NSW Department of Education

Smithtown Public School Behaviour Support and Management Plan

Overview

Smithtown Public School is committed to creating engaging and effective classrooms, and an inclusive and safe school community for our students. Students and staff have the right and responsibility to engage in positive and respectful relationships based on valuing the interests, abilities and diversity of others.

We implement whole-school practices and programs that support the long-term learning, wellbeing and safety of all students. We establish and explicitly teach behavioural expectations and use the care continuum of strategies to respond to student behaviour.

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 mission, key programs prioritised and valued by the school community are:

- Positive Behaviour for Learning (PBL).

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

Smithtown Public School rejects all forms of bullying behaviours, including online (or cyber) bullying 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

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

- inviting parent and carer and student feedback through formal and informal means, such as Tell Them from Me surveys, school surveys, consulting with the P & C and the local AECG.
- using concerns raised through complaints procedures to review school systems, data and practices.

Smithtown Public School will communicate these expectations to parents and carers through the school newsletter and school website. 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

Respectful	Responsible	Safe
care for myself, others and the environment	be kind to others in what I say and do	be in the right place at the right time
be a helpful friend	wear full school uniform	keep my hands and feet to myself
speak and act politely	be responsible for my actions	be safe in class, the playground and moving around the school
consider how my actions impact others	report problems to a teacher	

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

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 cyber-bullying 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; and
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Classroom Management	• strong teacher/student relationships • explicit teaching and modelling of	Whole School

Care Continuum	Strategy or Program	Details	Audience
		specific skills including behaviour expectations and social skills • consistent teacher expectations, routines, modelling, and responses to behaviour engaging parent/carer involvement	
Prevention	PBL Tier 1	• Positive Behaviour for Learning (PBL) Tier 1 Schoolwide and classroom systems of support that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture	Whole school
Prevention	National Day of Action (NDA)	• Our school participates in the annual National Day of Action against Bullying and Violence (NDA) in August each year.	Staff, students K - 6
Prevention	Child protection	• Teaching child protection education is a mandatory part of the syllabus.	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	Individual students, families, and staff
Early intervention	School Counselling Service	• School counselling staff support students by providing a psychological counselling, assessment and intervention service	Individual students, families, and staff
Targeted intervention	Learning and Support	• The Learning and Support Team works with teachers, students and families to support those students who require personalised learning and support. Including instructional leadership, development of risk assessments and the development of short- and long-term goals	Individual students, families and staff
Targeted intervention	School Counselling Service	• School counselling staff support students by providing a psychological counselling, assessment and intervention service	Individual students, families and staff
Individual intervention	Individual behaviour	• This may include developing, implementing, monitoring and reviewing:	Individual students,

Care Continuum	Strategy or Program	Details	Audience
	support planning	behaviour support, behaviour response and risk management plans.	parent/carer, Staff, Principal

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

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

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.

- **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.

Incidences are recorded on Sentral.

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. Teachers 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. Contact office to seek help from executive straight away if there is a risk. Otherwise notify executive ASAP and before the end of the school day.
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. Executive/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: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Sentral.	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Principal to record incident on Sentral and contact parent/carer by phone. Principal may consider further action e.g., formal caution or suspension.
4. PBL lessons are taught weekly.	4. Teacher records on classroom or playground recording sheet by the end of the school day. Monitor and inform parents/carers if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on 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;
- detention, 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); and
- 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.

- 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.

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.

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.

Detention, reflection and restorative practices

Students who receive a behaviour notification will work with staff in a Fix-It session. During this time, students and staff reflect and work together to establish strategies for use in the future. Families will be provided with written communication to be signed and returned to 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?
Fix It- a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at either lunch or recess break	Staff member on duty	Documented in Sentral

Review dates

Last review date: 4/3/24: Term 1, 2024

Next review date: Term 1, 2025