

School Behaviour Support and Management Plan

Overview

Yass Public School is committed to explicitly teaching, modelling and rewarding positive school behaviour. We will support all students to be engaged with their learning and attend school in a safe and well-maintained environment. We will offer a flexible suite of services to meet each students' individual needs so that they can be successful and flourish at school and in life. We believe in teaching the core values that align with our community and school and then expecting and rewarding those behaviours within our school.

Partnership with parents and carers

Yass Public School families are encouraged to work together in a partnership with our school to reinforce the school's core values. Parents and carers are informed of our Positive Behaviours for Learning (PBL) program from Kindergarten transition information, Meet and Greet afternoons and regular newsletter articles. Families receive annual flyers that outline behaviour programs within the school. Yass Public School's Learning and Support team work with families to support students with their behaviour and individual academic support needs. We consistently strive to achieve transparent and clear behaviour consequences and continually ask for feedback to improve our practice. We also highlight student success and celebrations through school assemblies, newsletters for families, P & C Facebooks posts, Principal Awards, whole school rewards and our electronic sign so parents are informed of all the great things happening at Yass Public School.

School-wide expectations and rules

Respect	Responsibility	Participation
Follow adult instructions	Be ready to learn	Always do your best
Take care of your property, other's property and school property	Demonstrate appropriate behaviour	Play safe
Speak politely and kindly to others	Move sensibly around the school	Be a good role model
Keep your hands and your feet to yourself	Work through problems calmly	

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 Behaviours for Learning (PBL)	PBL is a framework that aims to build safe, positive and productive environment. Teachers explicitly teach positive behaviours each fortnight with clear expectations that filled across the school.	Our students, our staff, our families
Prevention	Breakfast Club	This program gives students the opportunity to eat a wholesome, nutritious breakfast on a regular basis. Having breakfast has a positive impact on factors such as physical and mental health, social skills, concentration, behaviour, attendance and academic outcomes.	Our students
Prevention	Step Up Day	This program is designed to help all students in our school transition to the next year. On this day, students are placed into classes with the teachers who will be teaching them for the next year. The program supports students' social skills and mental health by fostering familiarity with what to expect in the upcoming year.	Our staff and our students
Early intervention	Learning Support Classes	Working with Learning Support teachers our school program provides support in English and Math. These classes are bases on a collection of data and conversations with teachers and parents. Support classes play an important part of our teaching and learning process to support students and their learning.	Our students
Early Intervention	Attendance	Our school has a strong focus on yearly school attendance. We have class systems in place on reviewing attendance, whole class rewards and using Compass to engage with parents around their child attendance. Our schools Wellbeing teacher plays an important role in monitoring our school attendance. This role entails collecting attendance data, newsletter items, phone calls to parents, letters home to at risk students and reports to Learning Support meeting.	Our students, our staff, our families

Care Continuum	Strategy or Program	Details	Audience
Early Intervention	Kindergarten Orientation Days	Our Kindergarten Orientation days are designed to create welcome our new students and give them a sense of familiarity and ease as they are introduced to their learning environment, teachers and peers. Our program runs in three sessions, one session a week, running concurrently over 3 weeks. Research suggests that children who have a positive start to school are more likely to engage well in their learning and school life.	Families and new students
Early Intervention	Learning Support Coordinator	Our Learning Support Coordinator is a vital part of supporting our students. The role of our coordinator is to work with teachers in creating Behaviour Management plans, Risk Assessments, complete Access Request for in class student support, link families to services, delivers works shops to students around anxiety, resilience and anger management.	Our students their families and our teachers and support staff
Targeted Intervention	Kids Hope Mentors	This program is designed to support identified students who may need extra support due to many different situations. This is a program that is supported by staff and families and uses volunteers who spend an hour with each week in student chosen activities.	Our students
Targeted Intervention	Step System	This is a whole school system that is implemented within classrooms and playgrounds to deter escalating behaviour. This supports teachers' expectations and student understanding of behavioural consequences.	Our students
Targeted Intervention	Class seating plans	Each teacher creates a positive environment for teaching and student learning. A seating plan is implemented to support students with identified needs including physical and behavioural.	Our students
Individual Intervention	Individual Learning Plans (ILP)	An Individual Learning Plan (ILP) provides targeted intervention focussing on a student's individual strengths and areas for development in order to raise the achievements of at-risk students. Teachers plan, monitor, manage and evaluate student achievement to identify specific learning needs and appropriate teaching and	Our students, our staff, our families

Care Continuum	Strategy or Program	Details	Audience
		learning intervention strategies. Ongoing monitoring of student progress provides data to track learning and inform decision-making regarding content, learning strategies employed, allocation of time for instruction and practice, and the environment in which the intervention is conducted.	
Individual Intervention	Learning Adjustments	Adjustments are used to in our school to make changes to teaching and learning programs, lessons, assessments, or the school environment for students with a disability. Adjustments allow all students to access and participate in education on the same basis.	Our students, our staff, our families

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

Responses to serious behaviours of concern

For serious behaviours of concern our school will respond by:

- Removing other students from the classroom or surrounding area
- Call parents to potential collect their child
- Providing support for the student of concern
- If the child leaves school the police may be called
- A Suspension Warning letter to be sent home
- 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](#).

Conference, Reflection and Restorative Practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Conference	During break times, up to 20 minutes depending on the complexity of the incident	Principals and AP's	Compass
Time out	10 minutes on the playground in a specific supervised area	All teachers	Compass
Restorative practices	At point of need, near the question posters in the playground for 5 minutes	All teachers	Compass
Reflection	At breaktimes off the playground for 30 minutes.	AP's and Principals	Compass and Letter to parents

Review dates

Last review date: [27.11. 2024]

Next review date: [27.11. 2025]

Appendix 1: Yass Public School Behaviour Flowchart

Yass Public School's Behaviour Flow Chart is a school wide system that provides consistency that supports students understanding of consequences.

