

# School Behaviour Support and Management Plan

## Overview

Oakdale Public School is dedicated to explicitly teaching and demonstrating positive behaviour while ensuring that all students are actively engaged in their learning. The school community places great importance on Student Wellbeing programs such as Make a Stand, Paws Therapy, Student Representative Council (SRC), Echidna Club, Lunch Clubs, Aboriginal Cultural Group and Peer Support. High expectations for student behaviour are established and fostered through explicit teaching, preventive strategies, positive behaviour acknowledgment and planned behaviour management.

## Partnership with parents and carers

Oakdale Public School will collaborate with parents and carers to set clear expectations for their involvement in creating and executing student behaviour management strategies through communication via email and the school website. These expectations will be conveyed to parents and carers through these same channels.

Oakdale Public School will:	Parents and Carers will:
<ul style="list-style-type: none"> <li>• Work collaboratively with parents and carers to implement the Student Behaviour Support Management Plan (SBSMP).</li> <li>• Support parents and carers in helping their child adhere to the Behaviour Code for Students.</li> <li>• Facilitate open communication regarding any issues related to their child’s behaviour.</li> <li>• Promote respectful and collaborative interactions between school staff and the school community, in line with the School Community Charter.</li> <li>• Involve parents and carers in consultations during the development, monitoring, and review of the SBSMP as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Partner with the school to implement the SBSMP effectively.</li> <li>• Support their child in understanding and following the Behaviour Code for Students.</li> <li>• Engage in discussions with school staff to resolve any concerns regarding their child’s behaviour.</li> <li>• Communicate respectfully and collaboratively with school staff and the school community, adhering to the School Community Charter.</li> <li>• Participate in consultations with the school during the development, monitoring, and review of the SBSMP as needed.</li> </ul>

## School-wide expectations and rules

Expectation
Be Safe
Be Respectful
Be a Learner

## 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

Oakdale Public School adopts a whole-school approach that integrates student wellbeing and positive behaviour practices across the care continuum, aiming to foster a culture of positive behaviour while effectively identifying and addressing concerns such as bullying, as well as other behaviours of concern.

This approach is built upon the Department’s endorsed evidence-based practices that support positive behaviour and foster a safe and inclusive learning environment for all students.

Practices include:

- Fostering positive student-teacher relationships
- Establishing school-wide behaviour expectations
- Developing a positive, safe and inclusive learning environment
- Establishing predictable classroom procedures and routines
- Providing effective and proactive supervision of students

Care Continuum	Strategy or Program	Details	Audience
Prevention	School-wide expectations	Teachers explicitly teach the whole-school expectations Be Safe, Be Respectful, Be a Learner through Positive Behaviour for Learning.	Whole school
Prevention	Extra-curricular activities	<p>Extracurricular activities play a vital role in enriching students' educational experience and personal growth. These activities provide opportunities for students to explore their interests, develop new skills, build lasting friendships outside the classroom, foster a sense of belonging and enhance social-emotional wellbeing.</p> <p>Extra-curricular activities include:</p> <ul style="list-style-type: none"> <li>• Choir</li> <li>• Lunch clubs, such as chess club, drawing, colouring, Beyblades and Lego club</li> <li>• Dance Group</li> <li>• Gardening Club</li> <li>• Echidna Club</li> </ul>	K-6

Care Continuum	Strategy or Program	Details	Audience
<b>Early intervention</b>	Kindergarten Transition	The Kindergarten Transition Program is designed to support young learners as they transition from home or preschool to kindergarten, fostering a sense of belonging and confidence in children. Through engaging activities, orientation sessions for families, and collaboration with educators, the program helps children develop essential social, emotional, and academic skills.	Preschool students, families and centres
<b>Targeted intervention</b>	Learning and Support	The Learning and Support Team (LaST) is essential in identifying and supporting students who may need extra assistance with learning, social, or emotional challenges. They conduct assessments to recognise strengths and areas for growth, collaborating with teachers, parents, and specialists to create individualised support plans that enhance educational experiences. LaST shares effective strategies and resources with classroom teachers and engage families by offering guidance and resources.	Learning and Support team, targeted students and families, staff
<b>Targeted intervention</b>	Social Skills programs	Social skills programs are designed to help students develop essential interpersonal skills that enhance their ability to interact positively with peers and adults. These programs focus on teaching communication, empathy, teamwork, and conflict resolution through engaging activities, role-playing, and group discussions.  Programs include: <ul style="list-style-type: none"> <li>• Peer Support</li> <li>• Lunchtime small-group clubs</li> </ul>	Whole School
<b>Targeted intervention</b>	External Supports	External supports encompass community resources, services, and partnerships that provide additional assistance to enhance student learning, wellbeing, and development.  Police Youth Liaison Office: promoting safe practices online.  Brainstorm Productions: educating students on anti-bullying, cyber safety, and student wellbeing.	Whole School

Care Continuum	Strategy or Program	Details	Audience
<b>Individual intervention</b>	External Supports	Our school collaborates with external supports, including occupational therapists (OTs), to provide tailored interventions that address students' unique needs.	Targeted students
<b>Individual intervention</b>	Individual Support Plan	Supporting students with an Individual Support Plan, such as a monitoring card, allows teachers and parents to track progress, set achievable goals, and provide consistent feedback  Individualised Education Plan (IEP), Personal Learning Plan (PLP) and Out of Home Care Plan (OOHC) are designed to support the educational needs and personal development of targeted students and students in Out-of-Home Care by providing tailored learning strategies and resources.	Targeted students  Learning and Support team, targeted students, staff

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

Oakdale Public School prioritises positive behaviour approaches, safe practices, and inclusive education. We implement inclusive and positive student behaviour support and management strategies that align with the care continuum, setting high expectations for student behaviour in accordance with the Behaviour Code for Students. Oakdale Public School firmly opposes all forms of bullying, including cyberbullying.

Oakdale Public School creates behaviour support and management plans, incorporating anti-bullying strategies that emphasise continuity of learning and adopt a whole-school, prevention-focused approach to behaviour support, catering to the needs of all students. Promoting positive behaviour requires schools to seek support early, with system-level assistance being proactive and responsive to the needs of individual schools.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
Explicit teaching of Positive Behaviour for Learning (PBL) Praise and acknowledgment PBL reward system Whole-school merit system Leadership opportunities	Document incident on SchoolBytes Reminder of whole-school expectations Re-teaching of whole-school expectations Redirection Student-Teacher conference Alternative break options	Document incident on School Bytes Self-reflection in class Self-reflection in designated buddy class Reflection with Assistant Principal LST referral Phone consultation with parent/carer

## Responses to serious behaviours of concern

Responding to serious behaviours of concern requires a thoughtful and systematic approach to ensure the safety and wellbeing of all students involved. This may include:

- Engage with student calmly, respectfully and with a non-confrontational tone.
- Gather information about the incident by speaking with witnesses and the student involved.
- Document incident on School Bytes, detailing incident and conversations.
- Determine and apply appropriate consequences that are fair, consistent and focus on restorative measures.
- Facilitate conversations that encourage the student to reflect on their behaviour and understand its impact on others.
- Offer support through counselling, mentoring, Circle Time or Supportive Check-ins.
- Communicate with the student and victim’s families about the incident.
- Implement reflection practices.
- Refer the student to the Learning and Support Team.
- Implementation of a classroom or playground monitoring card.
- Provide a formal caution to suspend, suspension or expulsion.

## 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

Encouraging students to engage in self-reflection helps them process their learning and behaviour experiences, promoting personal growth and emotional development. Toilet and food breaks are incorporated when a student is withdrawn from free choice play during a break time. These practices, including the appropriate length of time, are adjusted to suit age and developmental stage of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
<b>Reflection:</b> conference with individual student after a behaviour of concern or crisis event.	Break time	Assistant Principal	School Bytes
<b>Monitoring Card:</b> tool to support students enhancing their behavioural awareness and positive interactions.	All day One week	Assistant Principal	School Bytes
<b>Playground Schedule:</b> relocation of individual student after a behaviour of concern or crisis event.	Break time One week	Assistant Principal	School Bytes
<b>Circle Time:</b> creation of safe spaces to facilitate one-on-one or group discussions for students to share their feelings, reflect on their actions and	Break time On occasion	Assistant Principal	School Bytes

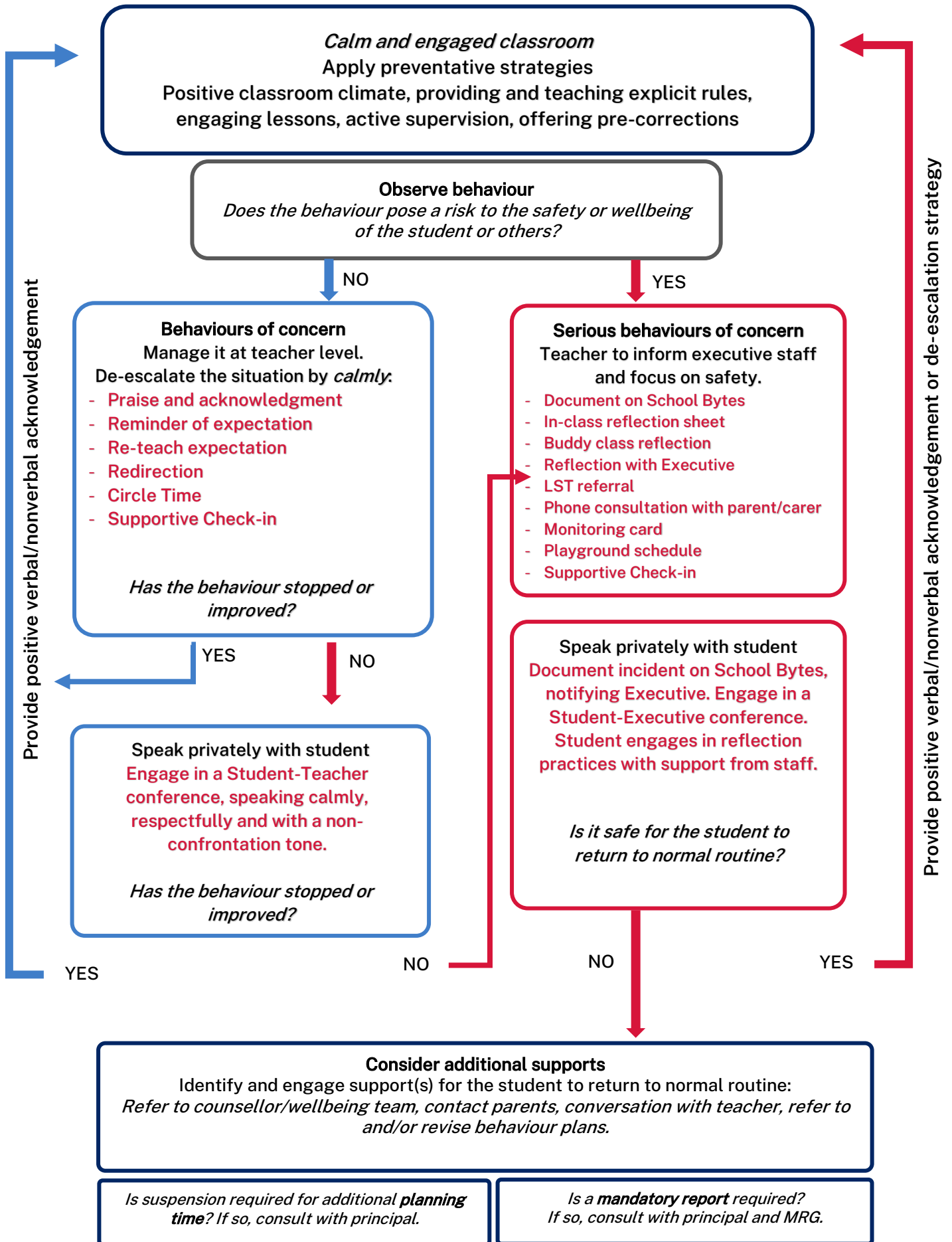
Strategy	When and how long?	Who coordinates?	How are these recorded?
understand the impact of their behaviour on others.			
<b>Supportive Check-in:</b> ongoing support and check-ins to monitor progress and reinforce positive behaviour changes.	Eating time Biweekly	Assistant Principal Principal	School Bytes

## Review dates

Last review date: December 2024

Next review date: December 2025

Appendix 1: Behaviour management flowchart (Alternative example)



## Appendix 2: Bullying Response Flowchart (Optional)

