

Dareton Public School

Behaviour Support and Management Plan

Overview

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

We believe we can 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.

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

- **Positive Behaviour for Learning (PBL)**
- **Zones of Regulation (ZoR)**
- **Berry Street Education Model (BSEM)**

Promoting and reinforcing positive student behaviour and school-wide expectations

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

To be: **Safe, Strong, Smart & Proud learners.**

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

- A school-developed scope and sequence of PBL lessons is taught weekly in every classroom through a peer leadership model. Stage 3 students are first taught the lesson content and then deliver lessons in each classroom. The curriculum elaborates the school expectations of being a smart, safe, strong, and proud learner across a range of settings including classroom and non-classroom settings, and for specific school activities e.g. sports carnivals or offsite on excursions. Lessons are registered to ensure that students have been taught the content. Lesson content is responsive to staff notifications in Sentral of behaviour incidents in learning or play.
- A provider-developed scope and sequence of ZoR lessons has been integrated into taught PBL lessons in every classroom. It is also used daily in the [Kuuntyiri Yuripa](#) (Reflection Room) to assist Tier 1 intervention students to reflect upon how they are feeling as well as how others involved may be feeling. The curriculum of social and emotional learning (SEL) is based around the key concepts to achieve success – self, social, situational awareness, regulation, and decision-making strategies. Lessons are registered to ensure that students have been taught the content.
- A provider developed scope and sequence of BSEM lessons is taught in every classroom as an extension of our PBL peer lessons. Teachers and students also have diaries that contain lesson content to assist self-reflection and lesson delivery. The curriculum of social and emotional learning (SEL) is based around the key concepts to achieve success – body, relationships, stamina, engagement, character. Lessons are registered to ensure that students have been taught the content.

It is important to note that not all students are motivated by the same thing or in the same ways and that younger students are motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges or autonomy and self-determination.

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. (Ch.5 PBLS Tier 1 Workbook).

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 on 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.

There is a school-wide continuum for acknowledging expected behaviour:

1. Free and frequent – for everyday use by all staff in all settings
2. Moderate and intermittent – awarded occasionally
3. Significant and infrequent – semester or annual types of recognition.

Free and frequent. The school-wide reinforcement system to acknowledge expected behaviour is based on our PBL totems:

Smart (**Miikika**) Goanna (**Parna**),

Safe (**Maramaapa**) Perch (**Parntu**),

Strong (**Thuni Miitya**) Kangaroo (**Thalta**) and

Proud (**Palth-Ngaatha**) Emu (**Kalthi**).



They represent school expectations. Staff reinforce positive behaviours by awarding Dojo Points with behaviour-specific verbal feedback. Targets are set for school-wide, classroom, individuals and settings (e.g. classroom, playground etc). When students, classes, or whole school reach their targets for positive feedback statements, students get to celebrate their success. These celebrations are a menu of preferred activities, decided on by the students allowing for the recognition of positive behaviour through in-school, fun activities that reflect students' interests and preferences.

Whole-school reward days are accessible to all students.

Moderate and intermittent. A variety of awards, school-developed and other, in the form of certificates, medals etc are presented to students, classes and groups at our weekly whole school assembly.

These include Dareton Deadly Award certificates presented to students for learning, effort, schoolwork, or activities that go above and beyond expectations, sports awards for school and PSSA events, Principal's Bronze Award, PBL Class of the Week Trophy and awards presented for extra-curricular events e.g. public speaking and debating, Pulse or NAIDOC etc.

Students accumulate weekly Deadly Awards as part of a tiered approach, working towards Bronze, Silver, Gold Awards and the penultimate prize, a PBL Medal. Student progress is tracked on our PBL Deadly Award Wall in our **Kulpi Wanganya** (Yarning Nest) room, where assemblies are held.

Significant and infrequent. An end-of-semester school report and Portfolio is an opportunity for teachers to positively reinforce a variety of academic, sporting, cultural and pro-social student achievements.

The Annual Presentation Day Assembly is the opportunity for recognition and acknowledgement for sustained or exceptional achievement across a range of academic, sporting, cultural and pro-social student endeavours.

Partnership with parents and carers

Dareton Public School partners with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by:

- Inviting parent/carer and student feedback through formal and informal means e.g. through Tell Them from Me (TTfM) Surveys, school surveys, consulting with the School Reference Group.
- Using concerns raised through complaints procedures to review school systems, data and practices.

Dareton Public School will communicate these expectations to parents/carers by the:

- school newsletter
- Sentral Parent Portal
- school website
- school Facebook page
- Digital Sign

School-wide expectations and rules

Be SMART	Be SAFE	Be STRONG	Be PROUD
Whole body listening	Right place right time	Make the better choice	Manners Matter
Look after belongings	Hands and feet and objects to yourself	Be self-responsible	Respect everyone
Make great choices.	Sun safety	Never give up. Growth Mindset	Proud of self (No shame)
Follow instructions	Follow the rules of the game	Stay on task	Proud of school

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

Care Continuum	Strategy or Program	Details	Audience
Prevention	<u>PBL</u>	<u>Positive Behaviour for Learning</u> is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. A school-developed scope and sequence of lessons is taught weekly by all class teachers. The <u>seven essential components</u> of implementation are overseen by a school team. The <u>eight effective classroom practices</u> are the foundation for staff professional learning and implementation.	Staff, students K-6, families
Prevention	<u>Zones of Regulation</u>	<u>Sorting our emotions into 4 colours</u> Feelings are complicated. They come in different sizes, intensities, and levels of energy that are unique within our brains and bodies. To make them easier to talk about, think about, and regulate, The Zones of Regulation organizes our feelings, states of alertness, and energy levels into four colored Zones – Blue, Green, Yellow, and Red. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them. We learn to regulate our Zones to meet our goals and task demands, as well as support our overall well-being.	Staff, students K-6, families
Prevention	<u>Berry Street Education Model</u>	The Berry Street Education Model (BSEM) equips both mainstream and specialist schools with practical, classroom-based strategies to increase the engagement of all students, including those with complex, unmet learning needs. Our education model enables schools to support students' self-regulation, relationships and wellbeing to increase student engagement and significantly improve academic achievement.	Staff

Care Continuum	Strategy or Program	Details	Audience
Prevention	<u>Child Protection</u>	It is mandatory to teach child protection education in every stage of learning from Kindergarten to Year 10 as part of the NSW Education Standards Authority (NESA) Personal Development, Health and Physical Education (PDHPE) K-10 Syllabus. A NSW DoE scope and sequence of ten lessons is taught in Term 2 by all class teachers	Staff, students K-6
Prevention	<u>Smiling Minds</u>	Mindfulness is a well-established and researched technique for achieving calmness and improved wellbeing. Clinical research shows that mindfulness leads to reduced stress, anxiety and depression, improved academic skills, social skills and self-esteem by developing emotion and behaviour regulation skills, improved attention and concentration. A provider-developed scope and sequence of lessons is delivered throughout the year.	Staff, students
Early intervention	<u>SRSS-IE</u>	The Student Risk Screening Scale is a brief screening tool designed to screen school aged students for externalising and internalising factors that may require proactive support. The school has used the Student Risk Screening Scale since 2014 to screen and provide early intervention approaches.	Students
Targeted intervention	Learning & Support	The Learning and Support team works with teachers, students and families to support those students who require personalised learning and support. Functions include referral, instructional leadership, case management, development of support plans, assessments, NCCD and NDIS, and the development of short- and long-term goals in Learning and Engagement Plans.	Staff, Individual students K-6, families
Targeted intervention	Attendance	The Attendance Team refer students with attendance concerns to the principal who will convene a planning meeting with HSLO, students, families and teachers to address barriers to improved attendance and set growth goals.	Staff, individual students K-6, families, HSLO
Individual intervention	<u>ROAR</u>	ROAR provides early intervention to achieve the following outcomes: Children and young people have improved emotional health and wellbeing;	

Care Continuum	Strategy or Program	Details	Audience
		- Children and young people can better manage the different aspects of their lives; - Families and carers are helped to support their children and young people; and - Communities have a better understanding of, and response to, mental health issues that affect children and young people.	

Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying.

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

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed.

Inappropriate behaviour that is considered minor is managed by teachers in the classroom and the playground.

Behaviour that is considered major is managed by school executive and is responded to with the practices listed below.

Teacher managed - Corrective responses for unexpected (minor) behaviours in classrooms include a Zones of Regulation strategy, school values reminder, re-direction, offered choice, error correction, prompts, reteaching, seat change, stay in at break to discuss or to complete work, brain breaks, and home contact via class phone. All are recorded on Sentral by teacher or support staff within the class team.

Corrective responses for unexpected (minor) behaviours in non-classroom settings include a Zones of Regulation strategy, rule reminder, re-direct, offered choice, error correction, prompts, reteaching, play or playground re-direction and home contact via class phone. All are recorded on Sentral by teacher or support staff within the class team.

Executive managed - Corrective responses for unexpected (major) behaviours include home contact (phone or text), [Kuuntyiri Yuripa](#) (Reflection Room) and restorative practices (listed below), and are recorded on Sentral. See the bullying response flowchart (p10) and the Behaviour Management flowchart (p9).

The NSW Department of Education Suspension and Expulsion Procedures which include a formal caution to suspend or suspension, may apply to Executive managed incidents.

Expected and unexpected (positive and negative) behaviour is recorded in Sentral. Review and analysis of patterns of unexpected behaviour is tabled at the PBL team meeting for whole school problem-solving or in the learning support team meeting for individual students to determine the additional supports needed to meet behaviour expectations.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, repeated behaviours of concern and including students who display bullying behaviour are recorded on Sentral. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- incidents inform PBL lessons
- 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 including Behaviour Support Plans, Risk Assessments and Personalised Learning and Support Plan.
- reflection and restorative practices (p8)
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal cautions to suspend based on behaviours of concern or serious behaviours of concern prior to suspension or expulsion
- 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. [list the process the school will take to respond to serious behaviours of concern]
- 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](#).

Reflection and restorative practices

All instances recorded on Sentral that are identified as major behaviours, trigger an alert to Executive for a **Kuuntyiri Yuripa** (Reflection Room) session for the identified student/s during the next play break. **Kuuntyiri Yuripa** (Reflection Room) sessions last for 15 minutes. Students have access to administration block toilets during this time and eat their lunch or recess during the reflection conversation. Executive work through age-appropriate school created restorative practice worksheets with the student, which is uploaded to Sentral, and communicated to the parents via the Sentral Parent Portal or a letter home.

Restorative Practices are linked to Berry St (BSEM) and Zones of Regulation (ZoR).

Student non-compliance either in attending or engaging in a Reflection Room session leads to a behaviour meeting with parents / carers.

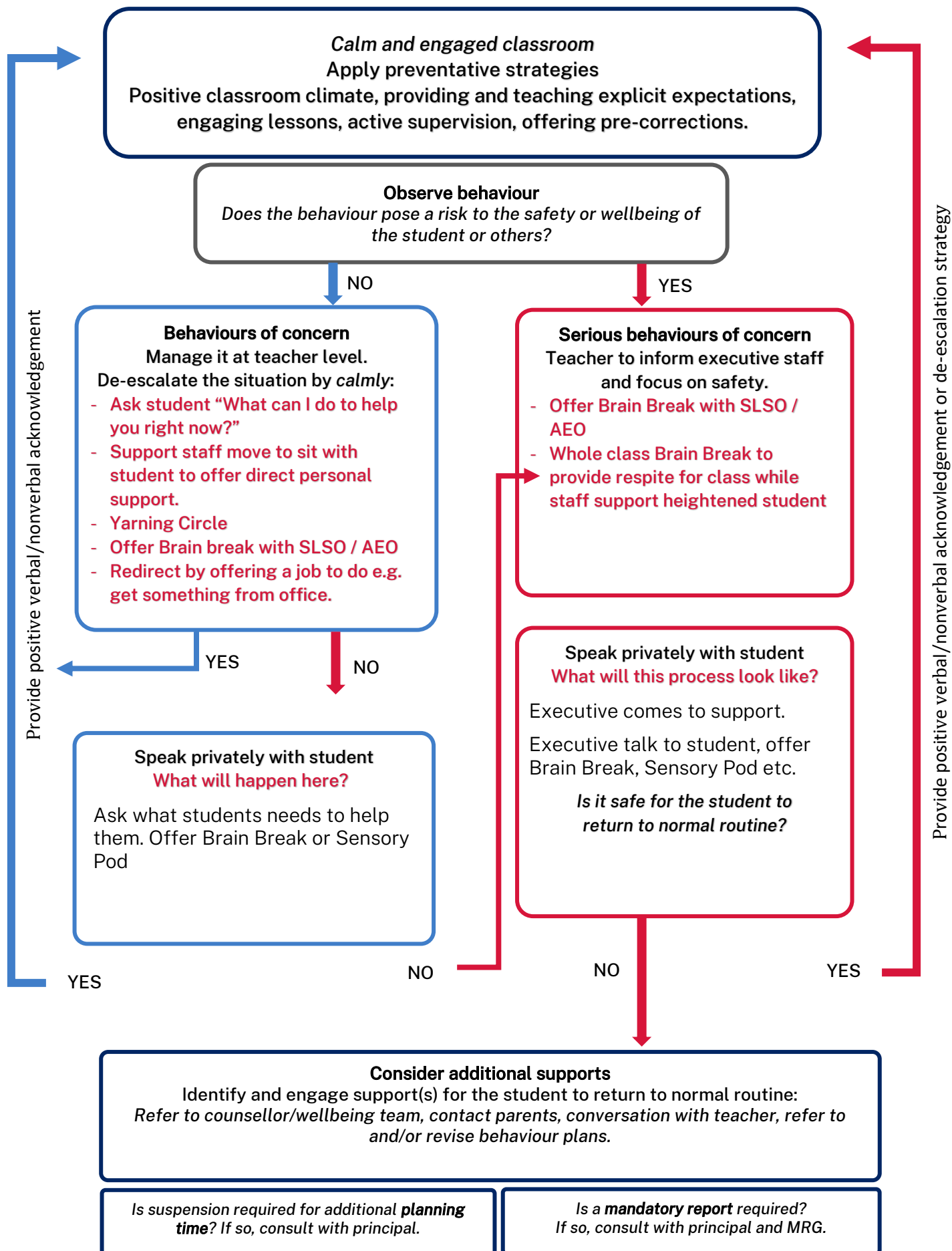
Strategy	When and how long?	Who coordinates?	How are these recorded?
COPING session – a structured debriefing and planning after a crisis event with individual student. (reflection)	Next day at either lunch or recess break	Executive & AEO	Documented in Sentral Wellbeing and communicated to parents / carers
Restorative practice – peer mediation or circles in groups	Scheduled for either lunch or recess break when those involved are available	Executive & AEO	Documented in Sentral Wellbeing module and communicated with parents
Sensory Pod		Executive LST Teacher/Class teacher SASS	Documented in Sentral and communicated with parents

Review dates:

Last review date: Day 1, Term 4, 2025

Next review date: Day 1, Term 3, 2026

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart (Victim)

The [national definition of bullying for Australian schools](#) [External link \(transcript \(DOCX, 29KB\)\)](#) says:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening. Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records). Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

