NSW Department of Education

Oyster Bay PS - School Behaviour Support and Management Plan

Overview

The goal of any behaviour intervention is for students to learn positive behaviour choices and develop social and emotional skills. Oyster Bay 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.

Behaviour management at Oyster Bay Public School is underpinned by the NSW Department of Education Care Continuum alongside the following frameworks to provide staff with clarity in managing student behaviour with a consistent approach.

- School Values - Respect. Responsibility. Resilience.
- NSW Department of Education - Behaviour Code for Students
- Positive Behaviour for Learning
- Centre for Education Statistics and Evaluation (CESE) - What Works Best
- NSW Department of Education - The Wellbeing Framework for Schools

Partnership with parents and carers

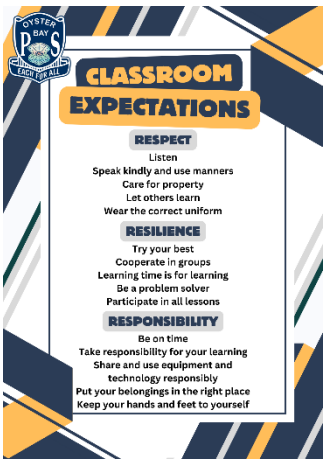
Oyster Bay Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies by:

- ensuring a shared understanding of this approach, by details of this plan being shared at P&C meetings for feedback and consultation.
- providing parents with timely feedback from relevant staff members in relation to their child's behaviour goals and expectations.
- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys and school surveys.

School-wide expectations and rules

In the classroom:

RESPECT	RESILIENCE	RESPONSIBILITY
Listen	Try your best	Be on time
Speak kindly and use manners	Cooperate in groups	Take responsibility for your learning
Care for property	Learning time is for learning	Share and use equipment and technology responsibly
Let others learn	Be a problem solver	Put your belongings in the right place
Wear the correct uniform	Participate in all lessons	Keep your hands and feet to yourself



In the playground:

Oyster Bay Public School PBL Matrix

	BOTH					INFANTS			PRIMARY		
	Canteen	Toilets	Transitions	Astroturf	Classroom/ Library	Nature Playground	Silver Seats	Asphalt/ Cola	Sandpit /gardens/ rocks	Hall/Cola/ Yr 6 area	Stairwell/ corridors/ Balcony
Respect	Use manners, say 'Please' and 'Thank you'.	Allow for the privacy of others. One person per cubicle	Be aware of others in your surroundings.	All eating on asphalt area. Care for your environment, take your rubbish with you.	Listen. Follow class procedures. Speak kindly and use manners. Care for property. and return property once used (eg Library games at Lunch). Let others learn.	Rocks stay on the ground. Sand stays low. Respect garden areas.	Keep area clean and tidy. Listen to the teacher.	Stay in correct area. Care for your environment. Take your rubbish with you and place rubbish in the bin.	Keep the sand low. Respect other people's creations. Walk around gardens.	Observe correct boundaries. Care for your environment. Take your rubbish with you and place rubbish in the bin.	Keep to the left on stairwells. Railings are for hands. Walk and speak quietly so others can continue to learn.
Resilience	Wait your turn. Be patient	Wait your turn.	Be patient.	Share the space. Be a problem solver - if necessary report problems promptly.	Try your best. Cooperate in groups. Learning time is for learning. Be a problem solver. Participate in all lessons.	Be a problem solver. Wait your turn.	Wait patiently for the teacher to let you play.	Share spaces in a kind, friendly way. Be a problem solver.	Share equipment.	Share spaces. Be a problem solver - if necessary report problems promptly.	Be patient. Wait your turn.
Responsibility	Be responsible for your own money and food.	Return to class or playground promptly. Use soap and water properly.	Move promptly and safely. Go directly to your destination	Wear a hat - Be sun smart. Stay in bounds. Pack up equipment and belongings.	Share equipment. Take responsibility for your learning. Place bag and belongings in designated area. Keep your hands and feet to yourself.	Use equipment safely. Pack away equipment.	Sit to eat. Take my lunch box and drink bottle with me.	Play appropriate games in covered areas. Pack up equipment and belongings.	Put your shoes on properly. Rocks stay on the ground.	Play appropriate games covered areas. Pack up equipment and belongings.	Hold belongings safely. Move safely in all areas.

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	Positive Behaviour for Learning (PBL) program	Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. Aspects of the PBL program that are implemented at Oyster Bay Public School include: - Playground token reward system. - Explicit teaching of playground expectations through strategically placed signage. - Class based positive reward systems. - Class reward days/ incentives. - Termly value based recognition assemblies.	Whole school
Prevention	Student Voice	Student voice is actively promoted at Oyster Bay Public School to increase student engagement and shape the educational experiences of students through the following programs: - Student Parliament provides an opportunity for students to identify and address areas of improvement in their school. Parliament offers a way for students to express their opinions and participate actively in decision-making. This enables student connection and feelings of belonging. Elected Parliamentarians lead the student body and are exposed to a range of leadership development programs, such as attending National Young Leaders Day. - Student Representative Council (SRC) which form the caucus for Student Parliament. This allows two students from each class across K-6 to engage in leadership opportunities each semester, by presenting class motions to Caucus each term.	Whole school student leaders
Prevention	Buddy Programs	- Bay Buddy Program involves selected HPGE (social and emotional domain) students from Year 6 to engage as peer mentors to assist K-2 students with developing their skills to connect, communicate and compromise on the playground. - Buddy Program which ensures all new Kindergarten students have an identified role model and support person in the form of a Year 6 student.	Students K-2 and Year 6
Prevention	Child protection	- Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Early intervention	Standard Classroom Management Practices	Classroom teachers deploy a range of standard behaviour management practices to avoid negative behaviours becoming disruptive in the classroom. This may include (but not limited to) providing relevant adjustments or relocating a student to a more	Students K – 6 Staff

Care Continuum	Strategy or Program	Details	Audience
		appropriate location within the classroom to avoid distraction/disruption and maintain task engagement.	

Early intervention	Tiered Classroom reminder system	Once standard behaviour management practices have been exhausted, a reminder system is used to prompt and redirect students towards classroom behaviour expectations if undesired behaviours are displayed. There is no punitive consequence of these reminders unless they persist and an ongoing behavioural issue is Identified.
		Oyster Bay Public School implements a tiered classroom reminder system whereby students receive positively framed reminders to create a learning opportunity for students to meet behavioural expectations.
		If a student receives three (3) reminders in any teaching session (morning, middle or afternoon) then that student is required to visit the executive supervisor of the stage for a 'check-in', where a formal reminder will be noted. During this 'check-in' the executive supervisor is required to:
		• have a brief interaction with the student to ascertain:
		  ○ what the breaches of expectations were,
		  ○ how the student can be supported moving forward to meet expectations.
		• keep the interaction to a maximum period of 5 minutes.
		• remind the student that they must meet with an executive staff member to have the formal reminder recorded and sit out for the 1st half of lunch.
		It is important to note that a student's three reminders reset at beginning of each new teaching session.
		Certain behaviours necessitate the issuing of an instant formal reminder, including (but not limited to):
		• serious disrespect (such as back-answering a teacher).
		• posing a threat to the safety of others.
		• serious technology breaches.
		• physical altercations.
		Students receiving instant formal reminders, are required to visit the executive staff member to engage in a restorative session and have the formal reminder or escalated consequence recorded in School Bytes. Depending on the level of severity, this can be done instantly or during the 1st half of lunch with an executive.
			Students
			K – 6
			Staff
			Executive

Early intervention	Tiered Playground Reminder System	Oyster Bay Public School implements a tiered playground reminder system whereby students receive positively framed reminders to create a learning opportunity for students to meet behavioural expectations In the playground, students are supported by signage detailing expected behaviours, underpinned by our school values and the PBL framework and explicitly taught in classroom PD lessons. When a student breaches the expectations set, they are given a positively framed reminder, redirecting the student to the expected behaviour and it is recorded in the reminder register. When a teacher enters a student's fifth (5th) playground reminder into the register, that teacher is to notify the stage executive who arranges a 'check-in', where a formal reminder will be given to the student and noted in School Bytes. During this 'check-in' the executive is required to:	Students K – 6 Staff Executive

Care Continuum	Strategy or Program	Details	Audience

		• have an interaction with the student to ascertain:
		  ○ what the breaches of expectations were.
		  ○ how the student can be supported moving forward to meet expectations.
		Certain behaviours necessitate the issuing of an instant formal reminder, including:
		• serious disrespect (such as back-answering a teacher).
		• posing a threat to the safety of others.
		• physical altercations.
		Students receiving instant formal reminders, are required to visit an executive to engage in a restorative session and have the formal reminder or escalated consequence recorded in School Bytes. Depending on the level of severity, this can be done instantly or during the 1st half of lunch with an executive.
		It is important to note that a student's playground reminders reset at beginning of each new term.	

Early intervention	Additional Supports	Oyster Bay Public School consistently utilise the following early intervention strategies: - Proactive communication with parents using the Seesaw app, phone calls and face to face meetings. - Explicitly teach and model specific behaviour expectations. - Develop and implement social stories, visual cues and consistent routines. - Utilise restorative practices.	Whole school
Targeted intervention	Formal Classroom Improvement Plans	If a student receives three formal classroom reminders in a school term, the supervising executive is responsible for: • issuing a Classroom Improvement Plan (CIP) to the student. • co-constructing a goal for the student to work towards while on the CIP. • ensuring the parents of the student are contacted (Y=Teacher, O=AP/DP, R=Principal). • ensuring the student is aware they are required to sit out for the 1st half of lunch each day until the card is completed. The CIP requires the student to gain signatures from the classroom teacher in each teaching session by meeting the behavioural expectations of the classroom. Once all signatures are received, the student has completed the card. Classroom Improvement Plans are managed by the supervising executive and levelled as follows: • Yellow level - 3 formal reminders - 2 days of signatures - communicated to parents by classroom teacher. • Orange level - 6 formal reminders - 3 days of signatures - communicated to parents by supervising executive. • Red level - 9 formal reminders - 5 days of signatures - communicated to parents by Principal. If a student reaches Orange level, they are unable to participate in any activities where internal representation of the school takes place. If a student reaches Red level, they are unable to participate in any activities where internal or external representation of the school takes place.	Students K – 6 Staff Executive

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	Formal Playground Improvement Plans	If a student receives three formal playground reminders, the supervising executive is responsible for: • issuing a Playground Improvement Plan (PIP) to the student. • co-constructing a goal for the student to work towards while on the PIP. • ensuring the parents of the student are contacted (Y=Teacher, O=AP/DP, R=Principal). • ensuring the student is aware they are required to sit out for the 1st half of lunch each day until the card is completed. The PIP requires the student to gain signatures from the playground duty teacher in each play session by meeting the behavioural expectations of the playground. Once all signatures are received, the student has completed the card. Playground Improvement Plans are managed by the supervising executive and levelled as follows: • Yellow level - 3 formal reminders - 2 days of signatures - communicated to parents by classroom teacher • Orange level - 6 formal reminders - 3 days of signatures - communicated to parents by supervising executive. • Red level - 9 formal reminders - 5 days of signatures - communicated to parents by Principal. If a student reaches Orange level they are unable to participate in any activities where internal representation of the school takes place, including positions of leadership. If a student reaches Red level they are unable to participate in any activities where internal or external representation of the school takes place.	Students K – 6 Staff Executive
Targeted/ Individual intervention	Learning and Support Initiatives	Learning and support resources are available at Oyster Bay Public School to help any student experiencing difficulties with their learning and behaviour. These resources include: - Access to the school counselling services. - School Learning Support Officer (SLSO) intervention. - Enrichment classes - InitaLit and MiniLit programs	All students LST School Counsellor SLSO's Classroom teachers
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, Executive staff

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

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm.

Our 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. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

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

Student Voice:
Actively seek and incorporate students' perspectives about safety and wellbeing in order to promote positive learning outcomes.
Provide opportunities for authentic student decision-making over matters that affect them.
	Tiered classroom reminder system:
	Students receive positively framed reminders to create a learning opportunity for students to meet behavioural expectations.
	If a student receives three (3) reminders in any teaching session (morning, middle or afternoon) then that student is required to visit the executive supervisor of the stage for a 'check-in', where a formal reminder will be noted. During this 'check-in' the executive supervisor is required to:
	• have a brief interaction with the student to ascertain:
	  ○ what the breaches of expectations were,
	  ○ how the student can be supported moving forward to meet expectations.
	• keep the interaction to a maximum period of 5 minutes.
	• remind the student that they must meet with an executive staff member to have the formal reminder recorded and sit out for the 1st half of lunch.
		Targeted/Individualised Classroom system:
		If a student receives three formal classroom reminders in a school term, the supervising executive is responsible for:
		• issuing a Classroom Improvement Plan (CIP) to the student.
		• co-constructing a goal for the student to work towards while on the CIP.
		• ensuring the parents of the student are contacted (Y=Teacher, O=AP/DP, R=Principal).
		• ensuring the student is aware they are required to sit out for the 1st half of lunch each day until the card is completed.
		The CIP requires the student to gain signatures from the classroom teacher in each teaching session by meeting the behavioural expectations of the classroom. Once all signatures are received, the student has completed the card.
		Classroom Improvement Plans are managed by the supervising executive and levelled as follows:
		• Yellow level - 3 formal reminders - 2 days of signatures - communicated to parents

	Certain behaviours necessitate students receiving instant formal reminders, where students are required to visit the executive staff member to engage in a restorative session and have the formal reminder or escalated consequence recorded in School Bytes. Depending on the level of severity, this can be done instantly or during the 1st half of lunch with an executive.	by classroom teacher. • Orange level - 6 formal reminders - 3 days of signatures - communicated to parents by supervising executive. • Red level - 9 formal reminders - 5 days of signatures - communicated to parents by Principal.
Leadership: Develop the school's vision and values, building on existing strengths, to enhance student learning and sustain the safety and wellbeing of the whole school community. Communicate the priorities for student learning, safety and wellbeing and encourage collaborative partnerships to enact the school's vision and values Collaboratively develop whole school policies, plans and structures for protecting the safety and promoting the wellbeing of staff, students, and families.	Tiered playground reminder system: Students receive positively framed reminders to create a learning opportunity for students to meet behavioural expectations In the playground, students are supported by signage detailing expected behaviours, underpinned by our school values and the PBL framework and explicitly taught in classroom PD lessons. When a student breaches the expectations set, they are given a positively framed reminder, redirecting the student to the expected behaviour and it is recorded in the reminder register. When a teacher enters a student's fifth (5th) playground reminder into the register, that teacher is to notify the stage executive who arranges a 'check-in', where a formal reminder will be given to the student and noted in School Bytes. During this 'check-in' the executive is required to: • have an interaction with the student to ascertain: o what the breaches of expectations were. o how the student can be supported moving forward to meet expectations. Students receiving instant formal reminders, are required to visit an executive to engage in a restorative session and have the formal reminder or escalated consequence recorded in School Bytes. Depending on the level of severity, this can be done instantly or during the 1st half of lunch with	Targeted/Individualised Playground system: If a student receives three formal playground reminders, the supervising executive is responsible for: • issuing a Playground Improvement Plan (PIP) to the student. • co-constructing a goal for the student to work towards while on the PIP. • ensuring the parents of the student are contacted (Y=Teacher, O=AP/DP, R=Principal). • ensuring the student is aware they are required to sit out for the 1st half of lunch each day until the card is completed. The PIP requires the student to gain signatures from the playground duty teacher in each play session by meeting the behavioural expectations of the playground. Once all signatures are received, the student has completed the card. Playground Improvement Plans are managed by the supervising executive and levelled as follows: • Yellow level - 3 formal reminders - 2 days of signatures - communicated to parents by classroom teacher • Orange level - 6 formal reminders - 3 days of signatures - communicated to parents by supervising executive. • Red level - 9 formal reminders - 5 days of signatures - communicated to parents

	an executive.	by Principal.
PBL explicit teaching: Behaviour expectations and social emotional skills are explicitly taught during PD lessons K-6, promoting values and behaviours that create and maintain supportive and safe learning environments. The URSTRONG Program K-6: URSTRONG is all about empowering kids with friendship skills. Teaching kid-friendly concepts, skills and language to help build and maintain healthy friendships.	Restorative Sessions: This is a non-punitive strategy used with groups of students who have engaged in bullying someone. Classroom teachers to ask the student/s presenting with bullying behaviours to describe what happened and to reflect on what harm it has done. The victim is asked to say how she or he has been affected and what needs to be done to put things right.	Restorative Sessions: This is a non-punitive strategy used with groups of students who have engaged in bullying someone. Executive to ask the student/s presenting with bullying behaviours to describe what happened and to reflect on what harm it has done. The victim is asked to say how she or he has been affected and what needs to be done to put things right.

Responses to serious behaviours of concern

- [list the process the school will take to respond to serious behaviours of concern]
- 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

[Include information about food and toilet breaks and the maximum length of time appropriate to the age/developmental level of the student]

Strategy	When and how long?	Who coordinates?	How are these recorded?
Classroom reminder	Class time/ instant	Classroom Teacher	Reminder Slip

Strategy	When and how long?	Who coordinates?	How are these recorded?
Classroom reset/redirection checkin	Class time /5 min	Executive	School Bytes
Playground reminder – may include time out, restorative session or community service.	Instant/ 5-10 minutes	Playground duty teacher	Playground Reminder Register
Lunchtime reflection	First half lunch/ 25 minutes	Executive	School Bytes
Yellow Classroom/Playground Goal Card	After 3 formal reminders - 2 days of signatures	Communicated to parent by class teacher, overseen by executive.	School Bytes
Orange Classroom/Playground Goal Card	After 6 formal reminders - 3 days of signatures	Communicated to parent by supervising executive, overseen by executive.	School Bytes
Red Classroom/Playground Goal Card	After 9 formal reminders - 5 days of signatures	Communicated to parent by principal, overseen by executive.	School Bytes

Review dates

Last review date: 31/01/2025: Day 1, Term 1, 2025

Next review date: 31/01/2025: Day 1, Term 1, 2026

Appendix 2: Bullying Response Flowchart

First hour: Listen
- Identify bullying behaviour, including cyber-bullying
- Provide a safe, quiet space to talk and reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

Day 1: Document
- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student and check with the student to ensure you have the facts correct
- Enter the record in School Bytes
- Notify school executive of incident if required in line with behaviour management flowchart
- Notify parent/s that the issue of concern is being investigated

Day 2: Collect
- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day 3: Discuss
- Evaluate the information to determine if it meets the definition of bullying (see above)
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day 4: Implement
- Document the plan of action in School Bytes
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day 5: Review
- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in School Bytes

Ongoing follow-up
- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in School Bytes
- Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students