

NSW Department of Education Barooga Public School School Behaviour Support and Management Plan

Overview

At Barooga Public School, we embed positive behaviour strategies, inclusive education, and safe practices to create a supportive learning environment for all students. Our approach aligns with the NSW Government's Behaviour Code for Students and focuses on fostering a culture of respect, responsibility, and resilience. Through inclusive and proactive behaviour support systems, we aim to maintain high expectations for student behaviour while ensuring that every learner feels valued and supported in their educational journey.

All staff are committed to employing principles of the following evidence-based programs to ensure high expectations for all students.

Positive Behaviour for Learning [PBL]

Positive Behaviour for Learning 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.

Partnership with parents and carers

At Barooga Public School, we place a high priority on establishing and maintaining clear, consistent and meaningful communication with families regarding their children's behaviour. Strategies we employ include:

- Communication of school behaviour expectations at the beginning of the year and regular intervals via parent/teacher conferences, meetings and whole school information sessions
- Communication of student behaviour procedures used to restore behaviour
- Verbally communicating incident details with families as the first option
- Accurately recording details of incidences using a third-party system to ensure transparency and to aid communication with families
- Utilising frequent school communications e.g. newsletter to inform families of observable behaviour foci and acknowledgements of positive behaviour
- Inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG

School-wide expectations and rules

At Barooga Public School, we have high expectations of our students. We support students in being respectful, responsible and safe individuals.

We are RESPECTFUL	We are RESPONSIBLE	We are SAFE
First time every time	Own my choice	Hands off!
Kind and caring	Right place right time	Use it well or lose it

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

At Barooga Public School, our classrooms are underpinned by the <u>Positive Behaviour for Learning Tier 1 Universal Prevention Essential Features Framework</u>

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL	We implement the evidence-based framework to bring together our whole school community to contribute to developing a positive, safe and supportive learning culture. PBL includes the following key features: clearly defined expectations, explicit teaching of expectations in all school settings, a consistent positive feedback and acknowledgement system, a continuum of strategies to respond to inappropriate behaviour, and ongoing monitoring and evaluation.	
	Trauma- informed practice	We implement consistent, relationally based and predictable strategies focused on staff and leaders developing strong relationships with students who have experienced trauma. This results in the effective support of the wellbeing and learning of children and young people who have experienced trauma.	

Care Continuum	Strategy or Program	Details	Audience
	Breakfast Program	We offer complimentary breakfast each morning for all students. This approach is developed in line with Maslow's Hierarchy of Needs which seeks to ensure that students' essential needs are met to support their active engagement with learning. This provides an opportunity to check in with students' wellbeing and ensure that nutritional requirements are met before learning.	
	Child Protection	All staff maintain their regulatory training in Mandatory Reporting to ensure a consistent approach to Child Protection. Staff are required to document all concerns using our LMS and refer to Executive in a timely manner. Executive will complete a MRG and notify the Child Wellbeing Unit as required, recording all actions on the LMS. Risk assessments are completed for external activities to maximise risk mitigations through purposeful planning.	
Early intervention	Teaching of replacement behaviours	We identify behaviours demonstrated by students that require support. We communicate with students and families to identify alternate prosocial replacement behaviours to support their emotional and development needs.	
	Student Support Group [SSG]	We engage in Student Support Meetings to support proactive communication between key stakeholders such as parents, students, school/DoE representatives and external agencies. The purpose is to work collaboratively to identify student points of need, goals and strategies to support success at school. SSG may result in development of PLSP's, PLP's, Behaviour Management Plans and Risk Management Plans to document agreed supports.	
	Restorative Practices	We implement a whole school approach that encourages behaviour that is supportive and respectful. Our restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.	

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	Reach out and Relax [ROAR]	ROAR provides early intervention support at Barooga Public School to students identified by classroom teachers, LaS or family members. The support focuses on helping students improve their emotional health and wellbeing while developing the skills to manage different aspects of their lives more effectively. The program also empowers families and carers to better support their children and strengthens the school community's understanding of and response to mental health challenges affecting young people.	
	Learning and Support	The LaS team meets fortnightly with a structured agenda that includes internal LaS referrals, intervention support, external agency referrals and programs, new enrolments, and behaviour support. Emphasising a proactive approach, the team prioritises clear communication channels and a holistic focus on students' learning and emotional needs.	
	Telecounselling	Our School Counsellor (SCATRS) meets weekly with identified students through telehealth. Currently only supporting students Yr 3-6 virtually, with the intention to open this up to K-2 students where appropriate.	
Individual intervention	Individual Behaviour Support Planning	Personalised Behaviour Support Plans are developed in consultation with students and carers/professionals twice a year and evaluated 6 monthly. Plans are developed to meet the individual learning and emotional support needs of the student. Barooga Public School use 'roadmap' to support the development, consultation and evaluation of PLSP.	

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.

Barooga 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

At Barooga Public School, we seek to employ positive prevention strategies as outlined in <u>Positive Behaviour for Learning Tier 1 Universal Prevention Essential Features Framework</u>. Barooga Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations through our Positive Behaviour for Learning program. Skills consist of evidence-based strategies to teach self-regulation, reduce impulsivity, increase focus and strengthen peer relationships.

Our planned responses to behaviour that does not meet school expectations are either teacher and/or executive-managed. Staff use their professional judgement informed by our agreed Student Behaviour Procedures to determine whether a behaviour is teacher-managed or executive-managed. When making this decision staff consider whether the behaviour poses a risk to the safety or wellbeing of the student or others. Our continuum of behaviour response is clearly detailed in our Student Behaviour Procedures. These include:

- 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 are recorded on our Sentral Wellbeing suite.

Responses to serious behaviours of concern

At Barooga Public School, responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on our Sentral Wellbeing suite. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted e.g debriefing students following an incident and referral to the Employee Assistance Program
- 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
- detention, reflection and restorative practices (listed below)
- liaise with <u>Team Around a School</u> for additional support or advice
- communication and collaboration with parents/carers (phone, email, meeting)
- formal caution to suspend, suspension or expulsion.

The NSW Department of Education <u>Student Behaviour policy</u> and <u>Suspension and Expulsion procedures</u> apply to all NSW public schools.

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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 <u>eSafety Commissioner</u> and reporting links for most sites, games and apps can be found at the <u>eSafety Guide</u>.

Detention, reflection and restorative practices

At Barooga Public School, toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflect and Reset- a structured planning session conducted alongside a student to identify proactive measures to address a behaviour of concern	Following the incident during a break when the student is calm and regulated	Executive	Sentral Wellbeing suite
Alternate play plan – withdrawal from free choice play and re-allocation to an alternate space. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and to make positive choices	Following an incident or the identification of dysregulated behaviours	Executive	Sentral Wellbeing suite
Co-regulation support - withdrawal from free choice play as a preventative strategy to support students in regulating in an alternate space. The purpose is to assist the student in achieving the desired behaviour and making positive choices.	Following the identification of dysregulated behaviours	Executive Teacher	Sentral Wellbeing suite
Restorative practice	Following an incident	Executive Teacher	Sentral Wellbeing suite

Review dates

Last review date: Thursday, February 6th 2025 Next review date: Friday, February 6th 2026 Calm and engaged classrooms
Apply preventative strategies
Positive classroom climate, providing and teaching explicit rules, engaging lessons, active supervision, offering pre-corrections

Observe inappropriate 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

Provide positive verbal/nonverbal acknowledgement

- 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?

YES

NO

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
Behaviour / wellbeing ITD system.
Is it safe for the student to
return to normal routine?

NO

YES

Consider additional supports

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

Refer to learning and support team/school counselling service, contact parents, conversation with teacher, refer to and/or revise individual student support plans.

Is additional time required for additional planning time? If so, refer to the principal for possible suspension. Is a mandatory report required?
If so, consult with principal and MRG.

Bullying Response Flowchart

The following flowchart explains the actions Example Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

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 your behaviour / wellbeing ITD system
- 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: mplement

- Document the plan of action in your behaviour / wellbeing ITD system
- *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 your behaviour / wellbeing ITD system

Ongoing follow-up

- ·Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in your behaviour / wellbeing ITD system
- •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