

NSW Department of Education

Narrabeen North Public School Behaviour Support and Management Plan

Overview

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

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

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

- Zones of Regulation
- Positive Behaviour Engaged Learners (PBEL)

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

Narrabeen North 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.

Partnership with parents and carers

Narrabeen North Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as NSW Department of Education surveys, school surveys, consulting with the P & C and local AECG

- using concerns raised through complaints procedures to review school systems, data and practices.

Narrabeen North Public School will communicate these expectations to parents/carers through the school newsletter and school website. 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-wide expectations and rules

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

To be achieving, respectful, responsible and accepting learners students follow the NARRA Values:

| | Achievement | Respect | Responsibility | Acceptance |
|---------------------|---|---|--|---|
| Across all settings | <p>Give your personal best.</p> <p>Celebrate success.</p> <p>Be a good role model.</p> <p>Be an active learner.</p> | <p>Be polite and co-operative.</p> <p>Be kind, truthful and fair.</p> <p>Care for our school and the environment.</p> <p>Take pride in yourself and learning.</p> | <p>Make appropriate choices.</p> <p>Be safe at all times.</p> <p>Be prepared and in the right place at the right time.</p> <p>Support others.</p> | <p>Celebrate differences.</p> <p>Take ownership of your actions.</p> <p>Be tolerant and resilient.</p> <p>Embrace challenges.</p> |
| In the playground | <p>Play fairly and safely.</p> <p>Show sportsmanship.</p> <p>Be in the right place at the right time.</p> | <p>Speak positively and politely.</p> <p>Follow teacher instructions.</p> <p>Share play spaces with others.</p> <p>Be kind and considerate of others.</p> | <p>Use your NO GO TELL strategies.</p> <p>Wear a school hat or play under the COLA.</p> <p>Play soccer /football / cricket on the backfield only.</p> <p>Place your rubbish in the correct bins.</p> | <p>Accept the rules of the game.</p> <p>Be resilient.</p> <p>Help and include others.</p> <p>Finish eating before playing.</p> |

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|--------------------|--|--|---|---|
| <p>In the hall</p> | <p>Be in the right place at the right time.</p> <p>Be a good role model for your class and school.</p> | <p>Listen attentively.</p> <p>Sing the National Anthem and say the school creed with pride.</p> <p>Applaud and respond sensibly.</p> | <p>Stand and sit quietly.</p> <p>Follow teacher instructions.</p> <p>Walk to and from the stage area.</p> | <p>Take ownership of your actions.</p> <p>Take pride in your success and the success of others.</p> |
|--------------------|--|--|---|---|

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

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

| Care Continuum | Strategy or Program | Details | Audience |
|---|---|---|---|
| Prevention | Life Skills Go | Life Skills Go is a blended learning platform that continuously tracks, measures and reports on social, emotional and physical literacy. | All |
| Prevention | Zones of Regulation | Zones of Regulation is a common language for communication, problem solving, and emotional understanding. It allows students to spend more time on learning in safe and respectful environments. This results in a healthier, more inclusive school climate. | All |
| Prevention | National Week of Action (NWA) | Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year. | Staff, students 3 - 6 |
| Prevention | Child protection | Teaching child protection education is a mandatory part of the syllabus. | Students K - 6 |
| Prevention / Early Intervention / Targeted / Individual | Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying | The toolkit resources are categorised into four 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 cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents. | All |
| Early Intervention | Get Lost Mr Scary | Small group intervention to support and increase the coping strategies of students who are feeling anxious, stressed or who have poor resilience in a small group environment at school. | Individual students Stage 1 |
| Targeted / Individual intervention | Learning and Support | The LST works with teachers, students and families to support students who require personalised learning and support. | All |
| Targeted / individual intervention | Attendance support | The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals. | Individual students, attendance co-ordinator |
| 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, LAST, AP, DP |

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

Identifying behaviour of concern, including bullying and cyberbullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. See Appendix 1.

Narrabeen North Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service.

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.

Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – behaviour of concern is managed by school executive.

- Corrective responses are recorded on Behaviour / wellbeing ITD system. These include:

| Classroom | Non-classroom setting |
|--|---|
| <ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • reteach • seat change • stay in at break to discuss/ complete work • conference • detention, reflection and restorative practices • communication with parent/carer. | <ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • reteach • play or playground re-direction • walk with teacher • detention, reflection and restorative practices • communication with parent/carer. |

Narrabeen North Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Zones of Regulation and Life Skills Go consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. 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.

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 of control.

| Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour | Early Intervention Responses to minor inappropriate behaviour are teacher managed. | Targeted/Individualised Responses to behaviours of concern are executive managed |
|--|--|---|
| 1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules. | 1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate. | 1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day. |
| 2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour. | 2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback. | 2. Executive/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident. |
| 3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded by classroom teachers. | 3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied. | 3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Schoolbytes and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension. |
| 4. Social emotional learning lessons are taught (PBEL and Zones of Regulation). | 4. Teacher records on Schoolbytes by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator. | 4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan. |
| Teacher/parent contact | Teacher/parent contact | Teacher/parent contact |
| Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given out in class and at school assemblies. | Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed. | Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School. |

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on 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 school Learning and Support Team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- reflection and restorative practices (listed below)
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, 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.

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](#)

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety](#) Guide.

Reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

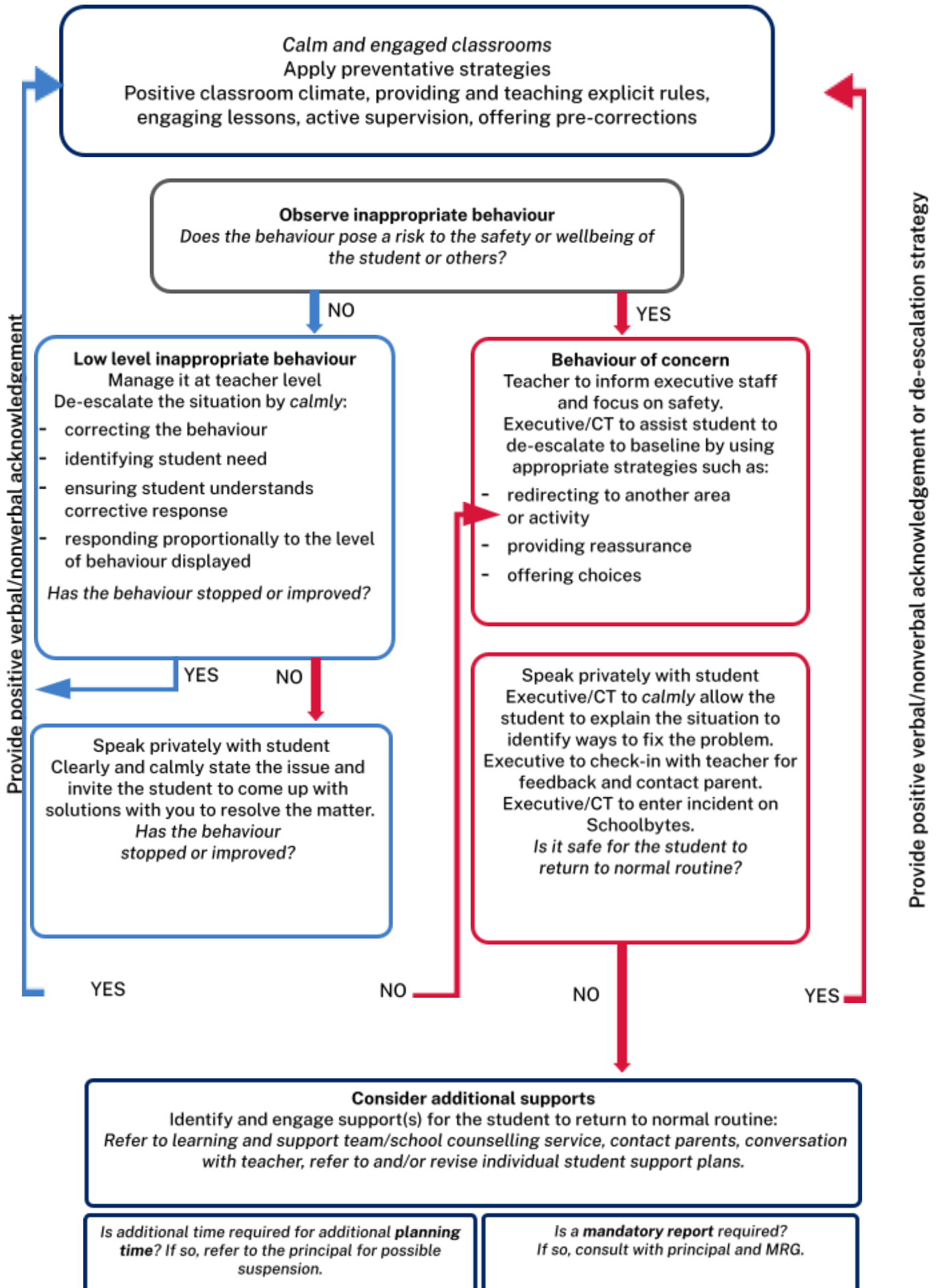
| Strategy | When and how long? | Who coordinates? | How are these recorded? |
|---|--|---|---------------------------|
| Reflection room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection) | Same or next day at either lunch or recess break | Assistant Principal | Documented in Schoolbytes |
| Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention) | Next break | Assistant Principal Deputy Principal | Documented in Schoolbytes |
| Restorative practice – peer mediation in groups | Scheduled for either lunch or recess break | Assistant Principal Deputy Principal | Documented in Schoolbytes |

Review dates

Last review date: 03.02.2025: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart



Appendix 2: Awards System flowchart

Awards System

School-wide strategies for recognising and rewarding student achievement

NARRA Bees

NARRA Bees are to be used as an instant reward (fast and frequent) on the playground, assemblies and for use by casual teachers. In classrooms, teachers use stage-based and own behaviour systems.

Canteen Credit (Bee Bucks) prizes are drawn at assemblies as a celebration of positive behaviour. Draw **1 Canteen Credit per Grade per week**. If assemblies are held **every 2 weeks draw 2 Canteen Credit per grade**.



NARRA Greens

NARRA Greens are awarded for actions related to values beyond expected behaviour. The teacher ticks the value being awarded.

10 NARRA Greens = 1 NARRA Gold

* **Teacher enters the NARRA Gold on School Bytes. The date on School Bytes must match the date written on the award.**



NARRA Golds

NARRA Golds are awarded for more major or consistent displays of a NARRA value. **The ratio of immediate NARRA Golds awarded in classrooms is 1:10 or part thereof 10 students per week (see Teacher Guidelines for award distribution)**. NARRA Golds are also awarded for sport.

4 NARRA Golds = Certificate of Achievement

* **Teacher enters dated Narra Golds on School Bytes and the system automatically calculates when CoA is due.**



Certificate of Achievement

A Kindergarten child's first Certificate of Achievement is awarded at K-2 assembly and parents are invited via School Bytes. All subsequent Certificates of Achievement are presented in class or at the stage assemblies throughout the term.

3 Certificates of Achievement = NARRA Banner

* **School Bytes automatically calculates when the Banner is due. The date on School Bytes must match the date written on the Banner.**



NARRA Banners

Parents are invited via School Bytes to Banner assemblies held twice per term in the school hall. Banners are presented by deputy principals and/or the principal.

6 NARRA Banners = NARRA Medal

* **School Bytes automatically calculates when the Medal is due.**



NARRA Medal

This is only awarded as a child graduates from Year 6. To account for the COVID-19 impact, students beginning school in 2018 required 5 Banners to achieve a medal; and students who commenced in 2019 will require 6 Banners.

For children who enrol at NNPS later than Kindergarten, one banner is required for each year of attendance to attain the NARRA medal. This is presented at Presentation Day in Term 4.

Appendix 3: Classroom Incident flowchart

Classroom Incident Flowchart

Classroom Incident occurs:
 Speak to student (allow student a voice about what happened and why)



Classroom teacher decides whether initial conversation including NARRA values reminder/consequence (time out) is enough or whether they may want to record as a Warning on School Bytes or to write a Think Slip.



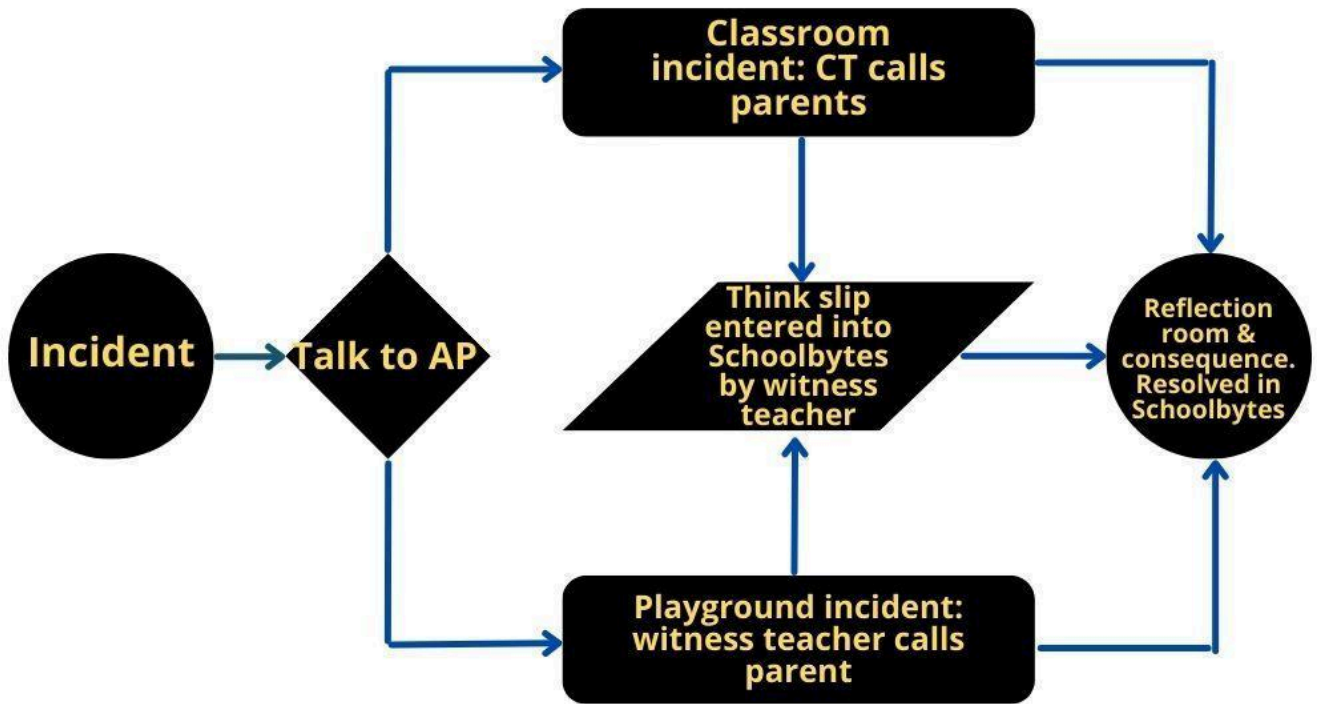
Classroom teacher takes appropriate action. Discuss with AP if in doubt.



| | |
|--|---|
| <p>Warning: This is for low level persistent or inappropriate behaviour / deliberately breaking a NARRA value. Consequence has already been given. Teacher records on School Bytes.</p> | <p>Think Slip: This is for a serious incident or continued behaviour deterioration. Teacher who witnesses the behaviour completes the Think Slip and records in School Bytes.</p> |
| <p>Examples of warning record behaviours:</p> <ul style="list-style-type: none"> ● Refusal to follow request ● Low-level off task behaviours disrupting teaching and learning ● Inappropriate behaviour/language (swearing low level) in a game ● Put down/teasing ● Repeatedly wrong uniform/no hat | <p>Examples of Think Slip behaviours:</p> <ul style="list-style-type: none"> ● Aggression/physical violence (intention to hurt) ● Defiance ● Bullying ● Racism ● Stealing ● Vandalism ● Inappropriate cyber usage ● Use of personal phone in school hours ● Swearing at teacher/higher level ● Sexual harassment/language ● Repeated warning offences |

Please note: Warning Records and Think Slips are not consequences, and it is expected that a consequence has been applied by the teacher who is issuing a slip. These measures allow us to monitor behaviour and provide interventions and support to students who repeatedly break the NARRA values or are involved in a more serious incident.

Think slip Flow Chart



Consequences for Warning Record Behaviours:

- Benches at recess or lunch
- Removed from playground
- Time out/walk with teacher
- Appropriate classroom consequence e.g. missing out on technology

Consequences for Think Slip Behaviours:

During reflection time, restorative conversations are held, and the AP will decide on an appropriate consequence for the student. This may include:

- Multiple days off the playground
- Missing PSSA rounds or sport
- No technology
- Learning/playing in a different space/classroom
- Cleaning up playground
- Restorative practice includes apologies

Appendix 4: Bullying Response Flowchart

The following flowchart explains the actions Narrabeen North Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

