NSW Department of Education

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# Nymboida Public School Behaviour Support and Management Plan

## Overview

Nymboida Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Our goal is to inspire every child to participate positively in society. 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.

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

* Positive Behaviour for Learning (PBL)
* Zones of Regulation
* Personalised supports

Nymboida 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. 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

Nymboida 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, consulting with the P & C and local AECG

Nymboida Public School will communicate these expectations to parents/carers through the school newsletter and information booklets. 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

Nymboida Public School has the following school-wide rules and expectations:

To be safe, responsible and respectful learners in all settings

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| --- | --- | --- |
| **RESPECTFUL** | **RESPONSIBLE** | **SAFE** |
| * Listening attentively * Being honest and kind * Using manners * Following instructions | * Making good choices * Looking after our school * Being an active participant * Doing my personal best | * Keeping hands and feet to self * Using equipment correctly * Moving sensibly * Listening and responding |

Please see the PBL matrix (Appendix 1) for more detailed expectations across various school settings.

## 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.

Nymboida Public School takes strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning. See the [Behaviour Code for Students](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01) for more details.

## 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 | School Values | Behaviour expectations established and explicitly taught  Weekly PBL focus in morning assemblies  Smiley slips used as positive reinforcement | Staff, students K - 6 |
| Prevention | Anti-Bullying | Regular review of anti-bullying plan  Information included in newsletters each term  Explicit teaching of kindness, tolerance and acceptance of others  Participation in Harmony Day activities  Participation in National Day of Action against Bullying and Violence (NDA) | Staff & students |
| Prevention/ Early intervention | Zones of Regulation | Explicit teaching of the Zones of Regulation | Students K-6 |
| Prevention/ Early intervention | Rock and Water Program | Explicit teaching of self-regulation strategies | Students K-6 |
| Prevention / Early intervention | Australian eSafety Commissioner [Toolkit for Schools](https://www.esafety.gov.au/educators/toolkit-schools) to prevent and respond to cyberbullying | The toolkit supports our school to prepare, engage and educate the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. Disseminated each term through school newsletters. | All students, individual students K - 6, families, staff |
| Prevention/ Early intervention | Student/Parent Voice | School based surveys for parents and students | K-6 students and families |
| 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 |
| Targeted / individual intervention | School learning and support | Provides support for students who need personalised learning and support.  Personalised Learning Plans | Principal, individual students K - 6, families |
| Individual intervention | [Individual Behaviour Support Planning](https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/planning-behaviour-support-for-individual-students/How-do-I-plan-for-behaviour-support) | 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 |

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**Nymboida Public School Awards**

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| Award | Focus | When |
| Merit Awards (2 x K-2, 2 x 3-6) | * Academic achievement * Effort/improvement * Achievement of goals * Completion of programs * Positive behaviours * School representation | * Fortnightly assemblies |
| Smiley slips | * Respectful, responsible and safe behaviours, particularly on the playground | * Whenever positive behaviour is observed * At the end of recess and lunch breaks |
| Smiley slip draw | * All of the smiley slips handed out for the fortnight go in the draw for a pick from the prize box. Two slips are drawn | * Fortnightly assemblies |
| Class Dojo | * Respectful, responsible and safe behaviours in the classroom * Acknowledgement of positive work habits, effort and achievement | * Whenever positive behaviour is observed |
| Class dojo awards | * 25 dojo points=change avatar * 50 dojo points=small prize box * 75 dojo points=big prize box * 100 dojo points=class party | * When points have accrued |
| Presentation Day awards | * Academic Achievement - student with highest academic outcomes * Peter Buckley Sport Shield – student who has represented the school in sport and demonstrated fair play behaviours * Pat Lynch Library Award – student who uses library resources and is a role model for regular reading * Citizenship Award- student who demonstrates positive behaviours, particularly tolerance, acceptance and kindness * Endeavour Award – student who tries their best in all aspects of schooling. | * Presentation Day at the end of the year |

## 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.

### Nymboida Public School staff will 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 their year advisor or 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.

Refer to the [Student Behaviour Policy](https://education.nsw.gov.au/policy-library/policies/pd-2006-0316) and [Anti-bullying Plan](https://education.nsw.gov.au/schooling/schooling-initiatives/anti-bullying).

### Preventing and responding to behaviours of concern

Nymboida 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:

* unrestricted and frequent – for everyday use by all staff in all settings e.g. Class Dojo, smiley slip awards
* moderate and intermittent – awarded occasionally e.g. assembly merit awards
* significant and infrequent –semester or annual types of recognition e.g. Reward Days and Presentation Day awards.

|  |  |  |
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| 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. Otherwise notify principal ASAP. |
| 1. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour. | 1. 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 School Bytes – Wellbeing. | 1. Use direct responses e.g. Rule reminder, re-teach, provide choice. 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 School Bytes and contact parent/carer by email or phone. Principal may consider further action e.g. formal caution/suspension. |
| Teacher/parent contact | Teacher/parent contact | Teacher/parent contact |
| Teacher contact through phone calls home are used to communicate student effort to meet expectations. | Teacher contacts parents by phone or email when a range of corrective responses have not been successful.  In some cases, individual planning and referral to LST may be discussed. | Principal contacts parent/carer to discuss any support and behaviour responses, including referral to the LST, outside agencies or Team Around a School. |

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### Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded in the centralised recording 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](https://education.nsw.gov.au/policy-library/policies/pd-2006-0316) and [Suspension and Expulsion Procedures](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-06) 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](https://education.nsw.gov.au/policy-library/policies/pd-2007-0362) and [Incident Notification and Response Procedures](https://education.nsw.gov.au/content/dam/main-education/policy-library/public/implementation-documents/incident_proc.pdf)
* [Student Behaviour policy](https://education.nsw.gov.au/policy-library/policies/pd-2006-0316) and procedures
* If a behaviour of concern is also a child protection matter use the [Mandatory Reporting Guideline Tool](https://reporter.childstory.nsw.gov.au/s/mrg).

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](https://www.esafety.gov.au/report) and reporting links for most sites, games and apps can be found at the [eSafety](https://www.esafety.gov.au/key-issues/esafety-guide) Guide.

## Reflection practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour.

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| --- | --- | --- | --- |
| Action | When and how long? | Who coordinates? | How are these recorded? |
| Reflection conversation (problem-solving) – What happened, what did you do, and what could you do instead next time.  Detention  Level 1  Level 2 | Class time and break times as required  1 day lunch  2 days detention, no play at breaks  3-5 days detention, no play at breaks | Teacher/ principal  Teacher/ principal  Teacher/ principal  Teacher/ principal | Documented in school record system  Documented in school record system  Documented in school record system  Documented in school record system |

## Review dates

Last review date: 22/01/25 Next review date: Day 1, Term 1, 2025

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**Nymboida PS Positive Behaviour for Learning Matrix**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| EXPECTED BEHAVIOURS |  | **UNIVERSALS** | **ASSEMBLY** | **CANTEEN** | **OFFICE** | **COLA AREA** | **PLAYGROUND** | **TOILETS** |
|  | - Listen attentively  I am respectful  - Be honest and kind  - Use manners  - Follow instructions | - Listen attentively  - Make eye contact with the teacher  - Sit still  - Allow for personal space | **-** use your manners (please and thankyou)  - Assist others if needed  - Take turns | - Knock and wait quietly at the door for assistance  - Use your manners | - Include others  - Speak kindly to others  - Respect property  - Passive play | - Include others in games  - Speak kindly to others  - Respect property  - Be a good friend | - Keep area clean  - Respect others’ privacy |
|  | - Make good choices  I am responsible  - Look after our school  - Be a proactive participant  - Strive for quality | - Move to assembly area promptly as soon as you hear the bell. (Be on time)  - Put your hand up if you need to speak | - Put rubbish in the correct bin  - Line up sensibly in single file  - Return plates, cups and cutlery to canteen after use | - Follow instructions  - Wait patiently  - Be very quiet | - Quiet games only  - Put away equipment after use  - Move sensibly through the COLA | - Play fair  - Follow the rules  - Put away equipment after use  - Report inappropriate behaviours  - Model fair play  - Bring your hat to school | - Wash hands  - Loiter free zone  - Report spills or issues to staff  - Use toilets during break times |
|  | - Keep hand and feet to self  I am safe  - Use equipment safely  - Move sensibly and safely at all times | - Walk carefully during assembly  - Sit sensibly on seats  - Keep hands and feet to self  - Line up in single file  - Wait quietly in line for instructions | - Walk in the canteen area  - Wash hands before and after eating  - Clean up any mess you make | - Walk slowly in the office area | - Walk in the COLA  - Keep hands and feet to yourself  - Use equipment correctly and sensibly  - Sit down while eating and only move after area check | - Wear your hat  - Keep hands and feet to yourself  - Use equipment sensibly  - Stay in supervised areas | - Walk in the toilet area  - Use toilets correctly  - Be hygienic |