

Perthville Public School Behaviour Support and Management Plan

Overview

Perthville 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 society. 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 vision, key programs prioritised and valued by the school community are:

- Orange Card System
- Positive Living Skills Primary Program

Perthville Public School rejects all forms of bullying behaviours, including cyberbullying 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

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

• inviting parent/carer and student feedback through formal and informal means such as school surveys, Tell Them From Me surveys, consulting with the P & C and local AECG

Perthville Public School will communicate these expectations to parents/carers through the school newsletter. 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

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

For all students to be safe and happy at school, Perthville students will;

Expectation			
Respect others, their property and school property			
Always work and play safely			
Not interrupt the learning of others			
Be in the right place at the right time			

Behaviour code for students

Keep our hands to ourselves

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.

Perthville Public School takes strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning. See the <u>Behaviour Code for</u> Students for more details.

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 cyberbullying 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 students.

Care Continuum	Strategy or Program	Details	Audience
Early Intervention	SENTRAL	Student issues recorded in SENTRAL Wellbeing Staff are informed about low level student behaviour	Individual students, all staff
Targeted intervention	Orange Card System	hehaviour via a warning letter	
Targeted/ Individual intervention	Orange Card System- Yellow	Parents are informed about persistent or intensified behaviours	Individual students, all staff, families
Individual intervention			Individual students, all staff, families, Wellbeing Team
Early eSafety engage and educate the intervention / Commissioner about creating and ma		The toolkit supports our school to prepare, engage and educate the school community about creating and maintaining safe online environments to prevent cyberbullying incidents.	Individual students, all staff, families
Targeted intervention			Individual students, Executive, Principal
Targeted / individual intervention	School learning and support	Provides support for students who need personalised learning and support.	Executive, Principal, individual students, families
Individual intervention	Individual Behaviour Support Planning	Planning is done in collaboration with the student and their family with support from Team Around a School where needed. This can include individual behaviour support and risk management plans.	Individual students, staff

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.

Perthville 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 child or young person'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 their year advisor or 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

Perthville Public School uses the following strategies to recognise and reinforce positive student behaviour and behavioural expectations:

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.

Specific positive feedback may not be sufficiently reinforcing for some students, so the school-wide continuum provides the opportunity to pair verbal or non-verbal feedback with a positive, tangible consequence.

The school-wide continuum for acknowledging expected behaviour includes:

- free and frequent for everyday use by all staff in all settings
- moderate and intermittent awarded occasionally
- significant and infrequent –semester or annual types of recognition.

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.

1. Refer to school-wide Behaviour expectations are Seek help from Executive/Principal or other explicitly taught and referred to expectations and/or emotional staff member if there is a risk to regulation visuals and/or regularly. Staff model behaviours and supports so that the student safety. provide opportunities for can self-regulate. practice. Students are acknowledged for meeting school-wide expectations and rules. 2. Verbal and non-verbal specific 2. Use indirect responses 2. Classroom Teacher. positive feedback is paired with a including proximity, signals, Executive/Principal to take positive, tangible reinforcer in a non-verbal cues, ignore, attend, immediate steps to restore safety school-wide continuum for praise, redirect with specific and return the situation to calm acknowledging expected corrective feedback by using appropriate strategies behaviour. 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. Executive/Principal collects 3. Tangible reinforcers include 3. Use direct responses e.g. Rule those that are: reminder, re-teach, provide information and review the free and frequent eg choice, scripted interventions, incident from multiple **House Points** student conference. Students perspectives and determine next steps. Executive/Principal record moderate and intermittent have an opportunity to meet the classroom/playground incident on SENTRAL and eg Merit Awards behaviour expectation before a contacts parent/carer. significant and infrequent Executive/Principal may consider low-level consequence is eg Blue Star, Gold Awards applied. further action eg: Yellow Card, and Medals Red Card, formal caution/suspension. 4. All social-emotional learning 4. Teacher records on SENTRAL 4. Refer to the school's Learning programs eg Positive Living are by the end of the school day. and Support Team or APLaS Monitor and inform family if considering current and previous taught fortnightly. repeated via Orange Card. behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment. Teacher/parent contact Teacher/parent contact Teacher/parent contact Teacher contact through the Teacher contacts parents when a Executive/Principal contacts parent portal or phone calls home range of corrective responses parent/carer to discuss any are used to communicate student have not been successful. support and behaviour responses. effort to meet expectations. including referral to the LST, In some cases, individual planning outside agencies or Team Around and referral to LST may be a School. discussed.

Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded in SENTRAL. 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 <u>Student Behaviour policy</u> and <u>Suspension and Expulsion</u> Procedures apply to all NSW public schools.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- <u>Incident Notification and Response policy</u> and <u>Incident Notification and Response</u>
 <u>Procedures</u>
- Student Behaviour policy and procedures
- If a behaviour of concern is also a child protection matter use the <u>Mandatory Reporting</u> Guideline Tool.

Students and/or parents/carers can report cyberbullying to the <u>eSafety Commissioner</u> and reporting links for most sites, games and apps can be found at the eSafety Guide.

Reflection practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour.

Action	When and how long?	Who coordinates?	How are these recorded?
Reflection conversation (problem-solving) – What happened, what did you do, and what could you do instead next time.	Class time and break times as required	Executive/ Principal	Documented in school record system

Review dates

Last review date: Day 1 Term 1 2025 Next review date: Day 1 Term 1 2026 Calm and engaged classroom Apply preventative strategies

Positive classroom climate, providing and teaching explicit rules, engaging lessons, active supervision, offering pre-corrections

Observe behaviour

Does the behaviour pose a risk to the safety or wellbeing of the student or others?

NO

YES

Low level inappropriate behaviour

Manage it at teacher level De-escalate the situation by *calmly*:

- correcting the behaviour
- identifying student need
- ensuring student understands corrective response
- responding proportionally to the level of behaviour displayed

Has the behaviour stopped or improved?

YES

NO

Speak privately with student Clearly and calmly state the issue and invite the student to come up with solutions with you to resolve the matter.

Has the behaviour stopped or improved?

Behaviour of concern

Teacher to inform executive staff and focus on safety.

Executive/CT to assist student to de-escalate to baseline by using appropriate strategies such as:

- redirecting to another area or activity
- providing reassurance

offering choices

Speak privately with student Executive/CT to *calmly* allow the student to explain the situation to identify ways to fix the problem. Executive to check-in with teacher for feedback and contact parent. Executive/CT to enter incident on SENTRAL.

Is it safe for the student to return to normal routine?

NO

YES

YES

Provide positive verbal/nonverbal acknowledgement

NO

Consider additional supports

Identify and engage support(s) for the student to return to normal routine:

Refer to counsellor/wellbeing team, contact parents, conversation with teacher, refer to and/or revise behaviour plans.

Is suspension required for additional **planning time**? If so, consult with principal.

Is a mandatory report required?
If so, consult with principal and MRG.

Appendix 2: Bullying Response Flowchart

First hour: Listen

- •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 SENTRAL
- •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
- •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 SENTRAL
- •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 SENTRAL

Ongoing folllow-up

- •Continue to check in with student on regular basis until concerns have been mitigated
- •Record notes of follow-up meetings in SENTRAL
- •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