

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

 Narrabri West Public School Rules	
1	Follow staff directions and instructions.
2	Work and play in a safe manner.
3	Use school property and the property of others appropriately.
4	Actively listen when others are speaking.
5	Work productively on your own and with others.


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	<ul style="list-style-type: none"> Wear your school uniform Listen and follow directions Stay in a safe area 	<ul style="list-style-type: none"> Remain on task Stay in your assigned area 	<ul style="list-style-type: none"> Wear your school hat Bell - Line up quickly and quietly Put rubbish in the bin 	<ul style="list-style-type: none"> Enter and leave the hall when instructed Follow the 5 L's Learn the school pledge and national anthem 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Follow school rules Use kind words 	<ul style="list-style-type: none"> Listen and follow instructions Keep hands, feet and objects to yourself 	<ul style="list-style-type: none"> Include everyone in your games Report dangerous behaviour immediately 	<ul style="list-style-type: none"> Be a good listener Clap for award winners 	<ul style="list-style-type: none"> Give people privacy Flush the toilet Keep the walls clean
WE SHOW RESPECT FOR PROPERTY IN ALL WE DO	<ul style="list-style-type: none"> Use equipment correctly Ask for permission to borrow anything Put all equipment away 	<ul style="list-style-type: none"> Keep your classroom and desk tidy 	<ul style="list-style-type: none"> Share equipment Return equipment 	<ul style="list-style-type: none"> Return equipment to the correct place 	<ul style="list-style-type: none"> Use the toilets correctly Conserve paper and soap Report any problems

NWPS EXPECTATIONS – S2 and S3

RESPECT for SELF, OTHERS and PROPERTY

	ALL SETTINGS	CLASSROOMS	PLAYGROUND	HALL	TOILETS
WE SHOW RESPECT FOR OURSELVES IN ALL WE SAY AND DO	<ul style="list-style-type: none"> Wear your school uniform correctly Listen and follow directions the first time Stay in a safe area 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Stay in bounds Wear your hat Use and return equipment to the correct place Line up quickly and quietly 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Follow school rules Treat others the way you want to be treated Use kind and respectful actions and words Wait patiently for an adult to help you 	<ul style="list-style-type: none"> Listen and follow instructions Use your inside voice Respect others personal space Keep hands, feet and objects to yourself 	<ul style="list-style-type: none"> Play fairly and by the rules Make everyone feel included and welcome to join in your activities Report dangerous or inappropriate behaviour immediately 	<ul style="list-style-type: none"> Listen throughout the entire assembly Pay attention to the speaker Show praise for award winners 	<ul style="list-style-type: none"> Give people privacy Flush the toilet Keep the walls clean
WE SHOW RESPECT FOR PROPERTY IN ALL WE DO	<ul style="list-style-type: none"> 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 that you use. 	<ul style="list-style-type: none"> Return equipment that you borrow Use property properly Keep your books neat and tidy Pick up litter around your desk 	<ul style="list-style-type: none"> Use equipment the way it was designed Share equipment Return equipment in the condition you got it Report any problems immediately 	<ul style="list-style-type: none"> Use hall facilities correctly Return equipment to the correct place 	<ul style="list-style-type: none"> 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 <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	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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - Students who have received a formal caution for suspension 	Teachers Students Parents

Care Continuum	Strategy or Program	Details	Audience
		<ul style="list-style-type: none"> - Students who have received a suspension - Students who have been identified by external agencies - Students who have identified behaviour needs 	

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 [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

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

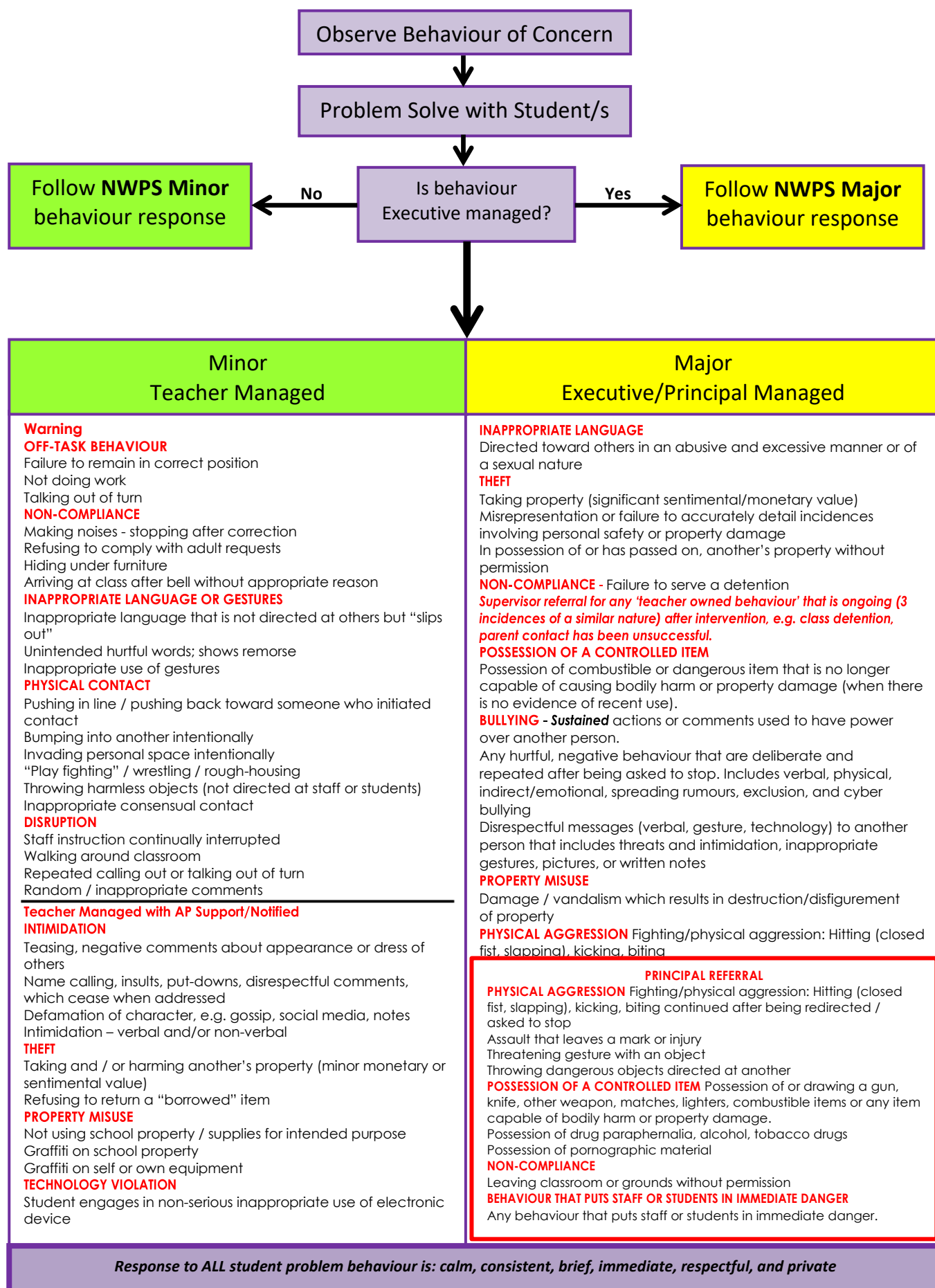
Strategy	When and how long?	Who coordinates?	How are these recorded?
K-2 Teacher managed – Playground minor incident	Maximum of five minutes	Playground duty teacher	Sentral
3-6 Teacher managed – Playground minor incident	Maximum of 10 minutes	Playground duty teacher	Sentral
K-2 Executive managed – Classroom 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

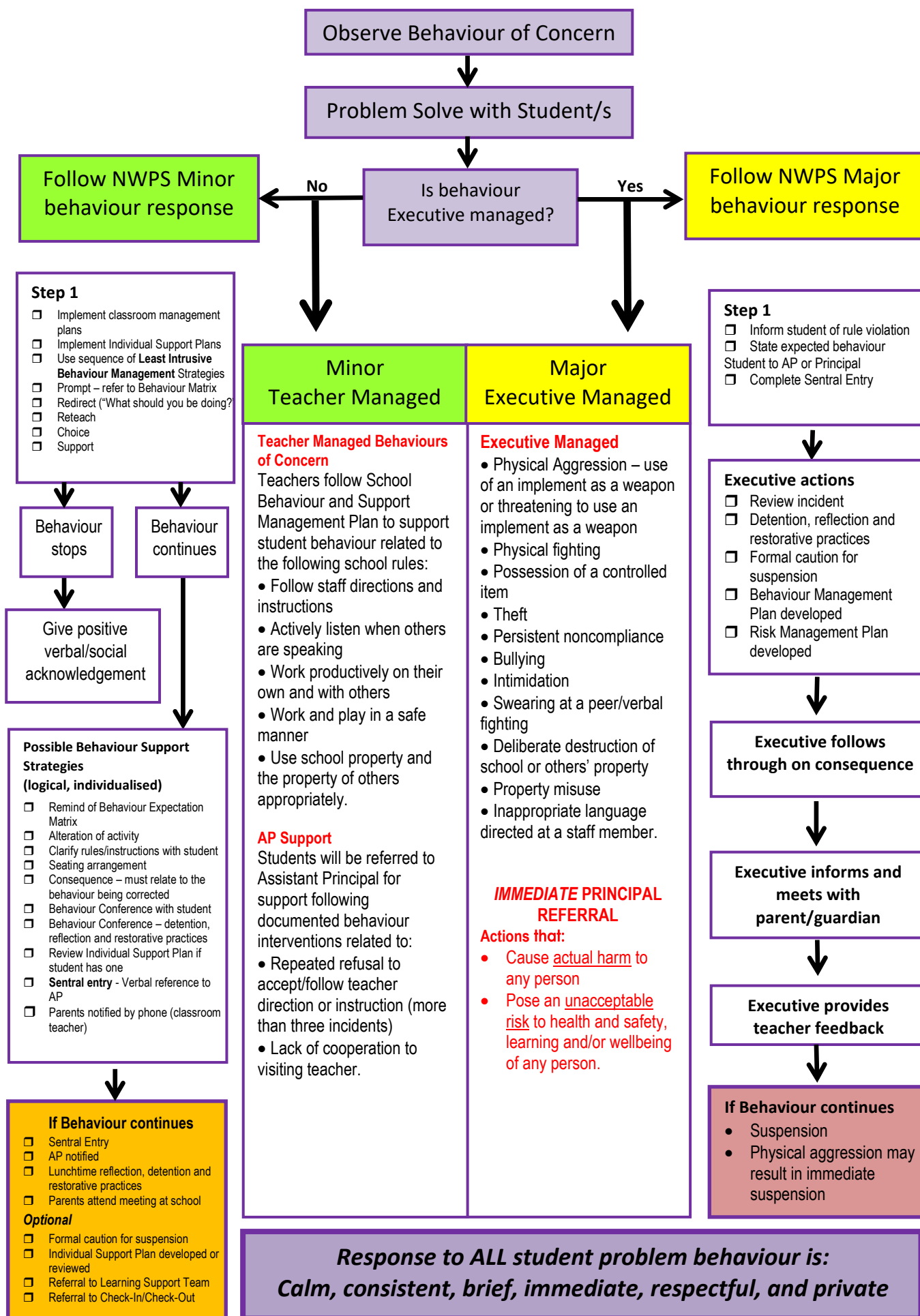
Review dates

Last review date: 13th February, 2025

Next review date: 20th July, 2025

Appendix 1: Behaviour management flowchart





Appendix 2: Bullying Response Flowchart

