Holbrook Public School

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NSW Department of Education

School Behaviour Support and Management Plan

School Behaviour Support and Management Plan

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| **School Behaviour Support and Management Plan** | |
| **Date Completed:** | 04.02.2025 |
| **Completed by:** | Ashleigh Hemphill LST Coordinator |
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| **Next Review date with community input:** | November, 2025 |
| **Principal Name:** | Louise Purss-Semple |
| **Principal Approval date:** | 04.02.2025 |

**Overview**

At Holbrook Public School, we believe in an evidence-informed, student-centred, collaborative and holistic approach to education. We challenge and support all students to flourish as individuals, achieve their expected growth, and reach their full potential.

This is accomplished by creating a positive, high expectations culture, where students, staff, parents and carers unite in partnership to enable each child to connect, succeed, thrive and learn. Staff work to create strong, meaningful relationships and rapport with all students and families within the school community. Working with parents, carers and families to support students is paramount to the school culture at Holbrook Public School.

Our school culture is safe, positive and inclusive, where students can learn, grow and develop as individuals within a strong and supportive learning community. We aim to teach and instil honour, perseverance and sincerity through our behaviour expectations: **Be Safe, Be Respectful, Be a Learner.** Our behaviour expectations work in conjunction with our school values: Care, Courtesy, Co-operation, Consideration, to create a harmonious, inclusive community of learners.

Staff endeavour to use evidence-based approaches and strategies to support and promote a positive and welcoming school environment for all. At the forefront of this, is a key component of a supportive school and culture; positive, respectful relationships.

## **Partnership with Parents and Carers**

Parents and carers are pivotal to the success of school-based student behaviour support and management strategies, and ultimately work alongside teachers and school staff to create a positive, respectful and inclusive school culture. The Holbrook Public School Parents and Citizens (P&C) association have been consulted regarding the development of this document. Information on the development and implementation of behaviour systems and focuses that are in use at Holbrook Public School will be communicated to families via:

* **School newsletter –** published in Weeks 3, 6 and 9 each term
* **Week Ahead Facebook Post –** posted on Sunday afternoon to the Holbrook Public School Facebook page
* **SchoolBytes Calendar –** information is posted on the school calendar regarding upcoming events and activities
* **Interactions –** formal and informal discussions, emails, phone calls or meetings with students and families
* **P&C Meetings –** P&C Meetings are held in Weeks 3 and 8 of each term

Feedback from students, staff and parents and carers regarding the effectiveness of the plan and how it can be improved will be sought, through:

* **Interactions –** formal and informal discussions, emails, phone calls or meetings with students and families
* **Parent or Carer/Teacher/Student Interviews**
* **SchoolBytes Wellbeing Incidents –**Staff record and track any incidents of behaviour on School Bytes*.*
* **Complaints procedures**
* **Surveys –** such as Tell Them From Me (students, staff, families), People Matter Employee Survey (staff), The Resilient Youth Survey (students).

## **School-wide Expectations and Rules**

Holbrook Public School has the following behaviour expectations:

|  |  |  |
| --- | --- | --- |
|  | **Indoor Learning Spaces**  We: | **Outdoor Learning Spaces**  We: |
| **Be Safe** | * are in the right place at the right time * walk in the classroom and on hard surfaces * tell a teacher if there is a problem. * keep our hands and feet to ourselves * keep our equipment tidy | * play in the right place at the right time. walk on hard surfaces * tell a teacher if there is a problem * wear our hat and shoes * use equipment safely |
| **Be Respectful** | * show care, courtesy, co-operation and consideration * listen to and follow directions and instructions from adults * wear the correct uniform with pride * use our manners * are kind to others | * show care, courtesy, co-operation and consideration * are aware of those around us * follow directions and instructions of adults * stop playing and squat as soon as the bell rings * play fair |
| **Be a Learner** | * are in the right place at the right time * solve problems by calmly talking and listening * include others in our learning * try our best and have a go * encourage other. * are prepared and organised | * encourage others * solve problems by calmly talking and listening * include others in our games * tell a teacher if there is a problem |

See Holbrook Public School Behaviour Expectations Matrix document (Appendix 1)

Holbrook Public School use the following systems and strategies to explicitly teach, model, reinforce and recognise positive student behaviour:

* **Star Cards –**Students receive star cards when they are found following our behaviour expectations in any area of our school environment or when on an excursion. The star cards go into the star card bucket and our School Leaders draw four star card winners each fortnight at our school assembly. The winners choose a prize from the lucky dip prize box.
* **Whole School rewards –** At the end of the assembly, the School Leaders pour all star cards collected that fortnight into the star card box. Students work towards reaching three goals as a whole school for the year. These goals are suggested by then voted for by the students.
* **Star of the Week award –** Each fortnight a student is recognised as the ‘Star of the Week’. The Star of the Week award is presented to a student who has consistently:
  + demonstrated the Holbrook Public School rules and values consistently
  + made considerable efforts in their learning and social interactions with their peers, teachers and school staff
  + supported others in their daily interactions, for example, picking up rubbish in the playground, taking an injured peer to the office for a bandaid, helping an adult carry a heavy box
* **Aussie of the Month award –**This award is presented at the start of each month to one Junior (Kindergarten to Year 2) and Senior (Year 3 to 6) student who has consistently demonstrated qualities such as:
  + a kind and caring attitude towards others
  + resilience in learning and in social situations
  + sportsmanship and general citizenship qualities
* **Class based positive reinforcements**

## **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](https://education.nsw.gov.au/schooling/translated-documents/behaviour-code-for-students).

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

* show respect to 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
* act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
* resolve conflict respectfully, calmly and fairly
* meet the school’s agreed uniform policy or dress code
* attend school every day (unless legally excused)
* respect all property
* be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
* not bully, harass, intimidate or discriminate against anyone in our schools.

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

**All students have a right to:**

* safety at school
* access and fully participate in their learning
* be treated with respect by other students, teachers and school staff
* express their views, set goals and self-advocate

**To meet the expectations set out above, students in NSW public schools, to the best of their abilities, should adhere to the following principles.**

|  |  |  |
| --- | --- | --- |
| **Respect** | **Safety** | **Engagement** |
| * Treat one another with dignity * Communicate and behave courtesy * Act and work cooperatively with others students, teachers and school staff * Develop positive and respectful relationships * Value the interests, ability and culture of others * Respect the learning needs of other students * Dress appropriately by wearing the agreed school uniform or dress code * Take care with school property and the property of staff and other students | * Model and follow school and class rules and expectations around behaviour and conduct * Negotiate and resolve conflict * Be aware of and take responsibility for how their behaviour and actions impact others * Care for self and others * Be safe and help others to make safe choices that do not hurt themselves or others | * 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 judgement, are best placed to maintain discipline and provide safe, supportive and responsive learning environments, and apply an appropriate level of action when students are not meeting these expectations. All behaviours of concern are placed into a minor or major category using our Student Behaviour Management Flowchart (Appendix 2). The teacher or Executive member involved in supporting the student follow the flowchart to address the behaviour.

## **Whole School Approach across the Care Continuum**

Holbrook Public School embeds student wellbeing and positive behaviour approaches and strategies across the care continuum to promote positive behaviour and respond to behaviours of concerns. Such behaviours include violence or aggression, inappropriate language or gestures, bullying or cyber-bullying, defiance, disrespect or non-compliance.

Approaches and strategies are built on a foundation of evidence-based effective classroom practices that encourage engagement with learning and respectful relationships. The approaches, strategies, supports, resources and practices listed in the table below may be used in multiple areas of the care continuum. These practices include:

* stating and explicitly teaching behaviour expectations in all areas of the school regularly
* establishing predictable routines and procedures that are clearly communicated to students
* use of positive feedback and reinforcements to encourage and acknowledge expected behaviour
* discouraging inappropriate behaviour and following through on consequences
* providing active supervision of students
* maximising opportunities for active engagement with learning
* use of Quality Differentiated Teaching Practices to provide learning tasks and content at the point of need for all students
* providing sequenced, engaging lessons

| Care Continuum | | | Strategy or Program | Details | Audience |
| --- | --- | --- | --- | --- | --- |
| Prevention | | | **Breakfast Club, Fruit Break, Welfare Lunches** | Meal options available for students when they arrive at school in the morning, a range of fruit and vegetable options available as part of fruit break and options for students who have forgotten their lunch or did not pack enough lunch. | K – 6 students |
| **Evidence-based practices and classroom adjustments** | Strategies, supports, toolkits, practices and resources to support staff understanding of current, evidence-based practices in all curriculum areas. | K – 6 students |
| **Inclusive school and community events** | Opportunities to celebrate the difference, diversity and culture in our school community through days such as: Harmony Day, NAIDOC Week, World Down Syndrome Day. | K – 6 students  Community |
| Prevention | | | [**Learning and Support**](https://education.nsw.gov.au/schooling/parents-and-carers/inclusive-learning-support/high-school/how-your-child-can-be-supported-in-high-school/school-learning-and-support-team) | The LST works with teachers, students and families to support students who require personalised learning and support. | K-6 students |
| **The Resilience Project Lessons** | Weekly lessons across Kindergarten to Year 6 that focuses on wellbeing and emotional literacy through the principles: gratitude, mindfulness and empathy. | K-6 students  Families  Community |
| **Whole school positive reinforcements** | Positive rewards system designed to encourage student behaviour and engagement in learning. | K – 6 students |
|  | | | **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. | K-6 students  Families  Community |
| Early Intervention | | | **Individual Education Plans and Personalised Learning Plans** | Supports the responses and approaches to students with low-level challenging and disruptive behaviours of concern. | K – 6 students  Students with additional needs Aboriginal and Torres Strait Islander students  Families |
| **School Learning and Support Officers** | Staff work with the LST to provide supports to students for academics and behaviour needs in the classrooms and playground environments. | K-6 students  Students with additional needs |
| **Self-Regulation Supports** | Supports in place to assist students in identifying their feelings and strategies to assist them to regulate, such as a quiet space in each classroom, lessons on Zones of Regulation, use of fiddle tools and wobble cushions/chairs. | K – 6 students |
| Targeted Intervention | | | **Assistant Principal Learning & Support (APLaS)** | Assistant Principal Learning and Support (APLaS) and the Learning Wellbeing Officer (LWO) from the Albury Network office works closely with the Learning Support Team for students with at-risk or problematic behaviours. Staff are supported to access services within and outside the department and school-based resources. The Team Around a School are then able to support the Team Within a School, to support student. | Identified students K-6 with at-risk or problematic behaviours  Families |
| **Student Wellbeing Support (SWS)** |
| [**Attendance**](https://education.nsw.gov.au/schooling/school-community/attendance-matters-resources-for-schools) **Support** | The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improve attendance and set goals. | Identified students K-6 at risk |
| **School Counselling Referral** | Referrals to the school counsellor can be made by parents and carers or teachers. Cases are discussed at the fortnightly Learning and Support meetings. | K-6 students  Families |
| **Heavy Lifting Room** | Supports identified students to co-regulate by engaging key muscles and movement in a structured, supported way. | Identified students K – 6 |
|  | | | **Buddy Class** | Each class will have a buddy class to allow students space to change behaviour, also identified in students' plans for support | Students K-6 Identified students |
| **Reflection** | For students who are not following repeated instructions by the teacher | Identified students |
| Individual Intervention | | **Access Request** | Completed by the Learning and Support Co-ordinator for Integration Support Funding. | K-6 students with disability or health needs |
| **Allied health support** | In-school supports provided by occupational therapists and/or speech therapists (organised by parents and carers). |
|  | **Communication book** | | Written communication regarding a student’s day is used by classroom teacher and parents/carers. | Students with at-risk or problematic behaviours K-6 |
| **Part Day Exemption** | | A formal plan to assist students with transition back to school following an incident. | Students with complex behaviours K-6 |
| **Warning of Suspension** | | Issued for behaviour that is concerning or repeated,and meet a particular threshold. |
| **Suspension** | | Issued for behaviour that endangers or puts others at risk or repeated major behaviours which meet a particular threshold. |

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

Inappropriate and behaviours of concern are behaviours that are challenging, complex or unsafe that require persistent and intensive interventions. This does not include low-level or developmentally appropriate behaviours.

Staff use the Student Behaviour Management Flowchart HPS 2024 (see Appendix 2) document to respond to each behaviour incident. The flowchart is in every learning space and environment within the school and is regularly referred to when dealing with behaviours of concern. To promote and maintain consistency, the flowchart is reviewed by all staff at the end of the term, with any changes made, then re-introduced at the start of the following term.

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| **Prevention**  Responses to recognise and reinforce positive, inclusive and safe behaviour | **Early Intervention**  Responses to minor inappropriate behaviour  (Teacher managed) | **Targeted/Individualised**  Responses to behaviours of concern  (Executive managed) |
| **Positive Appropriate Behaviours** | | |
| * Behaviour expectations are explicitly taught and referred to regularly * Teachers model behaviours and provide opportunities to practice | * Students are acknowledged for their attempts to meet behaviour expectations and manage their emotional regulation | * Executive staff are called immediately if there is a risk. |
| * Students are acknowledged for meeting school-wide behaviour expectations and rules through Star Cards and Awards systems, at a whole-school and individual class level | * Students are supported with visuals to assist in managing their emotions |  |
| **Inappropriate Behaviours/ Behaviours of Concern** | | |
| * Behaviour plans are in place to support targeted students * Plans are written in consultation with the parents, student and classroom teacher * Use of tangible reinforces to promote positive behaviour choices * Social emotional learning through The | * Structures are in place following each break time to assist students in self-regulating * Verbal and non-verbal feedback is given and indirect responses including proximity, signals, non-verbal cues, ignore, praise, redirection are used with a corrective script | * Consideration for specialist class placements to support student need * Specialist support from Albury Network office to assist in reviewing plans and practices * Work with the LST (including School Counsellor, APLaS and LWO) to support |
| **Prevention**  Responses to recognise and reinforce positive, inclusive and safe behaviour | **Early Intervention**  Responses to minor inappropriate behaviour  (Teacher managed) | **Targeted/Individualised**  Responses to behaviours of concern  (Executive managed) |
| **Inappropriate Behaviours/ Behaviours of Concern** | | |
| * Resilience Project and PDHPE lessons weekly | * regarding the student’s behaviour * Consequences are given as per Student Behaviour Management Plan HPS 2024 (see Appendix 1) * Teacher to contact parents/carers regarding student behaviour * All behaviour incidents are recorded on SchoolBytes | * family to access services * Executive to contact parents/carers regarding student behaviour * All behaviour incidents are recorded on SchoolBytes * Student is referred to the LST. Consider contacting Team Around a School |
|  | * Consider referral to the LST * Monitor behaviour closely. Teacher to refer to Executive staff if behaviour continues | * Individual Behaviour Support Plan created with student and their parents/carers * Risk Assessment created |
| **Bullying, including cyber-bullying** | | |
| * Student participation in programs that provide strategies to manage exposure to bullying behaviours through PDHPE lessons * Attendance at anti-bullying days locally * Students and parents/carers sign an Internet Usage agreement at start of the year before students are allowed to use computers | * Targeted behaviour support plans to address bullying behaviours * Meeting with the student who is bullying, their parents/carers, Executive and teacher * Involvement from school counsellor. * Student Behaviour Management Flowchart HPS 2024 implemented, and | * Student Behaviour Management Flowchart HPS 2024 implemented, and consequences are followed through * All behaviour incidents are recorded on SchoolBytes * Bullying behaviours are monitored closely by Executive staff members |
| **Prevention**  Responses to recognise and reinforce positive, inclusive and safe behaviour | **Early Intervention**  Responses to minor inappropriate behaviour  (Teacher managed) | **Targeted/Individualised**  Responses to behaviours of concern  (Executive managed) |
| **Bullying, including cyber-bullying** | | |
|  | * consequences are followed through. * All behaviour incidents are recorded on SchoolBytes |  |
| **Teacher/Parent/Carer Contact** | | |
| * Contact with the parents/carers is made through the class teacher via phone call | * Contact with the parents/carers is made through the class teacher via phone call to discuss when a range of corrective responses have not been successful * Individual planning and referral to the LST may be discussed | * Contact with the parents/carers is made by the school executive to discuss support and behaviour responses, including referral to the LST, school counsellor and/or Team Around a School involvement |

### **Responses to Serious Behaviours of Concern**

All behaviours of concern and/or bullying behaviours will be recorded on School Bytes. The response to serious behaviours is outlined in our Student Behaviour Management document (Appendix 2). The response to serious behaviour concerns is:

* Phone or send for AP/Principal
* AP/Principal to withdraw the student from the learning space
* Phone or send for Principal, if needed

The AP/Principal will then:

* Review the incident
* Determine the appropriate consequences
* Use a **Restorative Practice Discussion** to repair the student-student/s or student-teacher relationships
* Follow through on consequences
* Inform parents/carers
* Provide feedback to staff involved for possible teaching points or areas of focus on student behaviour
* Check in with staff and student each session for remainder of the day
* Review and refer to LST

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.

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.

### **Reporting and recording behaviours of concern**

Staff will comply with reporting and responding processes outlined in the:

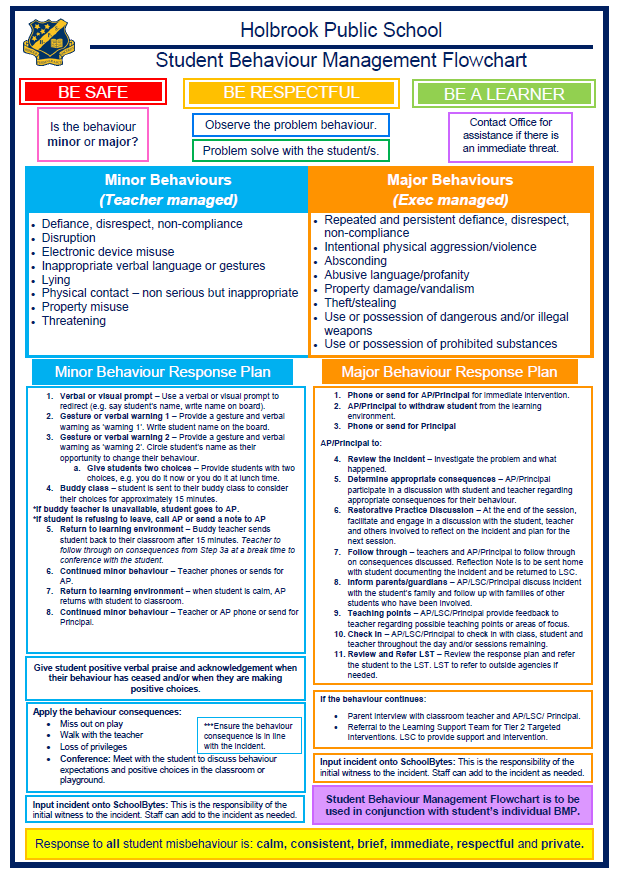
* [Incident Notification and Response Policy](https://education.nsw.gov.au/policy-library/policies/pd-2007-0362)
* [Incident Notification and Response Procedures](https://education.nsw.gov.au/content/dam/main-education/policy-library/public/implementation-documents/incident_proc.pdf)
* [Student Behaviour policy](https://education.nsw.gov.au/policy-library/policies/pd-2006-0316) and [Suspension and Expulsion procedures](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-06).

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

Toilet and food breaks are always included when students are withdrawn from free choice play as a response to inappropriate behaviours at school, either in the classroom or playground spaces. The maximum length of time will be appropriate to the age/developmental level of the student and the behaviour of concern exhibited.

| Strategy | When and how long? | | Who coordinates? | How are these recorded? |
| --- | --- | --- | --- | --- |
| Buddy Class – minor behaviours classroom | | | | |
| After multiple warnings and chances to re-direct their behaviour, students will be sent to a pre-determined buddy class | K-2 – 5 minutes  3-6 – 10 minutes | Class teacher | | Class based systems |
| Walk with Teacher – minor behaviours playground | | | | |
| Actively monitor student behaviour in playground. Give warnings of students walking with teacher if minor behaviour concerns continue. Monitor closely | Walk with teacher for 5 minutes | Teacher on duty | | Recorded on SchoolBytes |
| Reflection – major behaviours classroom or playground | | | | |
| Students who have engaged in behaviours or concern either in the classroom or playground, will be sent to Reflection. During Reflection, the student has a debrief about their behaviour with the Assistant Principal and completes a Reflection Sheet (Appendix 3 and 4). A note is sent home to the student’s parents/carers and is to be signed and returned to school the following day (Appendix 5) | Occurs at the next Long Lunch break  Length of Reflection is to be determined by the Assistant Principal coordinating Reflection. | | Assistant Principal | **Parent notification -** orange slip sent to the Reflection Teacher prior to the date of Reflection.  Recorded on SchoolBytes |
| Alternate Playground Space – major behaviours playground | | | | |
| If students are not being safe in the playground, they may have a restricted playground space or restricted options in the playground. | Reflection at Long Lunch  Restricted play space Recess | | Executive | Recorded on SchoolBytes  **Parent notification –** via email or phone call |

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| **Appendix 1: Holbrook Public School – Behaviour Expectations Matrix 2024** |
| A poster of a learning space  Description automatically generated with medium confidence |
| **Appendix 2: School Behaviour Management Flowchart (Teacher)** | |



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| **Appendix 2a: School Behaviour Management Flowchart (kid speak)** |

A chart with text and images

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| **Appendix 3: Reflection Template K-2** |

A paper with text and images

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| **Appendix 4: Reflection Template Yrs 3-6** |

A white paper with colorful squares with different colored squares

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| **Appendix 5: Notice of Reflection Letter** |

A notice of reflection on a paper

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| **Appendix 6: Bullying Response Flow Chart** |

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