Exeter Public School Behaviour Support and Management Plan

Overview

Exeter 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 the Exeter Excels Values, Zones of Regulation and Second Step.

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

Exeter 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.

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 respectful, responsible and safe learners in a caring learning community.

■ Promoting and reinforcing positive student behaviour and school-wide expectations

Exeter Public School has the following school-wide rules and expectations: To be safe, responsible and respectful learners as shown through our Exeter Excel Values.

Safe	Responsible	Respectful
Demonstrate behaviour that shows an awareness of people and places	Be accountable for your own actions	Demonstrate actions that support the rights and feelings of others

- The Exeter Excel Values program is based on the positive behaviours for success program. It has been adapted to suit our individual site and has evolved with student, parent and staff feedback. This encourages a school wide approach to positive behaviour expectations, how they are reinforced and rewarded.

Exeter Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations: Exeter Excel Values and Second Step

■ Behaviour Code for Students

The Behaviour Code for Students can be found at https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

■ Whole School Approach across the care continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	Transition to school- Little Bookworms	Focusing on a safe and successful movement from pre school to school.	Incoming Kindergarten students and their families
Prevention	Transition Year 6 to Year 7	Focusing on a safe and successful movement from primary to high school.	Outgoing Year 6 students
Prevention	Buddies	A mentoring program designed to support new students with practical skills and strategies to positively navigate a new environment and relationships	New students, Kindergarten and Year 6
Prevention	PDHPE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	K-6 students
Prevention	Zones of Regulation	The development of self-management skills enables students to take personal responsibility for their actions and emotions. Students are taught how to recognise changing emotions and regulate their behaviour.	K-6 students
Prevention	Grow Your Mind	Students are taught how to recognise changing emotions and verbalise how they are feeling. They are explicitly taught social and emotional learning skills which will benefit their future self.	3-6 students
Prevention	Second Step	Students are taught how to recognise changing emotions and verbalise how they	K-2 students

Care Continuum	Strategy or Program	Details	Audience
		are feeling. They are explicitly taught social and emotional learning skills which will benefit their future self.	
Prevention/ Early intervention	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyber bullying	The toolkit resources are categorised into 4 elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyber bullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
Early intervention	The Got It! program	A specialised early intervention program for students Kindergarten to Year 2 who display emerging conduct problems such as aggression, defiance and disruptive behaviour, and a family component.	K-2 students Families Staff (Bi annually)
Early intervention	Exeter Excels Values	Schoolwide and classroom systems of support that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture.	Whole school
Targeted intervention	Seasons for Growth	Evidence based change, loss and grief program that draws on the metaphor of the seasons to understand the experience of change and grief. Small group, levelled sessions for an 8 week period.	Individual students, families, AP (As appropriate)
Targeted intervention	Chaplaincy support	For students who exhibit low level behaviours of concern.	Individual and small groups
Targeted intervention	Learning and Support	The Learning and Support team, work with teachers, students and families to support those students who require personalised learning and support. Including instructional leadership, development of risk assessments and the development of short- and long-term goals.	Individual students, families, staff
Individual intervention	Counsellor support	For students who exhibit behaviours/emotions of concern.	Individual students, parent/carer, AP
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans	Individual students, parent/carer, AP, LaST, Counsellor,

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Care Continuum	Strategy or Program	Details	Audience
			Behaviour Support staff

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

Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour	Responses to behaviours of concern
See Appendix 1: Student Behaviour Management process information.		

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded in SchoolBytes. 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 wellbeing team (LaST team)
- develop or review individual; support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (see below)
- liaise with Team Around a School for additional support and advice
- communication and collaboration with parents/carers (phone, email, parent 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

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

Action	When and how long?	Who coordinates?	How are these recorded?
Time Out and reflection- working through Choice Theory philosophy	1 day, lunchtime in Library	AP, Principal	Time Out book and on SchoolBytes, Wellbeing entry
Level 1- Reflection and modelled behaviour choices	One week of teacher directed, structured play, eating with their peers. Library	AP, Principal	Time Out book and on SchoolBytes, Wellbeing entry
Level 2- Reflection and modelled behaviour choices	Two weeks of teacher directed, structured play, eating with their peers. Library	AP, Principal	Time Out book and on SchoolBytes, Wellbeing entry

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■ Partnership with parents/carers

Exeter Public School will partner 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, such as Tell Them From Me surveys, school surveys and consulting with the P&C
- using concerns raised through complaints procedures to review school systems, data and practices.

Exeter Public School will communicate these expectations to parents/carers by information sessions, updates via newsletters and meet the parent evenings. 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 Anti-bullying Plan

Anti Bullying Plan 2024

Refer to the Bullying of Students – Prevention and Response Policy and Anti-bullying Plan.

Reviewing dates
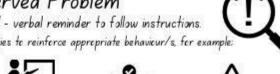
Last review date: February 2025

Next review date: March 2026

STUDENT BEHAVIOUR MANAGEMENT PROCESSES

EXETER PUBLIC SCHOOL · LEARN TO LIVE

Observed Problem

Step 1: Teacher managed - verbal reminder to follow instructions.

Teacher will use a range of strategies to reinforce appropriate behaviour/s, for example:

prompt · redirect · reteach · choice · logical consequence

If behaviour stops: verbal praise/acknowledgement.

MINOR BEHAVIOURS

Minor behaviours could include:

- inappropriate verbal language
- physical contact (non-serious)
- non-compliance
- property misuse
- late to class
- cheating/plagiarism
- rough play
- swinging on chairs
- talking while others are talking
- unkind comments
- leaving
- leaving the room without permission
- taking others' hats
- taking others' equipment
- littering
- out of bounds

Repeated minor behaviours resulting in 3 yellow slips, escalate and follow major behaviour.

Step 2a.

If minor behaviour continues:

1. Verbal Warning
2. Name on board
3. Cross against name - yellow behaviour slip

If behaviour stops: verbal praise/acknowledgement.

MAJOR BEHAVIOURS

Major behaviours include:

- aggression (cause bodily harm, physical, verbal, using objects as a weapon)
- bullying (physical, verbal)
- harassment (physical, verbal, racial, sexual)
- insolence (verbal, gestures, general attitude)
- inappropriate behaviour
- abusive language/profanity
- repeated disobedience/non-compliance
- property damage/vandalism
- absconding
- consistently arguing with a teacher
- repeated minor behaviours that impact learning of self and others - resulting in 3 yellow slips in one term

Step 2b.

Safe

Send to the AP with referral sheet. Phone AP to advise student coming.

Unsafe/Violent

Immediate call to office. Principal or AP follow DoE policy.

- Parents phoned and recorded on School Bytes
- Reflection time with AP
- Verbal warning or suspension or letter warning if applicable. Level recorded if applicable.

Teachers to add incident(s) on School Bytes. For major behaviours, include witness and victim statements. Ensure that all students involved are tagged in the incident.

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BEHAVIOUR RESPONSES

Step 3a.

Reflection completed in classroom either with the teacher or independently to ensure that enough accurate information is provided

Assistant Principal Actions

- review reflection sheet with student
- review incident on School Bytes
- conference with student in Planning Room
- generate letter home
- resolve indicent on School Bytes
- determine further consequences for repeated behaviours - playground monitering if applicable
- if student doesn't improve target behaviour, conference time in reflection room (Library)

Reflection Room Actions

Reflection room time is based around the principles of restorative justice. Reflection is also a time to:
- state expected behaviour
- refer to school rules
- provide practical strategies for future incidences acknowledging behaviour is a response.

Response to ALL student misbehaviour is:
- Calm
- Consistent
- Brief
- Immediate
- Respectful
- Private

Step 3b.

School Leadership Actions

- review or complete reflection sheet with student
- review teacher incidence on School Bytes
- gather further information as required
- 1:1 interview with student
- contact family/letter home (provide opportunity for parent meeting if requested)
- record incident on School Bytes

If behaviour continues:

- parent interview
- risk assessment/behaviour plan completed or revised
- PLaSP created/revised (where applicable)
- reflection room or Social Skills program
- counsellor referral
- escalate student to a Level (1 or 2)

If behaviour continues:
SUSPENSION

Suspension as a behaviour management intervention will be used when a behaviour or behaviours of concern pose an unacceptable risk to others to teaching and learning. When assessing grounds for suspension, Exeter PS will consider the diverse learning and wellbeing needs of students, including developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and circumstances.

The decision to suspend lies with the Principal in accordance with the Exeter PS Behaviour and Discipline Strategy for Suspensions and the NSW DoE Suspension Policy.

Return from Suspension

When returning from suspension students will:
- have a return meeeting with the senior leadership and their parents/carers
- agree to positive behaviour
- be placed on a playground monitoring plan

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BULLYING RESPONSE FLOW CHART

EXETER PUBLIC SCHOOL — LEARN TO LIVE

FIRST HOUR: LISTEN
- 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. hand written 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 into School Bytes.
- Notify school executive of incident if required in line with behaviour management flow chart.
- Notify parent/carers 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 in on their wellbeing.

DAY 3: DISCUSS
- Evaluate the information to determine if it meets the definition of bullying.
- 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 School Bytes.
- Complete all actions agreed with the student and parent within agreed timeframes.
- Monitor students 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 School Bytes.

ONGOING: FOLLOW UP
- Continue to check in with student on a regular basis until concerns have been mitigated.
- Record notes of follow up meetings in School Bytes.
- Refer matter to the learning and support team if the situation is not resolved.
- Look for opportunities to improve school wellbeing for all students.

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EXETER EXCEL VALUES FOR LEARNING

1 — VERBAL WARNING
prompt *redirect*

The teacher will give you a warning. Teacher will prompt and redirect you with the appropriate behaviour.

2 — TURN THIS AROUND
redirect *choice* *reteach*

The teacher will remind you that the behaviour is not acceptable. You will be asked what you can do to fix the problem. You will be given a choice to make.

3 — NAME ON BOARD
redirect *choice* *reteach*

The teacher will remind you that the behaviour is not acceptable. You will be asked what you can do to fix the problem. You will be given a choice to make.

4 — CROSS
reteach *logical consequence*

You will complete a yellow class reflection sheet. This will be sent home for signing by parents/guardians. Three of these in a term will result in a reflection session with the AP in the Library.

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