

SCHOOL BEHAVIOUR SUPPORT & MANAGEMENT PLAN



NORTH SYDNEY PUBLIC SCHOOL

Behaviour Support and Management Plan

Overview

North Sydney Public School is committed to explicitly teaching and modelling positive behaviour and supporting all students to be engaged with their learning. We do this by implementing the Positive Behaviour for Learning (PBL) framework.

PBL is a comprehensive, integrated whole-school approach to student well-being and behaviour. It is a process that supports positive learning environments that enable student learning and well-being.

PBL is based on a three-tiered continuum of prevention and intervention:

- **Tier 1** - Universal prevention: school-wide and classroom systems for all students, staff and settings.
- **Tier 2** - Targeted interventions: small group systems for students at-risk behaviourally and academically.
- **Tier 3** - Intensive interventions: systems for students with high-risk behaviour and/or learning needs.

Further information is available at the PBL website: <https://pbl.schools.nsw.gov.au/>

Behaviour code for students

As a NSW public school, we are committed to providing a safe, supportive and responsive learning environment for everyone. We teach and model the behaviours we value in our students.

Our students are expected to meet our high standards for respectful, safe and engaged behaviour as outlined in the [NSW Department of Education Behaviour Code for Students](#).

Promoting and reinforcing positive student behaviour and school-wide expectations

Each week students engage in weekly data-informed lessons that explicitly teach behaviours that align with our three overarching school-wide core values of:

Care,
Respect &
Ownership

These lessons allow students to develop an understanding of our core values and our positive behaviour expectations when on the playground and in the classroom. The weekly K-6 lessons also allow for the development and reinforcement of a shared language by all stakeholders.



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Examples of Student Expectations, based on our school care values:

CARE	<ul style="list-style-type: none">• Show care by moving safely.• Show care by supporting and encouraging others.• Show care by keeping spaces clean.
RESPECT	<ul style="list-style-type: none">• Respect the right of others to learn.• Respect classroom and playground rules and procedures.• Respect the opinions of others.
OWNERSHIP	<ul style="list-style-type: none">• Try to work things out independently before asking for help.• Try your best and take pride in your work.• Take responsibility for your choices.

Whole School Approach

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses. The following strategies are currently implemented across the school:

On the playground:

- **Playground white slips** - aim to capture patterns of inappropriate behaviour on the playground and provide a consistent and easy-to-use system for teachers to document and track student behaviour. Behaviours are analysed each month by the PBL team to inform future learning.
- **Playground green slips** - are used in conjunction with behavioural slips to recognise students who consistently model positive behaviours based on our school's core values of Care, Respect and Ownership. In earning green slips, students are provided an opportunity to work towards a collective grade reward in recognition of their positive choices.

Engaging student voice and advocacy

- **PBL leaders** - Year 6 PBL Leaders lead discussions, assemblies, shared expectations and visions for the future.
- **Peer Mediation program** - Year 6 Peer Mediators assist on the playground by helping students navigate playground situations. They look for students who are displaying our school's core values and present those students with green slips.
- **Buddy Benches** - are placed around our school playground to provide students with a place to retreat to when they feel alone, left out or in need of a friend. They create a space where students can have a conversation with their peers and teachers.

In the classroom:

- **Weekly data-informed lessons** - explicitly teach behaviours that align with our three core values.
- **PBL Points** - students work towards gaining 30 PBL points under each core value to obtain the associated Core Value Award.
- **Classroom slips** - classroom slips are used to document and track inappropriate behaviours that occur in the classroom. This information is used by the PBL team to develop data informed lessons that explicitly teach behaviour expectations in a classroom setting.

Recognition / Awards:

- **PBL Merit Awards** - are presented to one student in each class at our bi-weekly K-2 and 3-6 Assemblies. Students are recognised by their classroom teacher for their efforts and commitment to displaying our core values.
- **Core Value Awards** - are presented to students who have consistently demonstrated Care, Respect or Ownership in the classroom.
- **CROW Awards** - once students have earned one of each Core Value Award they are presented with a Crow Award at the K-6 Assembly to acknowledge their commitment to displaying positive behaviours.
- **PBL Pins** - students will work towards achieving Bronze, Silver and Gold PBL Pins.

The flow chart below models our award system.....



The Care Continuum - Interventions for all, some & individual students

Students may require different types of intervention delivered in different ways along a continuum of care - from prevention to intensive individual support to best meet their needs. The continuum of care includes interventions for:

- all students - creating a safe and respectful learning environment
- some students - providing early intervention and targeted support for students at risk of developing negative behaviours
- a few students - supporting students with complex and challenging behaviour needs through intense, individual interventions.

The care continuum is a whole-school system that can assist schools in adopting a prevention-focused approach and help to address the full spectrum of student needs including:

➤ **prevention**

Whole-school prevention approaches aim to establish and maintain safe, respectful learning environments for all students. These learning environments include classrooms, playgrounds, online and any other school events and should encourage prosocial behaviour. These interventions underpin effective teaching and will reduce minor behaviours of concern when applied consistently.

➤ **early intervention**

Some students require early intervention to deal with emerging, low-level behaviours of concern. Early interventions provide early support for students or groups of students who are identified as being at risk of developing behaviours of concern.

➤ **targeted intervention**

Some students may require targeted support to encourage positive behaviours, particularly if they 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.

➤ **individual intervention**

Students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents, other relevant specialist staff (internal or external to the school), service providers, inter-agency partners, and/or the Delivery Support team.

There are different entry points for each student depending on their level of need. An intervention can begin at prevention or at any other point across the continuum. The care continuum is designed to be used in both directions where it is relevant to the needs of the student or class. Some strategies may span across the continuum where relevant.



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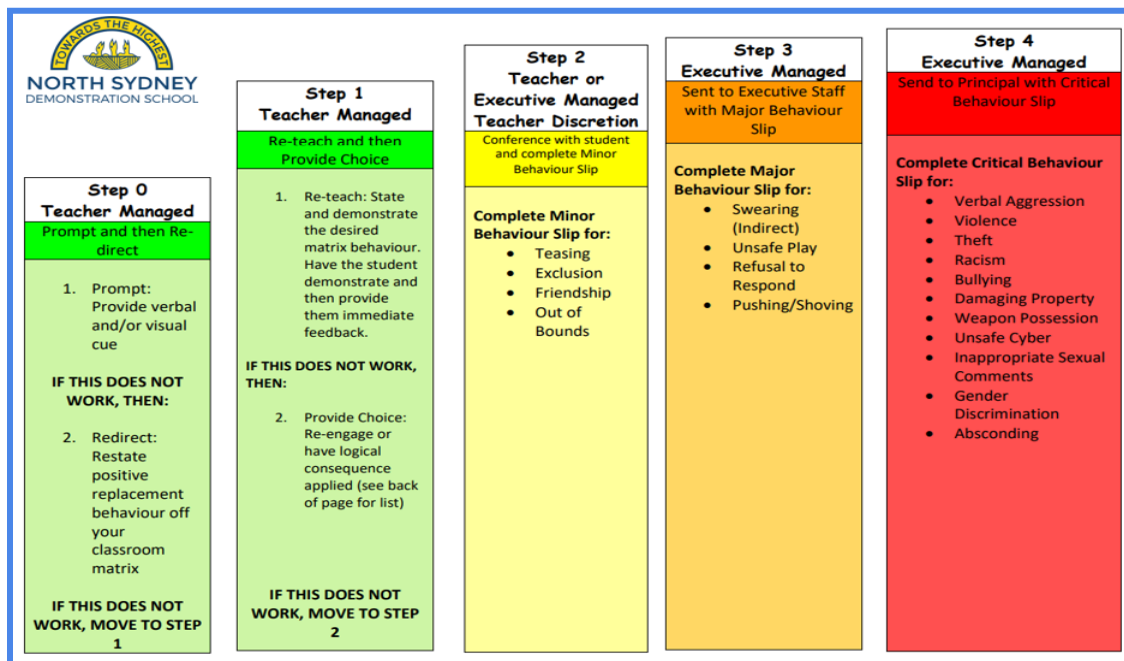
The table below outlines North Sydney Public School's specific whole-school and targeted programs and strategies that support student behaviour at each stage of the care continuum:

Care Continuum	Strategies / Programs	Details
Prevention	<ul style="list-style-type: none"> Effective classroom management Parent-school partnerships Smiling Minds program Differentiated teaching and learning programs and management plans Inclusive practice 	Whole-school prevention approaches aim to establish and maintain safe, respectful learning environments for all students. These learning environments include classrooms, playgrounds, online and any other school-endorsed events and should encourage prosocial behaviour. These interventions underpin effective teaching and will reduce minor behaviours of concern when applied consistently.
Early Intervention	<ul style="list-style-type: none"> The Got It Program Social Stories Self-Regulation training Restorative practices Drama and role-play 	Some students require early intervention to deal with emerging, low-level behaviours of concern. Early interventions provide early support for students or groups of students who are identified as being at risk of developing behaviours of concern.
Early Intervention (Whole School)	<ul style="list-style-type: none"> PBL (Tier 1) Play plans Communication with parents Explicit teaching and modelling of behaviour expectations and social skills. 	Positive Behaviour for Learning (PBL) is an evidence-based framework underpinned by a collective understanding of clear, consistent, high expectations for behaviour, ongoing positive feedback and continuous collection and use of data to inform decision-making. It focuses on the explicit teaching of behaviour expectations and aims to increase positive behaviours and decrease negative behaviours
Targeted Intervention	<ul style="list-style-type: none"> Learning Support PBL (Tier 2 & 3) Individualised Behaviour Plans Risk Management Plans 	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 Intervention	<ul style="list-style-type: none"> Individualised Behaviour Plans Risk Management Plans Communication with parent, and where relevant, the use of communication books. Check-in/check-out. Sensory assessment and supports. Programs to explicitly teach social competence and interpersonal skills, and social-emotional skill development. Negotiated playground programs. 	<p>The Delivery Support team will work in conjunction with the Learning and Support Team to:</p> <ul style="list-style-type: none"> - develop appropriate behaviour expectations and strategies with other 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.



Reflection and restorative practices

Playground restorative practices



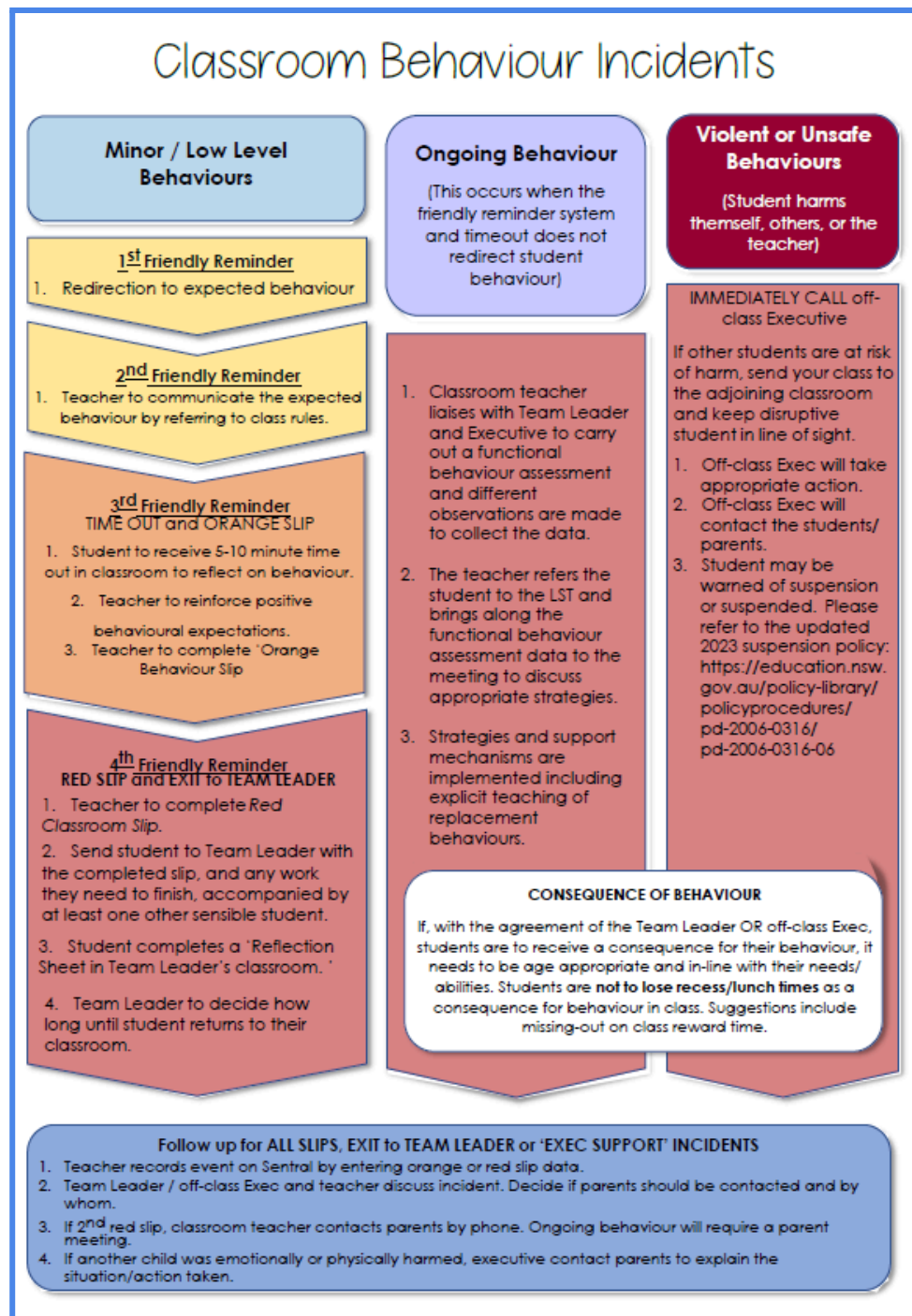
- **PBL Slips****- are used to track and record inappropriate behaviours. PBL Slips are recorded on School Bytes, so a record of student behaviour can be maintained.
 - If the behaviour is deemed serious (including, but not limited to, bullying, violence, theft, racism, absconding, and discrimination) a red slip will be issued.
- **Red Slips****- If a student receives a red slip - a member of the school executive will be called to address the high-level behaviour. Following a discussion with the student regarding the behaviour, parent/carers will be informed and the student will attend a reflection room OR a caution of suspension/suspension will be issued (this is dependent on a number of factors and will be consistent with the [DoE's Student Behaviour Procedures](#)).
- **Reflection Room **** - Students who receive a behaviour slip will spend part of a lunch/play time with a member of the executive staff, to reflect on their behaviour and discuss possible solutions should a similar situation arise in the future. This time allows students to have a break from the playground and discuss better behaviour choices. Students can eat their lunch and have a toilet break if required.

**** ALL Slips and Reflection room visits are recorded in School Bytes.****
- [Restorative practice](#) is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions.

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Classroom Restorative Practices



- **Learning Support Team** - works closely with teachers, students and families to support students who require personalised learning and support, including the development of risk management plans, behaviour and play plans, as well as the development of short- and long-term goals.



Partnership with parents/carers

Parents and carers play an important role in the school community. [The School Community Charter](#) informs parents and carers about how to engage with NSW public schools.

North Sydney Public School is a positive learning environment, where we pride ourselves on clear, timely and informative communication with parents and carers about student progress, programs, initiatives and school announcements.

Regular detailed communication and updates are provided to the school community at monthly P&C Meetings, the fortnightly school newsletter and our school communication app - Schoolstream.

We also regularly ask for feedback through surveys and Google Forms and we provide detailed information regarding policies and programs through various opportunities such as P&C Meetings, Class Parent Morning Tea meetings and [Parent Masterclass](#) opportunities.

Parents and carers are regularly encouraged to contact their child's teacher or a member of the school Executive if they wish to discuss their child's wellbeing, social or learning needs.

DoE anti-racism policy

Racism and racist behaviour are not tolerated in NSW public schools. The DoE [Anti-racism policy](#) promotes equity and inclusion and aims to ensure that no student, staff member or member of the school community experience racism at school.

[Cyber racism](#) is a form of [racism](#). Cyber racism can be defined as online activities or published material that result in offensive comments in relation to a person's race, colour or national or ethnic origin, have the same effect as similar offline activities. You can [report cyber racism and cyber bullying](#) to the [eSafety Commissioner](#).

If you or your child experience any form of racism at school, please contact the school. All schools are required to have trained [Anti Racism Contact Officers](#) (ARCO). This officer assists in leading anti-racism education and can provide advice on how to make a complaint about racism.

School Anti-bullying Plan

The NSW Department of Education rejects all forms of bullying. No student, employee, parent, carer or community member should experience bullying within the learning or working environment. North Sydney Public School is a positive, accepting and inclusive community where our core values of Care, Respect and Ownership are developed and encouraged in a safe and positive environment. Everybody has a right to feel safe, to have person/property respected, to learn, be heard and make a positive contribution.

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 will actively respond to student bullying behaviour.

Our school's Anti-bullying Plan sets out the process for preventing and responding to student bullying.

A copy of North Sydney Public School's Anti-Bullying Plan - can be found [HERE](#).

Student Use of Digital Devices

Our school acknowledges the educational value of digital devices and online services in supporting and enhancing educational outcomes and student well-being. We also recognise they may cause harm if used inappropriately. Our [Student Use of Digital Devices & Online Services Procedures](#) outlines a consistent framework for the safe, responsible and respectful use of digital devices and online services by students in our school. It sets out the shared responsibilities of school staff, students and parents/carers. It also provides a framework to manage potential student safety and well-being risks.

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](#)
- [Suspension and Expulsion procedures.](#)



Reviewing the school behaviour support & management plan

Reviewing plans regularly ensures these plans continue to be fit for purpose and use current school data to inform practice and direction.

This review will include community and student engagement and representation. This can generally be achieved through existing school consultation and feedback mechanisms.

The annual review process will include:

- ❖ Undertaking a review of school data:
 - academic and attendance data
 - current school behaviour procedures, systems and practices
 - referrals to the executive, the school learning and support team, and Delivery Support teams
 - current Department policies and procedures
- ❖ Revising and developing positive behaviour systems and processes to maintain a climate of respect, including behavioural expectations, a behaviour management flowchart and interventions across the care continuum
- ❖ Determining professional learning needs for the coming year
- ❖ Reviewing, and if necessary, updating the responsibilities of staff, students, and parents and carers.

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Our Behaviour Support and Management Plan was shared on multiple occasions with the school community through the School Newsletter and at P&C Meetings across 2023 and 2024. Feedback was sought and adjustments to the plan were made.

Review dates

Last review date: December 2024

Next review date: December 2024

