Blighty Public School
School Behaviour Support and Management Plan

Overview

Blighty Public School fosters a culture of high expectations of student behaviour, with the highest priority given to supporting students to actively engage with their learning. All teachers explicitly teach and model positive behaviour to continually support safety, inclusion and wellbeing.

Our goal is to inspire every child to participate positively in the school community and beyond. 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.

Blighty 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.

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

Blighty 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
  - Using concerns raised through complaints procedures to review school systems, data and practices.

Blighty Public School will communicate these expectations to parents/carers through the school communication platform (Compass), P & C meetings and the 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	Learner
Listen to and follow instructions	Right place, right time	Be ready to learn
Use manners and kind words	Prepared for learning	Have a go at all tasks
Share and take turns	Use equipment correctly	Work together
Hands up to speak/lips closed	Hands and feet to yourself	Ask for help

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 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	Parliament Groups	All students are allocated to a parliament group where they take responsible for a specific area (sport or food) within the school. Parliament groups assist students to develop leadership, responsibility and ownership within the school community. The leaders (Year 6 students) promote inclusiveness by fostering the development of a supportive community where diverse perspectives are valued, voices are heard, and collaborative initiatives are implemented to ensure every student feels respected and empowered to succeed.	All
	Peer Support	All students from Kinder to grade 6 collaborate on an assigned task. Peer support promotes social-emotional leadership and team building.	All

Care Continuum	Strategy or Program	Details	Audience
	Buddy Reading	A buddy reading program is used daily to assist the development of leadership skills, relationship building and literacy development. Stage 2 and 3 students listen to ES1 and stage 1 students read and via vera.	
	Terrific Tuesday sport	All students gather for a whole school game, organised and lead by the sport parliament leader. Terrific Tuesday sport promotes leadership, building of relationships and inclusiveness.	All
	PDH Lessons	All teachers explicitly teach safety, inclusiveness, child protection and wellbeing within the PDH syllabus.	All
	Parent/cares collaboration	Teachers have regular conversations both through formal and informal communication (meetings, parliament, drop off and pick up, school events) to establish and maintain a positive connection between school and home.	All
Early intervention	Classroom Behaviour management	A high expectation of behaviour is expected by students. All Teachers establish regular routines, redirect behaviour and engagement in the classroom.	All
	Learning and support	All students have an IEP. Teachers identify students who require additional support. Together the teacher and SLSO will work to assist these students to effectively engage with their learning in the classroom.	All
Targeted intervention	Attendance support	The principal will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, principal
Individual intervention	Individual Behaviour support plans	This may include planning in collaboration with the student and their family. This may include individual behaviour support and risk management plans. Behaviour plans will be monitored, reviewed.	Individual students, parents/carers, staff
Individual intervention	School Counsellor	The school counsellor supports students by providing psychological counselling, assessment and intervention services.	Individual student, parents/carers

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.

Blighty 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 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 should 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 are recorded on Behaviour / wellbeing ITD system. These 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 - detention, 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 - detention, reflection and restorative practices - communication with parent/carer.

Blighty Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations.

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.

Blighty 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
- moderate and intermittent – awarded occasionally
- significant and infrequent –semester or annual types of recognition.

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. Notify the principal ASAP if there is an immediate safety risk.
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: • free and frequent • moderate and intermittent • significant and infrequent Intermittent and infrequent reinforcers are recorded on the centralised recording system.	3. Use direct responses e.g. Rule reminder, re-teach, provide choice, reflective conversations. 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 the centralised recording system and contact parent/carer by email or phone. Principal may consider further action eg: formal caution/suspension.
4. All social-emotional learning programs (Peer Support) are taught fortnightly.	4. Teacher records on the centralised recording system by the end of the school day. Monitor and inform family if repeated.	4. Staff refer to previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations.	Teacher contacts parents/carers by phone or email when a student has had 3 formal reflective conversations with a staff member, within a school day (where the behaviour has not changed) or 1 major incident.	Principal contacts parent/carer to discuss the need for an individual behaviour support plan when a student's behaviour of concern is challenging, complex or unsafe that requires more persistent and intensive interventions.

Responses to serious behaviours of concern

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- 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
- Incident Notification and Response Procedures
- Student Behaviour policy and Suspension and Expulsion procedures.

Detention, reflection and restorative practices

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?
Reflection conversation – 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
Alternate play – withdrawal from free choice play and re-allocation to another play area.	Straight away	Teacher	Documented in school record system
Restorative Circle – staff mediation	Scheduled for either lunch or recess	Teacher	Documented in school record system

Review dates

Last review date: Start Term 1, 2025

Next review date: End of Term 1, 2025 or as need arrives.