

Northbourne Public School Behaviour Support and Management Plan

Overview

Northbourne Public School is committed to explicitly teaching and modelling positive behaviour with a focus on maximising learning and enhancing the educational experience in every classroom.

Our goal is to prepare young people for rewarding lives as engaged, resilient, unique citizens in a rapidly changing and interconnected world. Students are motivated to attend school, feeling safe, included, supported and equipped to learn. We value student voice and build strong partnerships with parents and carers ensuring all students are known, valued and cared for.

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:

- Grow Your Mind social and emotional wellbeing program based on the 4 pillars of research -positive psychology, social and emotional learning, public health and neuroscience.
- Growing Strong Minds Character Strengths
- Trauma Informed Practice

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

Northbourne Public School is dedicated to eliminating all forms of bullying, including cyberbullying. We are committed to fostering a safe, inclusive and respectful learning environment that supports student wellbeing. Our staff use evidence-informed strategies to create a positive atmosphere that minimises the likelihood of bullying.

Partnership with parents and carers

Northbourne Public School will partner with parents/carers to deliver expectations around implementation of student engagement, student behaviour management and antibullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as school surveys, focus groups and local AECG.
- using feedback from families to review school systems, data and practices.

Northbourne Public School will communicate with parents/carers through school communication channels such as SchoolBytes, parent teacher conferences 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 character strengths to meet expectations



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 Program	or Details	Audience
Prevention	Grow Your Mind	This evidence - informed program allows for a broad range of learners to incorporate explicit, collaborative play based and digital learning to develop social and emotional learning, preventative mental health and resilience all of which are aligned with the NSW Wellbeing Framework for schools.	All
Prevention	Bullying No Way Week	Our school participates in the annual Bullying No Way Day Week and in August each year.	Students K-6
Prevention	Child Protection	Teaching child protection education is a mandatory part of the syllabus.	Students K-6
Prevention	ThinkUknow	The Police Youth Liaison Officer presentation annually, to encourage critical thinking and learnings to prevent harm, to identify safe and unsafe situations and to know when and how to seek help.	Stages 2 and 3
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner <u>Toolkit for Schools</u> 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
Prevention / Early Intervention / Targeted / Individual	Yearly handover and transition	Teachers engage in a thorough handover to ensure effective communication and transition. Transition also occurs between pre-schools, primary school and high school to assist students as they move from one level to the next.	All
Early intervention	Chill Out Zone	A designated, quiet area of the playground provides targeted students with the opportunity to engage with games and equipment with adult support to practise prosocial behaviours.	Students K-2
Early intervention	Fungineers	Student led games and playground activities are coordinated in the playground for those	Students K-6

Care Continuum	Strategy Program	or Details	Audience
		students who require a more structured play environment.	
Targeted/individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support. This may include working with the team around the school and allied health services.	All
Targeted/Individual intervention	Attendance support	The LST refer students to the deputy principals who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals. This may include working with the HSLO to support improved attendance for students at risk.	Individual students and Deputy Principals
Targeted/Individual intervention	Zones of regulation	The Zones of Regulation is a framework and curriculum that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness.	
Individual Intervention	Individual behaviour support planning	This involves developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans. This may include working with the team around the school and allied health services.	Individual students, parent/carer, LAST, School executive
Individual Intervention	Individual behaviour support	Supported play areas for students requiring extensive adjustments to allow them to develop social and play skills.	Individual students, parent/carer, School executive
Individual Intervention	Functional Behaviour Assessment (FBA) & Individual Behaviour Plan	<p>A functional behaviour assessment (FBA) collects information about a student and their challenging behaviour. It's a problem-solving strategy and it is designed to inform the design of an individual behaviour support plan.</p> <p>Individual behaviour plans assist to focus on:</p> <ul style="list-style-type: none"> • increase social competence and interpersonal skills • social-emotional skill development 	

Care Continuum	Strategy Program	or Details	Audience
Individual Intervention	Team around the school	<p>The Team around will work in conjunction with the school Learning and Support Team to:</p> <ul style="list-style-type: none"> • develop appropriate behaviour expectations and strategies with staff members • monitor the impact of support for individual students through continuous data collection • provide consistent strategies and adjustments outlined within an individual student support plan 	Individual students, parent/carer, class teacher, School executive

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

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.

Northbourne 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.

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.

1. Teacher managed: Low level inappropriate behaviour is managed by teachers in the classroom and the playground using corrective responses, such as:

- 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.

2. Executive managed: Behaviour of concern is managed by school executive.

3. Wellbeing incidents are recorded on SchoolBytes.

Northbourne Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Grow Your Mind consists 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	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour	Responses to behaviours of concern
Character strengths are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice that build character strengths. Students are acknowledged for demonstrating character strengths that meet the school-wide values and motto.	Refer to character strengths and/or emotional regulation visuals and/or supports so that the student can self-regulate.	Contact office to seek help from executive straight away if there is a risk. Otherwise notify student’s stage supervisor or executive as soon as possible and before the end of the school day.

Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer (shout out cards and assembly awards) for acknowledging expected behaviour.	Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	Executive/CT to take immediate steps to restore safety and return situation to calm 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.
Tangible reinforcers include those that are: fast and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on SchoolBytes	Use direct responses such as reminders, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the expectations before low-level consequence is applied.	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. Consider further action such as a formal caution or suspension.
Social emotional learning lessons (Grow Your Mind) are taught weekly.	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).	Refer to the LST 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
Teachers will communicate with families around any behaviour issues, both positive and behaviours of concern. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies and at the end of year celebration of learning.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to LST 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
- detention, 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.

Detention, reflection and restorative practices

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

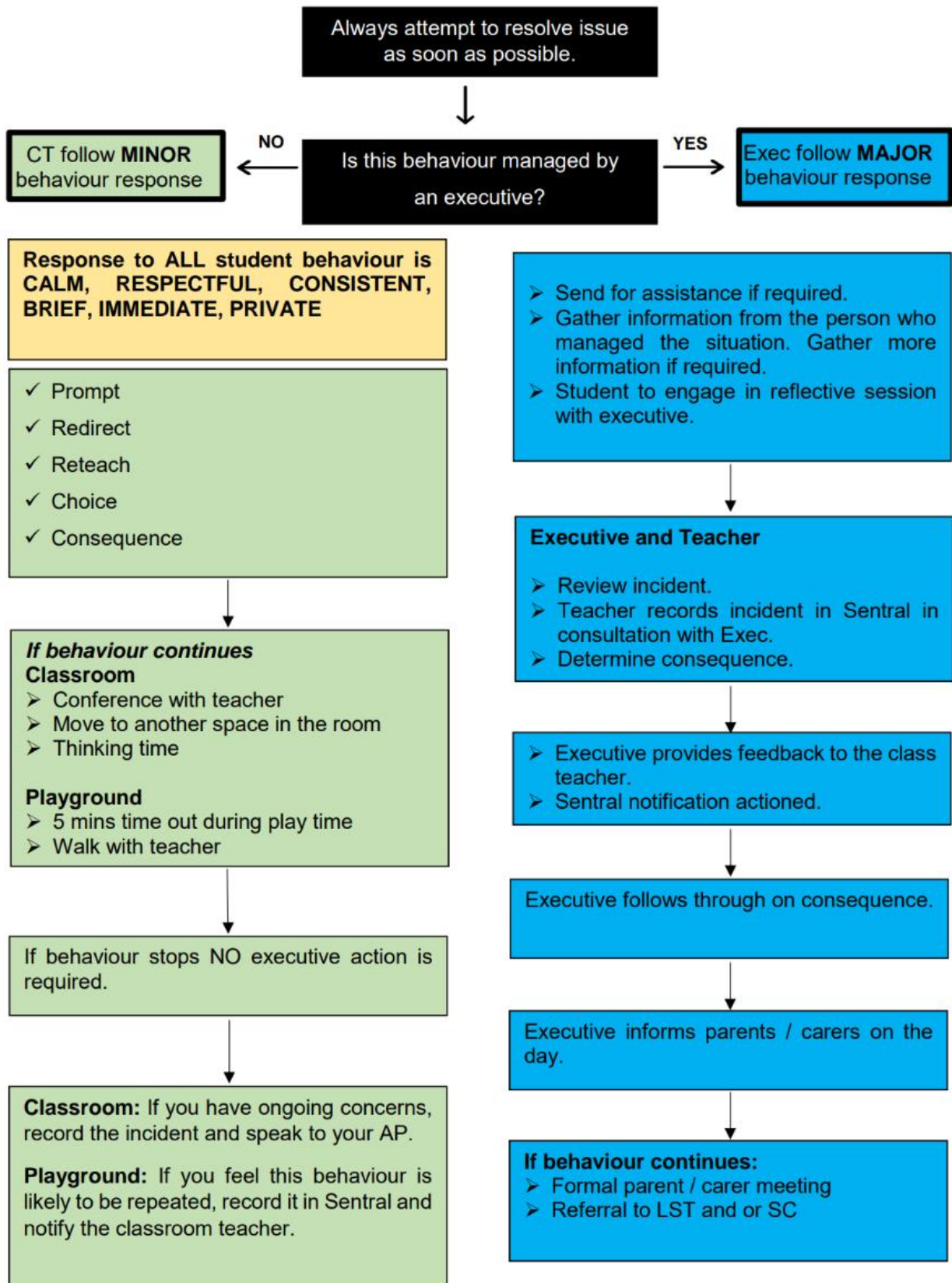
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Same/Next day at either lunch or recess break	Assistant Principal	Documented in SchoolBytes
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.	Next break	Assistant Principal	Documented in SchoolBytes

Review dates

- Last review date: Day 1, Term 1, 2025
- Next review date: Day 1, Term 1, 2025

Appendix 1: Behaviour management flowchart

Northbourne PS Student Behaviour Flowchart



Appendix 2: Bullying Response Flowchart

