Intervention	Data-based identification, monitoring and assessment	Planning room data analysis	Wellbeing team Stage teams
	Classroom teacher support/ mentoring	As needed: Classroom behaviour management ODD/ ASD/ ADHD etc.	All staff
	LST support	Academic referrals	All staff
	Parent/carer consultation	Parent, teacher, Executive meetings	Staff and parents/carers
	Counsellor services	DCS updates Testing Student counselling	School counsellor/ targeted students
Targeted Intervention	LST Support	Academic and behaviour referrals	All staff
	Functional Behaviour Assessments to inform Behaviour Management Plan	Executive staff identify possible purpose of behaviour and assist class teacher developing a BMP	Executive Staff, classroom teachers and identified student

	Data-based intervention groups	Playground social skills group, specific SEL groups	SLSOs and teachers Identified student/s
	Parent/carer consultation	Parent, teacher, Executive meetings	Staff and parents/carers
Individual Intervention	Potential Integration Funding application	Monetary support to provide SLSO support	Executive staff, target student
	BMP/ Crisis/ risk management plans	Establish procedures to manage high risk students and situations Clearly documented plans, created and implemented in consultation with parents/carers	Executive staff, classroom teacher, target student, parents/ carers
	Referral to Wellbeing Team- Warilla Office	District based assistance/ intervention for high-risk students	Executive staff/ Home school liaison officer/ District based services
	Potential referral for special placement in a support class or SSP	District based assistance/ intervention for high-risk students	

Reflection, planning and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Classroom based warning system	At time of behaviour	Class Teacher	School Bytes
Student referred for timeout in planning room	Recess and lunch To be determined by AP Primary 5-minute reset- 30-minute timeout Infants: 5-10minute TO/10-20-minute structured games Toilet and drink breaks given when asked for	AP	Planning room slip filled in by referring teacher Behaviour reflection sheet completed by student Recorded in School Bytes Filed in planning room
Student placed on 5-day monitoring sheet	Student monitored in class and on playground Students must achieve 5 positive days to exit	Duty AP Communicated/ discussed with Stage supervisor	Recorded in School Bytes Student to carry monitoring sheet and have marked off each session
Level 1 and 2	Student monitored in class and on playground Students must achieve 10 positive days to move down a level	Duty AP/ Stage supervisor in consultation with senior executive staff	Recorded in School Bytes Student to carry level sheet and have marked off each session Parents notified
Level 3 Formal Letter of Suspension	Student monitored in class and on playground Students must achieve 10 positive days to move down a level	Duty AP/ Stage supervisor in consultation with senior executive staff Principal	Recorded in School Bytes Student to carry level sheet and have marked off each session Parents notified
Level 4 Suspension	As per DET Student Behaviour Procedures Suspension 3.1- 3.5.5	Principal	Recorded in School Bytes Parents notified

Partnership with parents/carers

Dapto Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by consulting with members of the P&C.

Dapto Public School will communicate these expectations to parents/carers at Parent Information Sessions and Parent/Teacher Interviews.

Dapto Public School will consult with local AECG representatives to build and maintain positive relationships.

School Anti-bullying Plan

[Antibullying units of work \(nsw.gov.au\)](https://www.nsw.gov.au/antibullying-units-of-work)

Reviewing dates

Last review date: September 2024

Next review date: September 2025

education.nsw.gov.au

