# NSW Department of Education
## Narooma Public School Behaviour Support & Management Plan

## OVERVIEW

Narooma Public School is dedicated to explicitly teaching and demonstrating positive behaviour in order to allow students to engage successfully with their learning.

Our aim is to encourage every student to take part in the school community in a positive way, both in and out of school. We prioritise excellence, opportunity, equity and success for every student, every day. We believe in creating a safe and respectful environment where learners can thrive in a caring community.

Our approach is underpinned by principles that support positive behaviour, understand trauma, include all students, and promote social and emotional learning. We set high expectations for student behaviour and maintain these through clear role modelling, explicit instruction, and thoughtful responses.

To achieve our aim, the following key programs are prioritised and valued by the school community:

- Positive Behaviour for Learning

- Berry Street Education Model

- Grow Your Mind

- Anti-Bullying Policy

At Narooma Public School, we focus on social and emotional learning to help support mental health, build positive relationships, and prevent bullying.

We take a strong stand against all forms of bullying, including bullying that happens online, and we are committed to creating a safe, inclusive, and respectful environment that promotes the wellbeing of all students. Our staff utilise evidence-based strategies to create a positive school climate where bullying is less likely to happen.

Everyone in our school community plays an important role in creating a welcoming culture that values diversity and encourages positive relationships. A key part of this supportive atmosphere is ensuring that respectful relationships are built, and ensuring bullying is not tolerated. Our school staff is proactive in addressing any bullying behaviour among students.

## PARTNERSHIP WITH PARENTS AND CARERS

Narooma Public School works together with parents, carers and families to set expectations for student engagement, to create and implement behaviour management plans and anti-bullying strategies by:

- 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

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

Narooma Public School shares these expectations with parents and carers via the school newsletter, Facebook page & during assemblies. Our school actively works to build strong partnerships with families and the community to foster a shared understanding of how to support student learning, safety, and wellbeing.

## SCHOOL-WIDE EXPECTATIONS AND RULES

Narooma Public School has school-wide expectations and rules applicable in all settings:

**To be respectful, responsible and safe learners. Below is an example of this:**

| Respectful | Responsible | Safe |
|---|---|---|
| Listen to and follow instructions | Ask for help | Hands and feet to yourself |
| Use appropriate language | Work together | Right place, right time |
| Share and take turns | Be ready to learn | Use equipment correctly |

## 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.

## WHOLE SCHOOL APPROACH ACROSS THE CARE CONTINUUM

Narooma Public School integrates student wellbeing and positive behaviour strategies into all aspects of our approach to encourage positive behaviour and address any concerning behaviours, including bullying and cyberbullying.

These strategies are underpinned by evidence-based classroom practices that foster engagement in learning and cultivate 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 and providing consequences for anti-social/negative behaviours
- 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 learners.

| CARE CONTINUUM | STRATEGY/ PROGRAM | DETAILS | AUDIENCE |
|---|---|---|---|
| Prevention | Positive Behaviour for Learning (PBL) | Positive Behaviour for Learning (PBL) brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists Narooma Public School in improving social, emotional, behavioural and academic outcomes for students. | All |
| Prevention | The Berry Street Education Model (BSEM) | The BSEM equips both mainstream and specialist teachers with practical, classroom-based strategies to increase the engagement of all students, including those with complex, unmet learning needs.<br>This model enables our school to support students' self-regulation, relationships and wellbeing to increase student engagement and significantly improve academic achievement. | All |
| Prevention | Grow Your Mind | Grow Your Mind gives teachers and students a shared language that can be used in the classroom, staffroom, playground and at home, allowing everyone to take part in a simple yet effective way. This program provides the tools to demonstrate greater resilience and overcome adversity. | All |

| CARE CONTINUUM | STRATEGY/ PROGRAM | DETAILS | AUDIENCE |
|---|---|---|---|
| Prevention | Breakfast Club | SLSO's run our Breakfast Club program that provides access to a free, healthy breakfast and builds strong student-staff connections. | SLSOs, students K - 6 |
| Prevention | National Week of Action (NWA) | Narooma Public School participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year. | Staff, students K - 6 |
| Prevention | Child Protection | Teaching Child Protection is a mandatory part of the syllabus. | Staff , students K - 6 |
| Prevention / Early Intervention / Targeted / Individual | Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying | The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents. | All |
| Targeted / Individual intervention | Learning and Support (LST) | The LST works with teachers, students and families to support students who require personalised learning and support. | All |
| Targeted / individual intervention | Attendance Support | Teachers, Assistant Principals refer students to the LST and work together to convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals. | Individual students, LST, APS, CTs |
| Individual intervention | Individual Behaviour Support Planning | This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans. | Individual students, parents/ carers, LST, APS, CTs |
| Individual intervention | Individual Behaviour Support Planning | 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 |

## 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

Narooma Public School defines 'behaviour/s of concern' when the behaviour is challenging, complex or unsafe and 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.

Narooma Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels (Appendix 1) 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 and parents can report any bullying incidents to any staff member at the school. Principals of NSW public schools have the authority to take action against student behaviour that happens outside of school hours or on school grounds, including cyberbullying. If a student has been bullied, they will receive the support they need, such as access to 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

Narooma 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.

Planned responses to behaviour that does not meet school expectations are either teacher, executive or Principal managed. Staff consult the Behaviour Management Flowchart (Appendix 1) or 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/anti-social behaviour is managed by teachers in the classroom and the playground.
- **Executive managed –** behaviour of concern is managed by school executives.

Corrective responses are recorded on our school-based online system. These include:

| Classroom | Non-classroom setting |
|---|---|
| <ul><li>rule reminder</li><li>re-direct</li><li>offer choice</li><li>error correction</li><li>prompts</li><li>reteach</li><li>seat change</li><li>stay in at break to discuss/ complete work</li><li>conference</li><li>detention, reflection and restorative practices</li><li>communication with parent/carer.</li></ul> | <ul><li>rule reminder</li><li>re-direct</li><li>offer choice</li><li>error correction</li><li>prompts</li><li>reteach</li><li>play or playground re-direction</li><li>walk with teacher</li><li>detention, reflection and restorative practices</li><li>communication with parent/carer.</li></ul> |

Narooma Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. PBL & BSEM are evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

We understand that students are motivated by many things and in different ways. Younger students might respond better to adult attention, while older students are often more motivated by their peers, activities, special privileges, or independence.

| PREVENTION<br><br>Responses to recognise and reinforce positive, inclusive and safe behaviour. | EARLY INTERVENTION<br><br>Responses to minor inappropriate behaviour are teacher managed. | TARGETED/INDIVIDUALISED<br><br>Responses to behaviours of concern are executive managed. |
|---|---|---|
| 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 student's stage supervisor or 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:<br>• free and frequent<br>• moderate and intermittent<br>• significant and infrequent<br>• intermittent and infrequent reinforcers are recorded on the school online system. | 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. Teacher to record incident and contact parent/carer. | 3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident and contact parent/carer. Executive/principal may consider further action e.g., formal caution or suspension. |

| | | |
|---|---|---|
| 4. Social emotional learning lessons are taught weekly. | 4. Teacher records incident by the end of the school day. Monitor and inform family. 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. |
| 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. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies. | Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed. | Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School. |

## RESPONSES TO SERIOUS BEHAVIOURS OF CONCERN

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on school online 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

- 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.

## 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 consultation– 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 | Assistant Principals | Documented on school online system |
| Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention). | Next break | Assistant Principals | Documented on school online system |
| Restorative practice – peer mediation or circles in groups. | Scheduled for either lunch or recess break | Assistant Principals | Documented on school online system |

### Review dates

Last review date: 11 November, 2024

Next review date: 11 November, 2025

## APPENDIX 1: BULLYING RESPONSE FLOWCHART

The following flowchart outlines the actions Narooma 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 on our school online system
- Notify school executive of incident if required in line with Behaviour Management Flowchart
- Notify parent/s/carer/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: Implement**
- Document the plan of action on our school online system
- Complete all actions agreed with student and parent/carer 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/carer
- Record outcomeson on our school online system

**Ongoing follow-up**
- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings on our school online 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

# APPENDIX 2: BEHAVIOUR MANAGEMENT FLOWCHART

## PBL Behaviour Management Flowchart

### PROACTIVE STRATEGIES

**EXPECTATIONS**
- Display PBL rules & expectations
- Refer to PBL matrix
- Regular PBL lessons
- Acknowledge positive behaviours

**ORGANISATION**
- Learning space
- Seating plan
- Visual timetable
- Lesson structure
- Transitions
- Develop routines
- Be prepared for your duty and actively monitor duty area

**ACTIONS**
- Active supervision
- Pre-correct
- Individual conference
- Close proximity
- Same eye level
- Selective attention
- Non-verbal cues
- Firm and positive manner
- Short directions
- Redirection
- Follow through with appropriate consequence
- Utilise flowchart

**Positive Feedback**
- Follow class/stage reward system
- PBL Whale Tails
- Verbal praise
- Merit award system
- Recognition to families

### LEVEL 1 - TEACHER MANAGED

**Be Respectful**
- Swearing at self/conversational
- Littering
- Disrespectful manners
- Social disagreements (e.g. teasing, exclusion)

**Be Responsible**
- Disruptive behaviour (e.g. talking at inappropriate times)
- Non-compliance (e.g. not following instructions)
- Failure to complete tasks
- Failure to follow instructions

**Be Safe**
- Physical contact
- Out of bounds
- Unsafe play (e.g. play fighting, using sticks as weapons)
- Unsafe classroom behaviour
- Running on the concrete
- Jumping on/over seats
- Not wearing a hat

### LEVEL 2 - EXECUTIVE MANAGED

**Be Respectful**
- Bullying/intimidation
- Racism
- Stealing
- Persistent ongoing defiance
- Directed swearing

**Be Responsible**
- Persistent disruptive behaviour
- Inappropriate use of technology
- Theft

**Be Safe**
- Physical aggression / assault with intent to harm
- Leaving the school grounds/classroom without permission
- Weapon possession

### LEVEL 3 - PRINCIPAL MANAGED

**Be Respectful**
- Verbal abuse

**Be Responsible**
- Criminal activity

**Be Safe**
- Physical abuse
- Possession of weapon

### PBL Flowchart

**Utilise Proactive Strategies**

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**Is the behaviour Executive managed?**

↓

**Does the student have 2 previously recorded behaviour entries?**

**NO** → **1ST RULE REMINDER RE-DIRECT & RE-TEACH** → **2ND RULE REMINDER PROVIDE CHOICE** (consequence) → **APPLY CONSEQUENCE IN CLASS/PLAYGROUND. TEACHER TO CALL FAMILY. RECORD ONLINE.** → **IF BEHAVIOUR CONTINUES REFER TO EXECUTIVE MANAGEMENT**

**YES** → **AP & TEACHER TO DETERMINE CONSEQUENCE** → **AP TO ACTION CONSEQUENCE. CALL/LETTER HOME BY AP** → **FEEDBACK IS GIVEN TO ALL RELEVANT STAFF INCLUDING PRINCIPAL**

### PBL IN THE PLAYGROUND
3rd offence in 1 month → child placed on a playground monitoring card that restricts playing area. Reflection letter sent.

### PBL IN THE CLASS
3rd classroom incident in 1 month → parents/carers notified by letter that behaviour is of a concern, class teacher and AP to meet with parents.