



Ulmarra Public School Behaviour Support and Management Plan

Overview

Ulmarra 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:

- Positive Behaviour for Learning (PBL)
- Zones of Regulation
- Personalised supports

Ulmarra 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

Ulmarra 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

Ulmarra Public School will communicate these expectations to parents/carers through the school newsletter and information booklets. 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

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

To be safe, supportive and respectful learners in all settings

SAFE	SUPPORTIVE	RESPECTFUL
<ul style="list-style-type: none">➤ Be in the right place at the right time➤ Move sensibly➤ Choose my actions and words appropriately	<ul style="list-style-type: none">➤ Encourage others➤ Make positive choices➤ Be ready to learn	<ul style="list-style-type: none">➤ Be well-mannered➤ Listen to and follow instructions➤ Look after my environment

Please see the PBL matrix (Appendix 1) for more detailed expectations across various school settings.

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.

Ulmarra 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 [Behaviour Code for 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
Prevention	School Values	<ul style="list-style-type: none"> Class expectations established and explicitly taught K-6 using PBL lesson plans Fortnightly PBL focus PBL awards to reinforce positive behaviours Award system 	Staff, students K 6
Prevention	Zones of Regulation	<ul style="list-style-type: none"> Explicit teaching of the zones of regulation 	Staff, students K 6
Prevention	Anti- Bullying Program	<ul style="list-style-type: none"> Regular review of anti-bullying plan National Day of Action Against Bullying and Violence Explicit teaching of kindness and acceptance of others Harmony Day activities 	Staff, students K 6
Prevention/ Early intervention	Student / parent voice	<ul style="list-style-type: none"> TTFM surveys School based annual parent survey Student leaders 	All students, individual student K - 6, families, staff
Targeted intervention	Attendance support	<ul style="list-style-type: none"> The principal will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals. 	Individual students, principals
Individual intervention for students	Cultural connectedness	<ul style="list-style-type: none"> PLPs Transition programs 	Staff & students, families
Targeted intervention for some students	Personalised supports	<ul style="list-style-type: none"> Small group interventions Learning and Support Team Adjustments to student learning Personalised Learning Plans 	Individual students, staff
Individual intervention	Individual Behaviour Support Planning	<ul style="list-style-type: none"> 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



ULMARRA Awards

Public School

This list is not limited only to those noted above. Awards may be given for other reasons

<p>MERIT AWARD</p>	<ul style="list-style-type: none"> • Positive work habits • Academic Achievement • Effort in class • Completing Sight Word Program • Achieving set goals • Key Learning Area Achievement • Improvement in Key Learning Area • Sportsmanship • Citizenship
<p>STUDENT OF THE WEEK</p>	<p>chosen each week by the class teacher for consistent work habits and a positive attitude to learning.</p>
<p>PBL GOTCHA</p> <p>Handed out by staff at any time. These awards are placed in a box for a weekly prize draw. Staff to complete and sign.</p>	<p>Applying PBL core values across the school and community by being:</p> <ul style="list-style-type: none"> • Safe • Supportive • Respectful <p>Community</p> <ul style="list-style-type: none"> • Attendance at Ulmarra Community Events – ANZAC, Remembrance Day • Participation in Clarence Community Activities as school representatives

from all staff members across the school.

Number of students in class	Merit Awards per week	Student of the Week per week
10 - 20 students	1	1
20+ students	2	2

Process: Students are required to hand awards to the office when redeeming a Principal or Special Principal Awards. Awards will be stamped and returned to the students. Any award from 2021 onwards may be redeemed.

Merit Award
Student of the Week Award



3 X Merit or Student of the Week
awards in any combination

Principal Award



3 X Principal Awards

Special Principal Award



3 X Special Principal Awards

Bronze Badge



Bronze Badge plus 2 X Special
Principal Awards

Silver Badge



Silver Badge plus 2 X Special
Principal Awards

Gold Badge

School Assembly

Will be held once a fortnight.

The following awards will be presented,
Merit, Student of the Week, Principal and
Special Principal

Badge Assembly

Will be held once per term;
recipients of badges and
their parents will be invited
to Morning Tea afterwards.

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.

Ulmarra 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.

Refer to the [Student Behaviour Policy](#) and [Anti-bullying Plan](#).

Preventing and responding to behaviours of concern

Ulmarra 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.

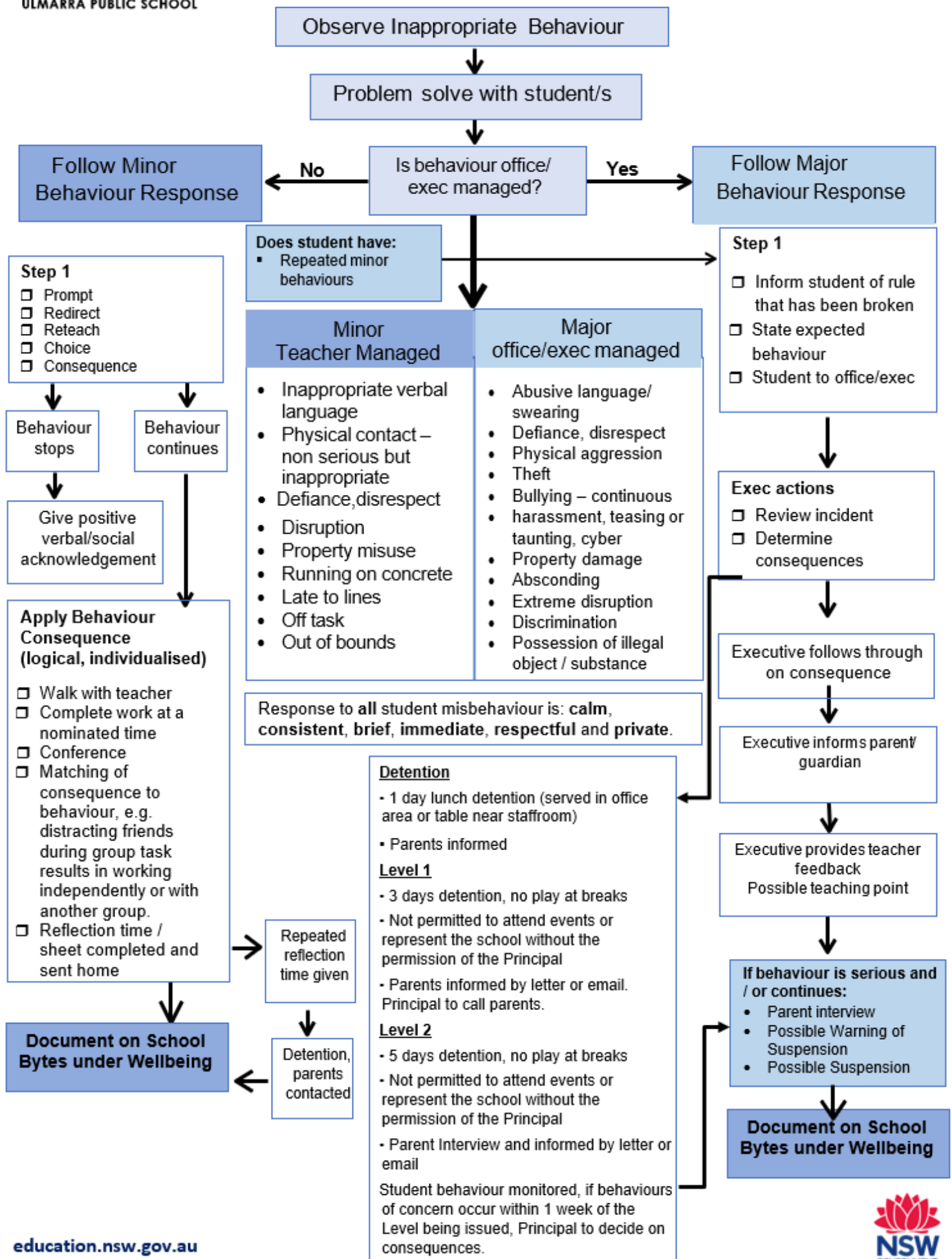
Specific positive feedback may not be sufficiently reinforcing for some students, so the school-wide continuum provides the opportunity to pair verbal or non-verbal feedback with a positive, tangible consequence.

The school-wide continuum for acknowledging expected behaviour includes:

- free and frequent – for everyday use by all staff in all settings e.g. Class Dojo, PBL awards

- moderate and intermittent – awarded occasionally e.g. Student of the Week, Merit Awards
- significant and infrequent – semester or annual types of recognition e.g. Principal Award, Special Principal Award, Bronze, Silver, Gold Badges, Rewards Day.

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 are taught and referred to regularly. Staff model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback	2. Principal/CT to 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. Tangible reinforcers include those that are: <ul style="list-style-type: none"> • free and frequent • moderate and intermittent • significant and infrequent Intermittent and infrequent reinforcers are recorded on School Bytes – Wellbeing.	3. Use direct responses e.g. Rule reminder, re-teach, provide choice. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.	3. Principal collects information and review the incident from multiple perspectives and determine next steps. Principal records the incident on School Bytes and contact parent/carer by email or phone. Principal may consider further action eg: formal caution/suspension.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the parent portal, Class Dojo or phone calls home are used to communicate student effort to meet expectations.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. In some cases, individual planning and referral to LST may be discussed.	Principal contacts parent/carer to discuss any support and behaviour responses, including referral to the LST, outside agencies or Team Around a School.



Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded in the centralised recording system. 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 [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](#) and [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and procedures
- If a behaviour of concern is also a child protection matter use the [Mandatory Reporting Guideline Tool](#).

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 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	Teacher/ principal	Documented in school record system
Detention	1 day lunch	Teacher/ principal	Documented in school record system
Level 1	3 days detention, no play at breaks	Teacher/ principal	Documented in school record system
Level 2	5 days detention, no play at breaks	Teacher/ principal	Documented in school record system

Review dates

Last review date: 2/9/24

Next review date: Day 1, Term 1, 202

Appendix 1 – PBL Matrix

Ulmarra Public School: Expectations Teaching Matrix



At Ulmarra Public School I will:

Non-Classroom Settings and Routines								
Expectation	All Settings	Playground	Play Equipment	Eating Area	COLA	Computer Rm	Bag Area	Walking Around the School
SAFE	<p><i>Be in in the right place at the right time.</i></p> <p><i>Move sensibly.</i></p> <p><i>Choose my actions and words appropriately.</i></p>	<ul style="list-style-type: none"> Eat in the eating area Move to the assembly area on the bell. Wear my hat. Stay in-bounds. 	<ul style="list-style-type: none"> Use equipment properly. Ask for the teacher's permission. Wear my hat. 	<ul style="list-style-type: none"> Keep the area clean. Only eat the food from my lunch box. Sit to eat. Wear my hat. 	<ul style="list-style-type: none"> Walk on the concrete. Choose sensible games. Sit to eat. 	<ul style="list-style-type: none"> Use the computers correctly. Move around sensibly Think 'cybersafe' 	<ul style="list-style-type: none"> Walk on the concrete. Be careful around the bag hooks. Hang and close my bag. Put my belongings in my bag. 	<ul style="list-style-type: none"> Walk on concrete.
SUPPORTIVE	<p><i>Encourage others.</i></p> <p><i>Make positive choices.</i></p> <p><i>Be ready to learn.</i></p>	<ul style="list-style-type: none"> Be a friend. Encourage others. Play fairly. 	<ul style="list-style-type: none"> Be a friend. Encourage others. Play fairly 	<ul style="list-style-type: none"> Encourage others to sit with me. Wait for the teacher let me go. Let my class teacher know if I have no food 	<ul style="list-style-type: none"> Tell the teacher when help is needed. Encourage others to join in and play. Play fairly with others. 	<ul style="list-style-type: none"> Help others. Be responsible for my log-in card. Sign-out at the end of each lesson. Return headphones to the correct position. Make sure laptops are plugged in to charge. 	<ul style="list-style-type: none"> Remind my friends to hang and close their bags. Take my crunch/sip/news into the classroom. 	<ul style="list-style-type: none"> Move quietly around the school. Follow teacher's instructions.
RESPECTFUL	<p><i>Be well-mannered.</i></p> <p><i>Listen to and follow instructions.</i></p> <p><i>Look after my environment.</i></p>	<ul style="list-style-type: none"> Use my manners. Keep the area clean. Follow game rules. Return equipment on the 1st bell. 	<ul style="list-style-type: none"> Use my manners. Keep the area clean. Take my turn. 	<ul style="list-style-type: none"> Eat nicely. Put my rubbish in the bin. Keep the area clean. 	<ul style="list-style-type: none"> Listen to and follow instructions. Put my rubbish in the bin. Sit in a straight line, quietly. Be lined up before the 2nd bell. 	<ul style="list-style-type: none"> Make good choices. Return equipment to the right place. Ask before I print my work. Use an inside voice. 	<ul style="list-style-type: none"> Respect other people's property. Be well-mannered and speak politely. 	<ul style="list-style-type: none"> Do not disturb others. Keep my hands to myself. Knock on the door and wait. Use my manners.



Non-Classroom Settings and Routines							
Expectation	Whole School Assemblies	Library	Bus/Walk	Bikes	Toilets	Office	Canteen
SAFE	<ul style="list-style-type: none"> Enter the library sensibly with your class. 	<ul style="list-style-type: none"> Permission to be in the library. Move sensibly. 	<ul style="list-style-type: none"> Listen and wait patiently for instruction from the teacher and crossing guard. Use the correct school entrance and exit. 	<ul style="list-style-type: none"> Walk/push my wheels in the school grounds Wear my helmet. Ask the teacher to ride my bike during playtimes. Be aware of others. Listen and wait patiently for instruction from the teacher and crossing guard. Use the correct school entrance and exit. 	<ul style="list-style-type: none"> Flush the toilet when finished. Wash my hands and leave quickly. 	<ul style="list-style-type: none"> Have permission to go to the office. Wait quietly. 	<ul style="list-style-type: none"> Walk to and from the canteen. Wait sensibly. Only buy for myself.
SUPPORTIVE	<ul style="list-style-type: none"> Choose a sensible person to sit next to. Respond appropriately. 	<ul style="list-style-type: none"> Do the right thing even when no-one is looking. Bring and look after my library books. Bring my library bag to lessons. Use my shelf card. 	<ul style="list-style-type: none"> Sit in 2 lines and wait for the teacher's instructions. Sit in my seat on the bus. Use an indoor voice on the bus. 	<ul style="list-style-type: none"> Put my bike in the bike rack. Only handle my wheels. Move sensibly. 	<ul style="list-style-type: none"> Use the toilets and taps appropriately. Go to the toilet before the 2nd bell. 	<ul style="list-style-type: none"> Greet others nicely. Bring the keys back quickly. Bring my notes and bankbooks in on arrival to school. Get a late note if needed. 	<ul style="list-style-type: none"> Wait my turn patiently. Help other students. Have my money/order ready.
RESPECTFUL	<ul style="list-style-type: none"> Show good listening skills. SHINE. Stand still and sing proudly. 	<ul style="list-style-type: none"> Listen to instructions. Use an indoor voice. Leave the library clean and tidy. Wait my turn. Take care of my library books. 	<ul style="list-style-type: none"> Follow instructions. Wait my turn. Speak nicely to others on the bus. Wait patiently for the crossing guard's instructions and use my manners. 	<ul style="list-style-type: none"> Use my manners. Make good choices. Respect other's property 	<ul style="list-style-type: none"> Respect others privacy. Keep the area clean. 	<ul style="list-style-type: none"> Use my manners. Wait my turn. Ring the bell once and leave notes on the bench if no-one is there. 	<ul style="list-style-type: none"> Use my manners. Wait until the teacher lets me go. Wait my turn.



Ulmarra Public School Behaviour Reflection (A)

Name: _____ Class: _____ Date: _____

What happened? (draw a sad face ☹ in any that happened)

I was disrespectful

I continually did not follow instructions

I disrupted my peers' learning

other


Which UPS values did I not follow?

Safe

Supportive

Respectful

Now I need to -

Say sorry


Do my work


Listen to my teacher and follow instructions


Student: _____ Teacher: _____ Parent: _____



Ulmarra Public School Behaviour Reflection (B)

Name: _____ Class: _____ Date: _____

What happened?

What was the purpose of your behaviour?

Who do you think has been affected by what you did? In what way?

Which UPS values didn't I follow?

Safe

Supportive

Respectful

What do you need to do to make things right and behave appropriately?

Student: _____ Teacher: _____ Parent: _____