

Smithfield West Public School

School Behaviour Support and Management Plan



Overview

Smithfield West Public School is committed to explicitly teaching and modelling positive behaviour and supporting all students to be engaged with their learning.

We follow the Department of Education's, Behaviour Code for Students, and adhere to the principles of respect, safety and engagement to promote the inclusion, learning, wellbeing and safety of all students.

We implement whole-school practices and programs that support the long-term learning of all students and use a care continuum of strategies to respond to student behaviour.

We believe that all students have the right to learn and that high expectations, quality teaching and strong home-school partnerships are central to student learning. We engage in critical reflection to promote continuous improvement and excellence across all areas of school life.

To achieve our goal, key programs prioritised and valued by the school community include:

- Behaviour for Excellence
- Peer Support
- Caught You Being Good

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

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

Partnership with parents and carers

Smithfield West Public School is committed to working with parents and carers to ensure the safety and wellbeing of all students. Consultation with the community occurs through various methods to ensure open and effective communication. We develop these strong partnerships by:

- Inviting parent/carers and feedback through P&C forums
- Providing opportunities for parent/carers to participate in Department of Education and/or school developed surveys each year to provide feedback.

School-wide expectations and rules

Smithfield West Public School has the following values and rules:

Values

- We Care
- We Are Safe
- We Learn.

Rules

1. Show respect to all – We Care, We Learn
2. Keep your hands and feet to yourself - We Are Safe
3. Work and play in safe areas – We Are Safe
4. Respect all property – We Care
5. Be a good learner - We Learn

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

Smithfield West Public School embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour. We respond to behaviours of concern, including bullying and cyber-bullying behaviour.



The care continuum facilitates the implementation of a whole-school, prevention-focused and positive approach to behaviour support to meet the needs of all students. Students may require different types of intervention delivered in different ways along a continuum of care. The care continuum includes interventions for:

- **All students:** creating a safe and respectful learning and play environment. This is known as prevention or universal interventions.
- **Some students:** providing early intervention and targeted support for disruptive student behaviour. This is known as early or targeted interventions.
- **A few students:** support those with complex and challenging behaviour needs, including students diagnosed with particular conditions, through intense, individual interventions.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Classroom Management	- strong teacher/student relationships - explicit teaching and modelling of specific skills including behaviour expectations and social skills - consistent teacher expectations, routines, modelling, responses to behaviour and engaging parent/carer involvement.	Whole School
Prevention	<u>Child Protection</u>	The teaching of child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention	Peer Support	Explicit teaching of social and emotional skills in small mixed K-6 groups.	Students K-6
Prevention	Behaviour for Excellence	A school based reward system for students, acknowledging those with consistent, positive behaviour.	Students K-6
Prevention	School values	Teachers deliver explicit lessons on school values. Signage around the school is aligned to these values to promote high expectations and ensure consistency.	Students K-6, staff
Prevention	Caught You Being Good	A reward system for students, targeting specific, school focused playground behaviour.	Students K-6
Prevention	Professional Learning	School staff engage in professional learning on school-based procedures and DoE initiatives as necessary.	Staff
Prevention	Co-curricular activities	A variety of co-curricular activities in the cultural, academic and physical domains are offered throughout the school year.	Students K-6
Early intervention	Classroom Management	- Communication with parent/carer - Explicit teaching and modelling of specific skills including behaviour expectations and social skills, social stories, visual cues and strategies and routine.	Students K-6
Early intervention	School Counselling Service	School counselling staff support students by providing a psychological counselling, assessment and intervention service.	Individual students, families, and staff

Care Continuum	Strategy or Program	Details	Audience
Early Intervention	Leadership opportunities	Leadership opportunities are embedded throughout the school to develop the leadership potential of students, as well as their social and emotional wellbeing.	Students K-6
Targeted/Individual intervention	Learning and Support	The Learning and Support Team (LST) work with teachers, students and families to support students who require personalised learning and support.	Individual students, families and staff
Targeted/Individual intervention	Attendance	The attendance co-ordinator identifies students of concern and works with them, their classroom teacher and family to set goals for improved attendance.	Individual students, attendance co-ordinator
Targeted/Individual intervention	SLSO support program	School Learning Support Officers (SLSO) are employed to support students with additional learning and behavioural needs.	Individual students, SLSOs
Targeted/Individual intervention	DoE, 'Team Around a School'	The 'Team Around a School' supports schools through a DoE co-ordinated system wide approach that utilises the skills and expertise of specialist staff.	Individual students, staff
Targeted intervention	Transition programs	Students with social, emotional, academic or behavioural needs are identified, targeted and supported at key transition points.	Individual students, staff
Targeted intervention	Behaviour Support System	Students are supported to improve their behaviour through a school-based levelled system of support.	Individual students, families, and staff
Individual intervention	<u>Individual behaviour support planning</u>	This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LST, executive team, staff

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

Smithfield West Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and expectations. However, when students display behaviours that do not align with our school values and rules, the school behaviour support process is followed.

Identifying behaviour of concern, including bullying and cyberbullying

A behaviour of concern is a 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.

Smithfield West 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.

Preventing and responding to behaviours of concern

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 consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – behaviour of concern is managed by school executive.

Corrective responses may include:

Classroom	Non-classroom setting
• rule reminder • re-direct • offer choice • error correction • prompts • reteach • seat change • stay in at break to discuss/ complete work • conference • reflection and restorative practices • communication with parent/carer.	• rule reminder • re-direct • offer choice • error correction • prompts • reteach • play or playground re-direction • walk with teacher • reflection and restorative practices • communication with parent/carer.

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 Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
1. Behaviour expectations Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. School-wide reminders Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Executive notified An executive teacher, usually the stage supervisor or principal, is notified. A 'red card' is sent to the office when there is immediate risk.

2. Feedback Verbal and non-verbal specific feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Indirect responses Use indirect responses including proximity, signals, non-verbal cues, ignore, attend to, praise or redirect with specific corrective feedback.	2. Executive involved Executive/CT take immediate steps to restore safety and return the situation to calm by 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.
3. Explicit teaching Social and emotional lessons are taught regularly through the PDHPE syllabus. Peer Support takes place in Term 2.	3. Direct Responses Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions and student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.	3. Further investigation Executive collects information and reviews the incident from all perspectives, ensuring procedural fairness to determine next steps. They record the incident on School Bytes and contact the parent/carer. The principal may consider further action e.g., formal caution or suspension.
	4. Record on School Bytes Teachers record incidents on School Bytes as they occur. Assistant principals monitor and inform parents/carers if repeated inappropriate behaviour occurs. Where necessary, referrals can be made to the school's anti-racism contact officer (ARCO).	4. Referral Referral to the school's LST after consideration of current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.

Anti-Bullying

Smithfield West Public School is committed to providing a safe, respectful learning environment which fosters respect for others and does not tolerate any form of bullying.

Prevention Strategies:

- ensure the principles of equity and fairness are reflected in school practice
- establish clear guidelines and expectations regarding core rules and behaviours which are known and understood by all school community members
- promote a culture of reporting bullying
- support students and parents through management of conflict resolution
- initiate educational programs to inform and support the prevention of bullying.

Responsive Strategies:

- direct response: conferences with students, meetings with parents, temporary removals from class, withdrawal of privileges, reflection times, and, in some serious cases, suspension
- restorative practices

School staff have a responsibility to:

- model and promote appropriate behaviour
- have knowledge of school and departmental policies relating to bullying behaviour
- respect and support students, creating a culture where it is acceptable and encouraged to report incidents
- follow the school 'Bullying Response Flowchart'
- implement school programs which teach students skills and strategies to understand and deal with bullying.

Students have a responsibility to:

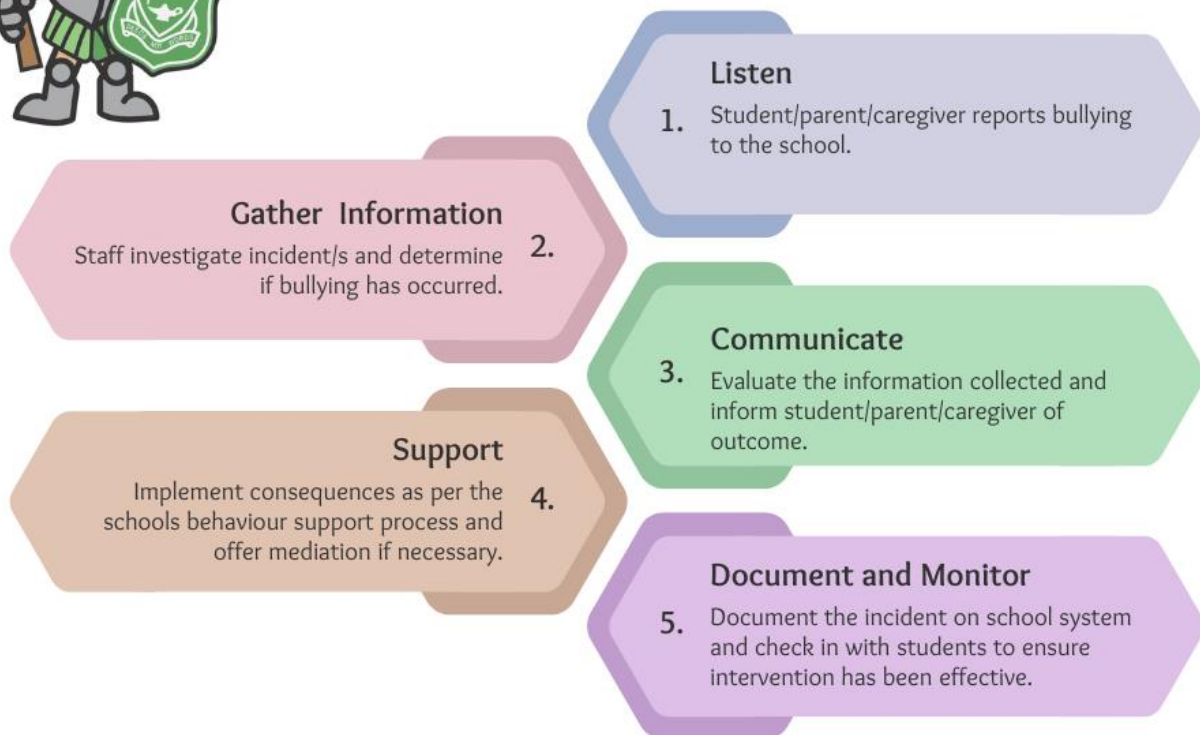
- behave appropriately at all times
- show respect for individual differences and diversity
- behave as responsible digital citizens and report any cyberbullying
- be assertive and tell the 'bully' that they don't like the behaviour and how it makes them feel
- be an 'upstander' and tell an adult if they are being bullied or if they see someone else being bullied, both at school and on the way to and from school.

Parents and caregivers have a responsibility to:

- watch for signs their child may be being bullied
- assist their child in understanding bullying behaviour
- adopt learnt strategies to deal with incidents of bullying, including cyberbullying, consistent with the School Behaviour Support and Management plan
- instruct their child to 'speak up' if they are being bullied or if they are aware another child is being bullied
- inform the school if any bullying is suspected
- not approach children directly to express their concerns
- work collaboratively with the school to resolve incidents of bullying.



Bullying Response Flowchart



Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on School Bytes. These may include recording:

- the incident
- students involved
- appropriate response/s, including supports for staff and/or other students impacted
- resolution and/or outcome
- follow up

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.

Reflection and restorative practices

Withdrawal from play time, time out and/or reflection occurs when behaviours of concern continue to occur after students are provided with warnings, opportunities to reflect in class/on the playground or when behaviours continue to escalate. During time out or reflection, students are supervised by teachers and provided with food and toilet breaks. The maximum length of time is appropriate to the age/developmental level of the student.

All behaviours of concern that escalate to this level are recorded and documented on School Bytes.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Conference with student	Immediately after the incident has occurred	Teacher involved	School Bytes
Reflection time	As soon as possible after incident	Teacher or assistant principal	School Bytes
Classroom or playground monitoring card for behaviours of concern or ongoing low-level behaviour	For five days following the incident	Assistant principal or principal	School Bytes

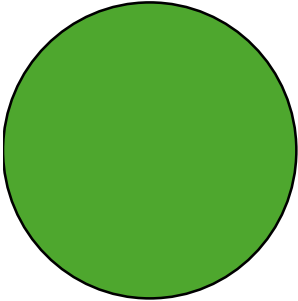
Review dates

Last review date: April 2025

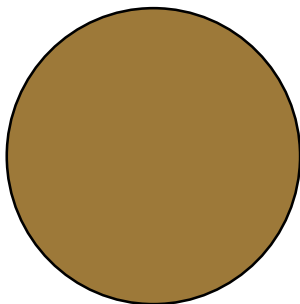
Next review date: December 2025



Behaviour for Excellence

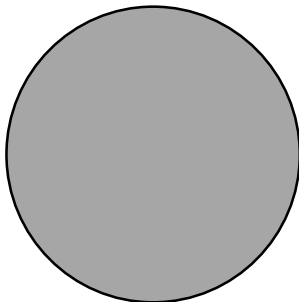


All students begin the school year on green level.



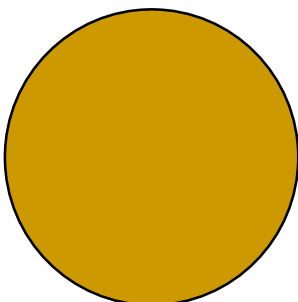
Students need to receive:

- 2 x merit certificates & 2 x Behaviour for Excellence certificates to achieve their bronze award.



Students need to receive:

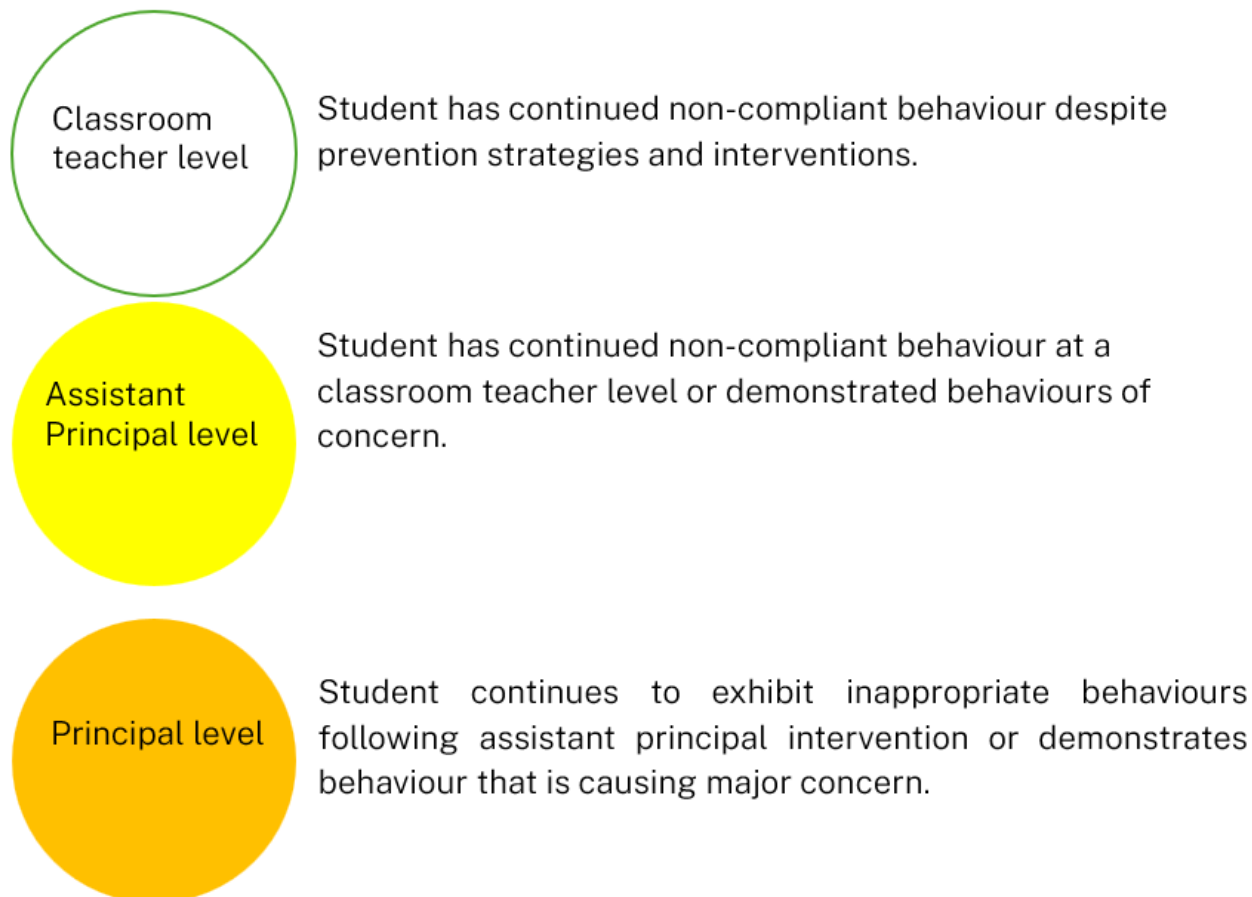
- Bronze award and;
- 2 x merit certificates and 1 x Behaviour for Excellence certificate to achieve their silver award.



Students need to receive:

- Bronze and silver award and;
- 1 x merit certificate and 1 x Behaviour for Excellence certificate to achieve their gold award.

Behaviour Support Process



Appendix 3: Behaviour Matrix



Smithfield West Behaviour Matrix



Area	We Care 	We are Safe 	We Learn 
Classroom, library, Steam lab	• Use my inside voice • Speak respectfully • Look after equipment	• Walk sensibly • Keep hands & feet to myself • Listen to and follow instructions	• Stay on task • Take pride in my work • Follow technology rules
Playground (all areas in general)	• Share school equipment • Speak politely to others • Eat food before playing • Place rubbish in the bin	• Wear a hat • Stay in bounds • Keep my hands & feet to myself • Report concerns to the teacher • Walk on hard surfaces • Play with basketballs/netballs at lunch only on concrete areas	• Play by the rules • Be a team player • Move to class as soon as the bell rings
Canteen	• Line up correctly • Wait my turn • Say please & thank you	• Walk to and from the canteen • Keep my hands & feet to myself • Listen to the student leaders and teachers	• Make healthy choices • Have my money ready
Office	• Use my inside voice • Say please & thank you	• Walk sensibly • Use the correct entry & exit door	• Follow instructions • Wait patiently • Return to class promptly
Toilets	• Respect the privacy of others • Keep the toilet block clean • Leave my food & drinks outside • Use my inside voice	• Open & close doors carefully • Wash my hands • Report concerns to the teacher	• Use the toilets during break times • Turn off taps after use
Assembly	• Arrive on time • Show respect • Clap appropriately	• Sit sensibly • Keep the aisle clear • Walk to receive my award	• Look at & listen to the speaker