## **NSW Department of Education**



## Narrabri West Public School School Behaviour Support and Management Plan

#### Overview

Narrabri West 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 Narrabri West Public School Behaviour Expectations Program, Narrabri West Public School Award System, Powerful Conversations, National Day of Action Against Bullying and Violence and Check-In/Check-Out Intervention Strategy.

## Partnership with parents and carers

Narrabri West Public School collaborates with parents/carers in the development and implementation of student expectations and behaviour management strategies.

Narrabri West Public School will communicate these expectations to parents/carers by:

- Parent information sessions
- School Newsletter
- Sentral Parent Portal

## School-wide expectations and rules



## **NWPS EXPECTATIONS ES1 – S1**

RESPECT for SELF, OTHERS and PROPERTY

	ALL SETTINGS	CLASSROOMS	PLAYGROUND	HALL	TOILETS
WE SHOW RESPECT FOR OURSELVES IN ALL WE SAY AND DO	Wear your school uniform     Listen and follow directions     Stay in a safe area	Remain on task      Stay in your assigned area	Wear your school hat     Bell - Line up quickly and quietly     Put rubbish in the bin	Enter and leave the hall when instructed     Follow the 5 L's     Learn the school pledge and national anthem	Go to the toilet in breaks  Wash your hands correctly Return to class quickly
WE SHOW RESPECT TO OTHERS IN ALL WE SAY AND DO	Follow school rules     Use kind words	Listen and follow instructions     Keep hands, feet and objects to yourself	Include everyone in your games     Report dangerous behaviour immediately	Be a good listener     Clap for award winners	<ul> <li>Give people privacy</li> <li>Flush the toilet</li> <li>Keep the walls clean</li> </ul>
WE SHOW RESPECT FOR PROPERTY IN ALL WE DO	Use equipment correctly  Ask for permission to borrow anything  Put all equipment away	Keep your classroom and desk tidy	Share equipment     Return equipment	Return equipment to the correct place	Use the toilets correctly Conserve paper and soap Report any problems

## NWPS EXPECTATIONS – S2 and S3

RESPECT for SELF, OTHERS and PROPERTY

A STATE OF THE PARTY OF THE PAR	ALL SETTINGS	CLASSROOMS	PLAYGROUND	HALL	TOILETS
WE SHOW RESPECT FOR OURSELVES IN ALL WE SAY AND DO	Wear your school uniform correctly      Listen and follow directions the first time     Stay in a safe area	Be prepared for lessons     Remain on task without disturbing others     Complete all tasks to the best of your ability     Ask questions if you do not understand     Stay in your assigned area	Vear your hat  Use and return equipment to the correct place  Line up quickly and quietly	Enter and exit the hall when instructed     Walk and maintain physical space     Follow the 5 L's     Learn and recite the school pledge and national anthem with pride	Use the toilet at the correct time  Use good hygiene and wash your hands correctly  Return to class promptly
WE SHOW RESPECT TO OTHERS IN ALL WE SAY AND DO	Treat others the way you want to be treated  Use kind and respectful actions and words  Wait patiently for an adult to help you	Listen and follow instructions Use your inside voice Respect others personal space Keep hands, feet and objects to yourself	Play fairly and by the rules  Make everyone feel Included and welcome to join in your activities  Report dangerous or inappropriate behaviour immediately	Listen throughout the entire assembly      Pay attention to the speaker      Show praise for award winners	Give people privacy     Flush the toilet     Keep the walls clean
WE SHOW RESPECT FOR PROPERTY IN ALL WE DO	Care for property as if it were your own      Use equipment the way it was designed      Ask for permission before using equipment      Return any equipment	Return equipment that you borrow  Use property properly  Keep your books neat and tidy  Pick up litter around your desk	Use equipment the way it was designed  Share equipment  Return equipment in the condition you got it  Report any problems immediately	Use hall facilities correctly  Return equipment to the correct place	Use the toilets and resources correctly  Conserve paper and soap  Report any problems

## 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 <a href="https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01">https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01</a>. 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	Whole school award system	Point and award system. Students receive points for displaying positive behaviours according to school rules and Narrabri West Public School Behaviour Matrix. Students accumulate points and are awarded School Awards and Badge Awards. School assemblies are twice per term to celebrate success and the achievements of students at Narrabri West Public School. Parents are invited by letter through Sentral Parent Portal to attend.	Students Parents Teachers
	Classroom management plans and routines	Teachers have consistent classroom management plans implemented across each Stage. Class reward systems encourage intrinsic motivation. Success criteria for behaviour routines are explicitly taught and practised.	Teachers Students
	Engaging lessons and engaged learners	Visible learning and assessment for learning strategies used in every lesson. Lessons and learning sequences include brain breaks, activators, exit strategies and movement breaks.	Teachers Students
	Anti-Bullying Plan	Narrabri West Public School has an Anti- Bullying Plan outlining actions to be taken by the school to address bullying and promote a positive learning culture.	Teachers Students
	Building Positive Relationships	Student Representative Council, lunch time clubs, extra-curricular opportunities (sport, music, drama).	Teachers Students
	Recognising student achievement	Assembly Awards (Merit Awards, Good Manners Awards, Star of the Week and Citizenship Awards), Westies, Class of the Week/Term.	Teachers Students Parents

Care Continuum	Strategy or Program	Details	Audience
	Positive Phone Calls Home Program	Staff will make at least one positive phone calls home to parents per term to discuss their child's progress.	Teachers Students Parents
	Explicitly teach and model positive behaviour	Behaviour Matrix lessons taught daily for the first three weeks of Term 1 across the school. Lessons revised as data indicates.	Teachers Students
Early intervention	Self-regulation	Lessons and sessions include brain breaks and movement breaks to help students focus and self-regulate. Students may also access weighted toys and sensory tools to self-regulate and assist concentration.	Teachers Students
	Peer support	Narrabri West Public School incorporates buddy programs, such as 'buddy reading' and the 'buddy bench' to encourage peer support within the school.	Teachers Students
	Social Stories	Visual cues and social stories used to support students to follow routines and develop independence.	Teachers Students
	Referral	Teachers can refer students to the Learning Support Team who plan adjustments and targeted support to encourage positive behaviours, particularly if students exhibit more complex and challenging behaviours, or where the frequency of the behaviour of concern may put students' learning and social success at risk if it is not addressed quickly.	Teachers Students Parents
	Access to agencies and support for students	Centacare - Resilient Kids, Drumbeat	Teachers Students Parents
Targeted intervention	Check-In/ Check-Out	Check-In/Check-Out (CICO) is a Tier 2 research-based behavioural intervention that delivers additional support to groups of students with similar behavioural needs. Students identified as beginning to engage in problem behaviour by their classroom teacher are nominated for Check-In/Check-Out Program. Parent permission and support is required for students to access this program.	Teachers Students Parents
	Police Youth Liaison Officer	Police Youth Liaison Officer support requested as needed.	Teachers Students Parents

Care Continuum	Strategy or Program	Details	Audience
	Allied Health and behaviour support providers	Referral to School Counsellor through Learning Support Team. Wellbeing nurse	Teachers Students Parents
	Delivery Support 'Team Around a School'	Learning and Wellbeing Officer, Assistant Principal Learning and Support, Senior Psychologist Education, Behaviour Specialist, Out of Home Care Teacher, Itinerant Support Teacher Early Intervention, Support Teacher Transition, Aboriginal Community Liaison Officer, Home School Liaison Officer, Aboriginal School Liaison Officer, Assistant Principal Sensory (Hearing and Vision), Learning and Wellbeing Advisor, Learning and Wellbeing Coordinator NDIS Transition Coordinator, Networked Specialist Facilitator, Itinerant Support Teachers, Early Intervention where transition to school concerns are identified by the preschool or family.	Teachers Students Parents
	Functional Behaviour Assessment	Functional Behaviour Assessments are conducted to help identify the form, function and context of student behaviour. This assists in developing strategies to address and support inappropriate behaviour.	Teachers Students
Individual intervention	Individual Behaviour Support Plan	Developed in consultation with parents and Learning Support Team. Revised and adjusted as needed.  Developed as needed for individual students:  - Students who have received a formal caution for suspension  - Students who have received a suspension  - Students referred to Executive staff according to Narrabri West Public School Behaviour Management Flowchart	Teachers Students Parents
	Safety Plan	Developed in consultation with parents and Learning Support Team. Revised and adjusted as needed.  Developed as needed for individual students:  - Students who have received a formal caution for suspension	Teachers Students Parents

Care Continuum	Strategy or Program	Details	Audience
		<ul> <li>Students who have received a suspension</li> </ul>	
		<ul> <li>Students who have been identified by external agencies</li> </ul>	
		<ul> <li>Students who have identified behaviour needs</li> </ul>	

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

Planned responses to positive appropriate behaviour:

- Narrabri West Public School Award System
- Provide positive verbal/social acknowledgement
- Classroom management plans
- Positive phone calls home

Planned responses to inappropriate behaviour:

- Teachers follow the NWPS Minor behaviour response on the flowchart (Appendix 1) when responding to inappropriate behaviour
- Implement sequence of least intrusive behaviour management strategies
- Implement logical and individualised behaviour support strategies, including reminders of behaviour expectations and matrix, clarifying rules, conferencing, reviewing individual support plan if student has one, detention, reflection and restorative practices, record on Sentral and classroom teacher notifies parents by phone.

Planned responses to behaviours of concern:

- Teacher notifies executive
- Lunchtime and/or recess detention
- Parents attend meeting at school
- Individual behaviour support plan developed or reviewed
- Referral to Learning and Support Team
- Referral to Check-In/Check-Out

#### Responses to serious behaviours of concern

- Teachers and executive follow the NWPS Major behaviour response on the flowchart (Appendix 1) when responding to serious behaviours of concern.
- Teacher informs student of rule violation and states expected behaviour
- Teacher records incident on Sentral
- Executive review incident

- Detention, consequences, reflection and restorative practices implemented and followed through by executive
- Formal caution for suspension
- Individual behaviour support plan and risk management plans developed or reviewed
- Executive informs and meets with parents
- Executive provides teacher feedback
- If behaviour continues, student may be suspended (Note: physical aggression may result in immediate suspension)
- The NSW Department of Education <u>Student Behaviour policy</u> and <u>Suspension and Expulsion</u> 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

Students may be placed on detention following inappropriate behaviour. Detention occurs at lunch and recess. The table below outlines the management for students placed on detention.

All students eat lunch with their class from 11.30 – 11.40am. Students are supervised by classroom teachers. Students are able to access the toilet during detention, reflection and restorative practices.

Strategy	When and how long?	Who coordinates?	How are these recorded?
K-2 Teacher managed - Classroom minor incident	Maximum of 10 minutes or half of a break	Classroom teacher	Sentral
3-6 Teacher managed - Classroom minor incident	Maximum of 20 minutes or half of a break	Classroom teacher	Sentral

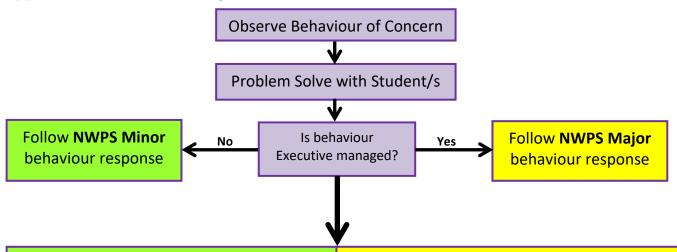
Strategy	When and how long?	Who coordinates?	How are these recorded?
K-2 Teacher managed –	Maximum of five	Playground duty	Sentral
Playground minor incident	minutes	teacher	
3-6 Teacher managed –	Maximum of 10	Playground duty	Sentral
Playground minor incident	minutes	teacher	
K-2 Executive managed – Classroom major incident	Maximum of two days	Executive – Stage Supervisor	Sentral
3-6 Executive managed – Classroom major incident	Maximum of four days	Executive – Stage Supervisor	Sentral
K-2 Executive managed – Playground major incident	Maximum of two days	Executive – Stage Supervisor	Sentral
3-6 Executive managed – Playground major incident	Maximum of four days	Executive – Stage Supervisor	Sentral
Formal caution for suspension	Up to 50 days	Principal	Sentral
K-2 Suspension	Up to five days	Principal	Sentral
3-6 Suspension	Up to 10 days	Principal	Sentral

## Review dates

Last review date: 13th February, 2025

Next review date: 20th July, 2025

#### Appendix 1: Behaviour management flowchart



## Minor Teacher Managed

# Major Executive/Principal Managed

#### Warning

#### **OFF-TASK BEHAVIOUR**

Failure to remain in correct position

Not doing work

Talking out of turn

#### **NON-COMPLIANCE**

Making noises - stopping after correction

Refusing to comply with adult requests

Hiding under furniture

Arriving at class after bell without appropriate reason

#### **INAPPROPRIATE LANGUAGE OR GESTURES**

Inappropriate language that is not directed at others but "slips out"

Unintended hurtful words; shows remorse

Inappropriate use of gestures

#### **PHYSICAL CONTACT**

Pushing in line / pushing back toward someone who initiated contact

Bumping into another intentionally

Invading personal space intentionally

"Play fighting" / wrestling / rough-housing

Throwing harmless objects (not directed at staff or students) Inappropriate consensual contact

#### DISRUPTION

Staff instruction continually interrupted

Walking around classroom

Repeated calling out or talking out of turn

Random / inappropriate comments

## Teacher Managed with AP Support/Notified INTIMIDATION

Teasing, negative comments about appearance or dress of others

Name calling, insults, put-downs, disrespectful comments, which cease when addressed

Defamation of character, e.g. gossip, social media, notes Intimidation – verbal and/or non-verbal

#### THEFT

Taking and / or harming another's property (minor monetary or sentimental value)

Refusing to return a "borrowed" item

#### **PROPERTY MISUSE**

Not using school property / supplies for intended purpose Graffiti on school property

Graffiti on self or own equipment

#### **TECHNOLOGY VIOLATION**

Student engages in non-serious inappropriate use of electronic device

#### **INAPPROPRIATE LANGUAGE**

Directed toward others in an abusive and excessive manner or of a sexual nature

#### THEFT

Taking property (significant sentimental/monetary value) Misrepresentation or failure to accurately detail incidences involving personal safety or property damage

In possession of or has passed on, another's property without permission

NON-COMPLIANCE - Failure to serve a detention

Supervisor referral for any 'teacher owned behaviour' that is ongoing (3 incidences of a similar nature) after intervention, e.g. class detention, parent contact has been unsuccessful.

#### POSSESSION OF A CONTROLLED ITEM

Possession of combustible or dangerous item that is no longer capable of causing bodily harm or property damage (when there is no evidence of recent use).

**BULLYING - Sustained** actions or comments used to have power over another person.

Any hurtful, negative behaviour that are deliberate and repeated after being asked to stop. Includes verbal, physical, indirect/emotional, spreading rumours, exclusion, and cyber bullying

Disrespectful messages (verbal, gesture, technology) to another person that includes threats and intimidation, inappropriate gestures, pictures, or written notes

#### **PROPERTY MISUSE**

Damage / vandalism which results in destruction/disfigurement of property

PHYSICAL AGGRESSION Fighting/physical aggression: Hitting (closed fist, slapping), kicking, biting

#### PRINCIPAL REFERRAL

PHYSICAL AGGRESSION Fighting/physical aggression: Hitting (closed fist, slapping), kicking, biting continued after being redirected / asked to stop

Assault that leaves a mark or injury Threatening gesture with an object

Throwing dangerous objects directed at another

POSSESSION OF A CONTROLLED ITEM Possession of or drawing a gun, knife, other weapon, matches, lighters, combustible items or any item

capable of bodily harm or property damage.
Possession of drug paraphernalia, alcohol, tobacco drugs

Possession of arug parapnernalia, alconol, tobacc Possession of pornographic material

#### NON-COMPLIANCE

Leaving classroom or grounds without permission

BEHAVIOUR THAT PUTS STAFF OR STUDENTS IN IMMEDIATE DANGER

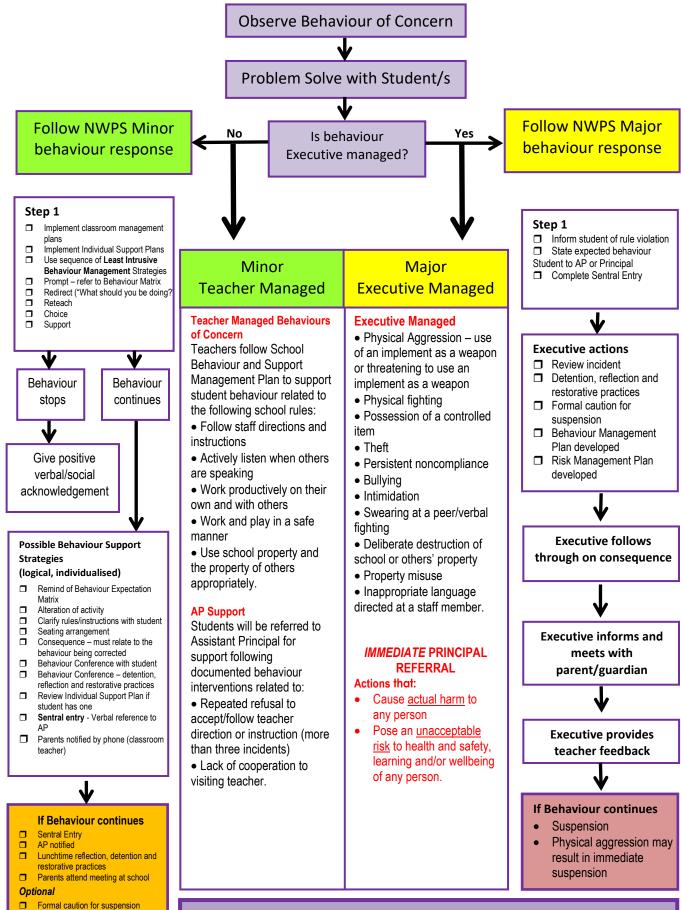
Any behaviour that puts staff or students in immediate danger.

Response to ALL student problem behaviour is: calm, consistent, brief, immediate, respectful, and private

Individual Support Plan developed or

Referral to Learning Support Team

Referral to Check-In/Check-Out



Response to ALL student problem behaviour is: Calm, consistent, brief, immediate, respectful, and private

#### Appendix 2: Bullying Response Flowchart

First hour: Listen

- •Identify bullying behaviour, including cyber-bullying
- •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:

- •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 in Sentral
- •Notify school executive of incident if required in line with behaviour management flowchart
- •Notify parent/s that the issue of concern is being investigated

Day 2: Collect

Document

- •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 on their wellbeing

Day 3:

Discuss

- •Evaluate the information to determine if it meets the definition of bullying (see above)
- •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 Sentral
- •Complete all actions agreed with student and parent within agreed timeframes
- •Monitor student 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 Sentral

Ongoing follow-up

- •Continue to check in with student on regular basis until concerns have been mitigated
- •Record notes of follow-up meetings in Sentral
- •Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved
- •Look for opportunities to improve school wellbeing for all students