



# School Behaviour Support and Management Plan

SCHOOL BEHAVIOUR AND SUPPORT MANAGEMENT PLAN

# Woy Woy South Public School

## School Behaviour Support and Management Plan

This School Behaviour Support and Management Plan is a means of providing a safe, challenging and creative environment for all members of our school community. It aims to increase student engagement and learning through safe and inclusive positive behaviour support. Woy Woy South Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. This plan addresses the management of behaviour, which ensures the acknowledgement of appropriate behaviours and the prevention and/or correction of inappropriate behaviour. It is supported by the school's Positive Behaviour for Learning (PBL) initiative, which expects and explicitly teaches the values of Respect, Responsibility and Relationships.

### **Objectives - Guideline statement**

The School Behaviour Support and Management Plan is underpinned by:

- A student-centred, positive, strengths-based approach
- A care continuum which involves a strategic whole school approach to explicitly teaching social and emotional skills and behaviour expectations which is pro-active and prevention focused.
- Collaborative partnerships between schools, students, parents, carers and community members.
- Expectations of a high standard of behaviour from students to create a safe, inclusive and respectful school environment.

The School Behaviour Support and Management Plan must:

- Communicate a strategic, integrated whole school approach
- Incorporate a multi-tiered care continuum to support all students
- Establish and maintain high expectations for students through effective role modelling, explicit teaching and planned responses
- Establish expectations for parents and carers to engage with the school to develop and implement individual behaviour management strategies
- Embed inclusive and equitable practices to promote positive student behaviour
- Include strategies that recognize, reinforce and teach inclusive and safe behaviours
- Ensure that all students can access and participate in education with reasonable adjustments.

## Context

Schools and their communities work together to provide quality learning environments which are:

- inclusive
- safe and secure
- free from bullying, harassment, intimidation and victimisation.

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination. To achieve this, all schools are expected to maintain high standards of discipline.

When parents enrol their children at public schools they enter into a partnership with the school. This partnership is based on a shared commitment to provide opportunities for students to take responsibility for their actions and to have a greater say in the nature and content of their learning. Collaboration between school staff, students and parent(s) or carer(s) is an important feature of behaviour support in government schools.

The aim of the partnership between school community members and schools is to develop socially responsible young people who are capable of making informed decisions. This is achieved through an effective social, cultural and academic curriculum which caters for the individual needs of students.

In implementing the School Behaviour Support and Management Plan, no student is to be discriminated against, harassed or victimised on any grounds as required by legislation.

This guideline is to be implemented consistent with [Work Health and Safety \(WHS\) Policy](#) obligations for ensuring a safe and healthy working and learning environment for staff, students and visitors at schools.

All schools must develop and implement an Anti-bullying Plan consistent with the [Bullying: Preventing and Responding to Student Bullying in Schools Policy](#)

The School Behaviour Support and Management Plan may apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students.

# Behaviour code for students

## NSW public schools

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.

### In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

### Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

### Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

### Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

### Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.



## **EXPLANATION OF BEHAVIOUR LEVELS**

### **Expected Behaviour**

**You are a respectful and responsible learner**

**ALL STUDENTS WILL BEGIN AT THIS LEVEL**

**You are a Respectful and Responsible Learner**

#### **Level 1**

- Behaviour is causing a concern
- 3 referrals are issued
- Parents will be notified either via letters, phone call or face to face meeting
- You will be placed on a check in card
- Enter the 'Bluey's Patch' social skills – first half lunch time
- You will be required to play in a restricted area where behaviour is supported by a teacher

#### **Level 2**

- Behaviour is unsatisfactory
- Parents will be notified and may attend an interview
- You will be placed on a check in card
- You will discuss your behaviour with your teacher
- Executive to check with teacher when possible
- You will be required to play in a restricted area where behaviour is supported by a teacher

#### **Level 3**

- Behaviour continues to be unsatisfactory
- You will be required to play in a restricted area where behaviour is supported by a teacher
- You may need to be accompanied by a parent to school excursions/events.
- Formal caution of suspension can be issued
- Parents will be notified of decision to suspend and will be required to attend an interview
- Behaviour is unable to be tolerated

- Suspension (types of suspension are determined by the executive)
- If suspended, you will return to Level 3 and a 'Return from suspension meeting' will be held

***A student may instantly be placed on a level if an incident is deemed serious. Suspension can be used without the student progressing to level 3.***

## Level 1

| <b>Why you have been placed at this level</b>   | <b>What happens to you at this level</b>   |
|---|--|
| <p>Your Behaviour is CAUSING CONCERN.</p> <p><b>You are not being respectful</b><br/><b>You are not being responsible.</b></p> <p>You are probably doing one or more of these things:</p> <p>You are upsetting or disrupting the class, which means you cannot get your work done and others in your class cannot get their work done</p> <p>You are being unruly in the playground and breaking the rules which have been made for the safety of all students.</p> <p>It has been necessary for your class teacher to send you to, or discuss with the Executive teachers, your behaviour on a number of occasions.</p> <p>You have 3 referrals over a 2 week period.</p> <p>You have responded to help at Level 1</p> | <p>You will be placed at this level by an Executive after consultation with the classroom teacher.</p> <p>You will be placed on a School Check In/Check Out Card which requires you to report to the teacher on duty after each play period or classroom session. The report will be communicated to your parents.</p> <p>You will attend 'Bluey's Patch' and play under the COLA area at recess and second half lunch.</p> <p>Class teacher and/or Executive will talk to you about the problems you are causing.</p> <p>The School Counsellor may work with you.</p> <p>A letter will be sent to your parents for three incidents and you will be placed on a level.</p> <p>You will return to home base (no level) after being Respectful, Responsible Learner for 2 weeks.</p> |



## Level 2

| Why you have been placed at this level   | What happens to you at this level  |
|--|--|
| <p>Your behaviour is UNSATISFACTORY You are probably doing one or more of these things:</p> <p>After being placed at Level 1 and again being sent to the Executive on a number of occasions you have not made any real effort to improve.</p> <p>You are continually causing problems in the class and/or playground.</p> <p>Your class teacher and Executive have discussed with you the problems you are causing for yourself and others.</p> <p>Suggestions how you can improve your behaviour have been made and not acted upon.</p> <p><b>You are continually not respectful<br/>You are continually not being responsible</b></p> <p>You have 6 referrals over a 2 week period.</p> <p>You have responded to help at Level 2</p> | <p>You will be placed at this level by the Executive after consultation with the classroom teacher and Principal.</p> <p>A letter will be sent home. The Executive will then discuss your unsatisfactory behaviour with your parent/s.</p> <p>You will discuss your behaviour with teachers every day.</p> <p>You will attend 'Bluey's Patch' during first half lunch and play under the COLA for recess and second half of lunch.</p> <p>You will return to Level 1 after two weeks being a Respectful and Responsible Learner.</p> <p>An intent to suspend could also be issued.</p> |

## LEVEL 3 (potentially suspension level)

| Why you have been placed at this level  | What happens to you at this level  |
|---|--|
| <p>Your Behaviour is UNABLE TO BE TOLERATED.</p> <p>You are probably doing one or more of these things:</p> <p>You are continuously disruptive in class and/or showing complete disregard for playground and school rules.</p> <p>You have ignored attempts to help you and you have not tried to help yourself.</p> <p>At times you are a danger to others and/or yourself.</p> <p><b>You are continually not being responsible</b></p> <p><b>You are continually not being respectful</b></p> <p><b>You are continually not being a learner</b></p> <p><b>You have 9 referrals over a 2 week period</b></p> | <p>You will be placed on this level by the Principal in consultation with the Assistant Principal and classroom teacher.</p> <p>You will attend 'Bluey's Patch' during first half lunch and play under the COLA for recess and second half of lunch.</p> <ul style="list-style-type: none"><li>You may need to be accompanied by a parent to school excursions/events.</li></ul> <p>Your parents will be interviewed at a meeting with:</p> <ul style="list-style-type: none"><li>The Principal or Deputy Principal</li></ul> <p>Others at this meeting may include:</p> <ul style="list-style-type: none"><li>the School Counsellor</li><li>The Assistant Principal</li><li>Class teacher</li><li>APLAS</li><li>DEL</li></ul> <p>At this meeting the conditions of your return to school will be discussed.</p> <p>Upon return to school you will return to Level 3.</p> <p>Your parents will be informed of the decision to suspend you if this is required.</p> |

# Suspension, Exclusion and Expulsion from Woy Woy South Public School

Woy Woy South Public School, seeks to ensure that education is relevant, rewarding and safe. A student may be suspended, excluded or expelled from school for serious breaches of the school's expectations. A student may instantly be placed on a level if an incident is deemed serious. Suspension can be used without the student progressing to level 3.

## Suspensions

The principal may choose to impose a suspension of up to and including five school days for students in Kindergarten to Year 2 and up to 10 school days for students in Years 3-6. Suspensions may be imposed for the following reasons:

1. **Physical violence:** Which results in pain or injury, or which seriously interferes with the safety and well-being of other students and staff.
2. **Posing an unacceptable risk to the health and safety, learning and or the wellbeing of any person.** This could include:
  - **Continued disobedience** such as continual refusal to obey staff instructions, defiance and disrupting other students, detrimentally impacting the educational interests of other students and all possible interventions to redirect and minimize these behaviours have been attempted
  - **Serious criminal behaviour related to the school:** Including malicious damage to property (school or community), or against the property or person of a fellow student or staff member on, or outside of the school premises.
  - **Use or possession of a prohibited weapon, firearm or knife:** When the student uses or possesses a weapon, which is listed in Schedule 1 of the Weapons Prohibition Act; the student uses a knife or possesses a knife (without reasonable cause); the student uses or possesses a firearm of any type.
  - **Use of an implement as a weapon or threatening to use a weapon:** When any item is used as a weapon in a way, which seriously interferes with the safety and well-being of another person. This includes an offensive implement, which is anything made, or adapted to cause injury to a person.
  - **Aggressive behaviour.** This includes, but is not limited to: hostile behaviour directed towards students, members of staff or other persons, including verbal abuse and abuse transmitted electronically such as by email, social media or SMS text messages.
  - **Racism or discrimination**
  - **Bullying**

## Expulsion

In serious circumstances of misbehaviour, the principal may expel a student of any age

from the school.

Students expelled from a particular school for misbehaviour may not re-enrol in that school without the approval of the Director, Public Schools NSW.

## The Care Continuum

Students can present with a range of behaviours and the needs of the student can range across tiers of support from universal and preventative support designed to assist all students through to targeted and intensive interventions. The table below outlines the types of supports used at Woy Woy South Public School.

| Care Continuum                                   | Strategy or Program       | Details   | Audience                    |
|--|---------------------------|---|-----------------------------|
| <b>Universal / Prevention - for All students</b> | PBL                       | Tier 1 – whole school system<br>Explicit teaching of behaviours based upon school data highlighting areas of need every 5 weeks<br>Class based behaviour management and expectation systems throughout school<br>Consistent teacher expectations, language and responses<br>Regular communication with parents<br>Blueys Reward Day | Students, staff and parents |
|  | Learning and Support Team | Learning and support co-ordinator at AP level<br>Learning and support team meet fortnightly to liaise<br>School nurse and school counsellor meets with team regularly<br>Communicate with families upon request   | Students, staff and parents |
|  | Zones of Regulation       | Whole school classroom program teaching emotions and how to identify them, react to them and maintain healthy emotional state   | Students                    |
|  | Curriculum                | Curriculum links particularly through PBL / PDH teaching respectful relationships and good decision making  | students                    |
|  | Top Blokes                | Program for Year 5 boys to teach good decision making and positive relationships  | Students                    |
|  | AVID                      | Whole school program teaching students to communicate and organise themselves for greater success in the classroom.<br>Regular communication of strategies with parents regarding strategies<br>Staff are involved in regular PL and strategies are discussed fortnightly   | Students, staff and parents |
|  | Yarning Circle            | Every morning, students share how they are feeling non-verbally and may give detail if they choose  | Students, staff             |
|  | R4S Program / YB&R        | Ready for school program for Kindy starters   | Students, staff             |
| <b>Early</b>                                     | Classroom                 | PBL behaviour chart   | Students,                   |

| Care Continuum                                   | Strategy or Program   | Details   | Audience                      |
|--|-----------------------|---|-------------------------------|
| <b>Intervention - for some students</b>          | management            | Explicit teaching of expectations<br>Social stories, visual timetables, Class Dojo communication with parents   | staff, parents                |
|  | Buddy Class           | For students displaying low level behaviours, they attend their buddy class as a circuit breaker to behaviour and a reset to return.<br>Develops collegial relationships among staff to support one other in maintaining expectations of behaviour  | Students and staff            |
|  | Bluey's Patch         | For students who are finding it hard to demonstrate good social skills or need company at break times. Social skills are explicitly taught plus giving students a quiet place to go at lunch  | Students                      |
| <b>Targeted Intervention - for some students</b> | PBL                   | Tier 2 – Targeted systems of support<br>Referral to AP, Communication with parent, reflection and restorative conversations. Incidents are tracked on Sentral   | Staff, students, parents      |
|  | PLSP                  | For students requiring supplementary support in the classroom, PLSPs are written to identify smart goals and track achievement of them.   | Staff, students               |
|  | Learning and Support  | Learning and Support referrals discussed at meetings<br>IFS sought in specific circumstances.<br>Functional behaviour assessments<br>Sensory need assessments   | Staff, parents, external org. |
|  | Classroom Management  | Behaviour support plan to develop agreed upon smart goals and track achievement of them.<br>Specific plans in place to assist needs such as sensory toys, check out areas, differentiated curriculum, SLSO support if required.   | Students, staff, parents      |
|  | Transition Programs   | Transition to high school program where identified students visit the high school to familiarise themselves<br>Transition to new grade and teacher – identified students are given transition tours or social stories to assist with their movement to a new grade and teacher<br>Transition to school – new students are rung and welcomed to the school to aid in transition. | Students, staff               |
|  | Delivery Support Team | 'Team Around a School' – Learning and Wellbeing Officer, Assistant Principal<br>Learning and Support, Senior Psychologist Education, Behaviour  | Students, staff, parents      |

| Care Continuum   | Strategy or Program   | Details  | Audience                 |
|--|-----------------------|--|--------------------------|
|  |                       | Specialist, Out of Home Care Teacher, Itinerant Support Teacher Early Intervention, Support Teacher Transition, Aboriginal Community Liaison Officer, Home School Liaison Officer, Aboriginal School Liaison Officer, Assistant Principal Sensory (Hearing and Vision), Learning and Wellbeing Advisor, Learning and Wellbeing Coordinator NDIS Transition Coordinator, Networked Specialist Facilitator<br>Itinerant Support Teachers, Early Intervention where transition to school concerns are identified by the preschool or family   |                          |
| <b>Intensive and individual intervention – for students with complex and challenging needs</b> | Classroom management  | Behaviour Support Plan to develop agreed upon smart goals and track achievement of them.<br>Specific plans in place to assist needs such as sensory toys, check out areas, differentiated curriculum, SLSO support if required.<br>Risk management plans in place  | Students, staff, parents |
|  | PBL                   | Tier 3 – Individualised systems of support. All incidents and communication is recorded in Sentral. Regular communication with parents via the AP, DP or Principal   | Students, staff, parents |
|  | Learning and Support  | IEP are written for IFS students. Interviews with parents ensure that goals are agreed upon and consistent from home and school. IEP are reviewed.   | Students, staff, parents |
|  | Delivery Support team | ‘Team Around a School’ – Learning and Wellbeing Officer, Assistant Principal Learning and Support, Senior Psychologist Education, Behaviour Specialist, Out of Home Care Teacher, Aboriginal Community Liaison Officer, Home School Liaison Officer, Aboriginal School Liaison Officer, Assistant Principal Sensory (Hearing and Vision), Learning and Wellbeing Advisor, Learning and Wellbeing Coordinator NDIS Transition Coordinator, Networked Specialist Facilitator, Itinerant Support Teachers, Early Intervention where transition to school concerns are identified by the preschool or family | Students, staff, parents |

## **Detention, Reflection, and Restorative Practices**

| <b>Action</b>                                      | <b>When and how long?</b>                             | <b>Who coordinates?</b>      | <b>How are these recorded?</b> |
|--|---|------------------------------|--------------------------------|
| <b>Wellbeing Chat with a teacher</b>               | Break time<br>5-10 minutes                            | Classroom Teacher            | Sentral – data record          |
| <b>Time Out in classroom</b>                       | In class time<br>Up to 15 minutes                     | Classroom Teacher            | Sentral - data record          |
| <b>Buddy Class Time Out</b>                        | In class time<br>Until the end of the session         | Classroom Teacher            | Sentral – data record          |
| <b>Detention</b>                                   | Lunchtime<br>15- 20 minutes                           | Assistant Principal          | Sentral – behaviour Record     |
| <b>Time out with Deputy Principal or Principal</b> | During the school day<br>Until the end of the session | Deputy Principal / Principal | Sentral – Behaviour record     |

### **Partnership with parents/carers**

Woy Woy South Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing School Behaviour Support and Management Plan by engaging in the PBL system, consulting with parents through the P and C and school communication methods.

Woy Woy South Public School will communicate these expectations to parents/carers through SkoolBag app, School newsletter, Class Dojo, the school website and P and C meetings.



# Woy Woy South Public School

## Anti-bullying Plan 2023

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

### Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

### Woy Woy South's commitment

Our 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. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

#### 1. School culture and inclusion

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 will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

##### 1.1. Student assemblies and student activities

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

| Dates                    | Activities             | Communication Topics  |
|--------------------------|------------------------|---|
| Term 1<br>February       | PBL values             | <b>Respect, Responsibility &amp; Relationships</b> <ul style="list-style-type: none"><li>• outside school grounds, playground and after school</li><li>• Using your manners</li><li>• Treating others with respect</li><li>• Behaviour in the Library and during SRE.</li><li>• Ball Games and playground expectations</li><li>• Using appropriate language, including others, using nice words, accepting authority</li><li>• Online expectations – showing respect, responsibility and being kind and respectful in relationships online.</li><li>• Taking turns in games, sharing space, care for others, play by the rules</li><li>• Celebrate cultural diversity, inclusiveness, respect and a sense of belonging.</li></ul> |
| Term 1<br>March<br>April | Harmony Day activities |   |

|                       |   |  |
|-----------------------|---|--|
| Term 2<br>May<br>June | 'Say no to bullying' day<br><br>PBL lesson<br><br>Top Blokes program – Stage 3 – mentoring program. | <ul style="list-style-type: none"> <li>• Tips for students on how to deal with bullying. What the definition of bullying is. Discuss ideas about the difference between bullying and other forms of social conflict. Why it is important to identify bullying and when it is bullying.</li> <li>• Listen and follow instructions</li> <li>• PBL Lesson Treat others with respect. Accepting authority.</li> <li>• Helps boys and young men develop critical thinking skills and minimise risk-taking behaviours. Through education and positive role modelling, the organisation aims to improve their wellbeing, enhance their decision-making skills and reduce poor mental health.</li> </ul> |
| Term 3<br>July        | PBL lessons   | <ul style="list-style-type: none"> <li>• Classroom rules and expectations PBL – Showing respect, responsibility and relationships Playground</li> <li>• Cyberbullying workshops for students - online expectations and being kind and respectful to each other online. Dealing with bullying online.</li> </ul>  |
| Term 4                | PBL Lessons   | <ul style="list-style-type: none"> <li>• Classroom rules and expectations</li> <li>• Playground rules and expectations. Being kind and appropriate on the playground. Taking it in turns, being inclusive.</li> <li>• Showing respect, responsibility and relationships Playground</li> <li>• Cyberbullying workshops for students - online expectations and being kind and respectful to each other online. Dealing with bullying online.</li> </ul>  |
| Term 1, 2, 3 & 4      | PBL rewards, awards, lessons<br><br>Buddy classes   | <ul style="list-style-type: none"> <li>• Weekly assemblies – Merit awards, PBL awards and PBL Reward Days, PBL lessons</li> <li>• Daily check in with classroom teacher</li> <li>• PBL Lessons weekly – Playground, Classroom, Scripture &amp; Ethics, Library, Canteen, Office</li> <li>• Discuss respect to others, speaking kindly, appropriate language, respecting authority, sharing</li> <li>• Buddy Classes – mentoring and building relationships across K-6</li> </ul>   |

## 1.2 Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

| Dates  | Communication topics and Professional learning  |
|--------|---|
| Term 1 | Staff updated Behaviour Management and Support Plan and reviewed procedures for publishing and communication with families. PBL data analysis (twice a term), |
| Term 2 | Inclusive Education Policy implementation, PBL data analysis (twice a term)   |
| Term 3 | PBL data analysis (twice a term)  |
| Term 4 | Ongoing PBL Updates, PBL data analysis (twice a term)   |
|        |   |

### 1.3. New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

- information is provided in a handout to staff when they enter on duty at the school – Induction Handbook
- an executive staff member speaks to new and casual staff when they enter on duty at the school. Casuals are familiarised with their stage supervisor for any support they require.
- the principal speaks to new executive staff when they enter on duty at the school, as part of the induction process.
- Yarning Circle (check in) each morning with students
- Student Management and Behaviour Support Plan updated and in line with current behaviour level systems for new and casual staff

## 2. Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

### 2.1. Website

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school's website.

- School Anti-bullying Plan    NSW Anti-bullying website    Behaviour Code for Students

## 2.2. Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent’s understanding of how our school addresses all forms of bullying behaviour.

| Dates       | Communication methods and topics  |
|-------------|---|
|             | Parent Information Sessions – behavioural expectations whilst at school<br>P&C monthly meeting – wellbeing issues raised<br>Parent/teacher phone interviews – discuss any wellbeing issues that might arise and preventative measures the school has in place.<br>Class Dojo – parents can directly communicate with their child’s teacher<br>Student Management and Support Plan |
| Fortnightly | School website school Facebook and/or school newsletter   |

### 3. Support for wellbeing and positive behaviours

Our school’s practices support student wellbeing and positive behaviour approaches that align with our school community’s needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE) and in targeting Positive Behaviour for Learning (PBL) lessons.

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following.

Our school has an onsite school psychologist 2 days per week who can assist students and families referred through our Learning and Support procedures.

The school uses our Low-Socio economic funding for speech therapists, financial support and family referral service.

School Nurse is available weekly through the WHIN program to assist parents in accessing supports for medical and behavioural needs.

Staffing has been increased to work with students with learning and support needs with a current full time Assistant Principal overseeing Learning and Support.

White Ribbon Day is an initiative we have incorporated as part of our values of Respect, Responsibility and Relationships.

PBL Bluey’s Patch – Social skills program for students who enter into Level One of our school ‘Behaviour Levels’ and to assist with providing them with the skills to navigate through social situations in the appropriate manner which will prevent further behaviour issues.

Buddy classes – Kindergarten classes are put together with Stage 3 classes. They are a way to build relationships and develop a school sense of community. Older students act as mentors for our younger students.

Class teachers build relationships with children so they will feel comfortable discussing issues that arise.

Completed by: \_\_\_\_\_

Position: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Principal name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Reviewing dates

Last review date: February 2023

Next review date: