

School Behaviour Support and Management Plan

Overview

Henty 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 the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

Principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional and self-regulation 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 mission, key programs prioritised and valued by the school community are:

- Life Skills Go
- The Zones of Regulation
- Play is the Way
- Positive Behaviours for Learning

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Henty Public 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. 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

Henty Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, interviews, school surveys, consultation with the P & C, AECG as well as additional external support service providers.
- using concerns raised through complaints procedures to review school systems, data and practices.

Henty Public School will communicate these expectations to parents/carers through the school newsletter, social media platforms and school website. Our school proactively builds collaborative

relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

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

To be respectful, responsible and resilient learners.

We are Respectful	We are Responsible	We are Learners
Be in the right place, right time	Be empathetic	Do your best
Care for all environments	Communicate positively	Be ready to learn
Work co-operatively	Follow directions	Be resilient

Behaviour Code for Students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour code for students](#).

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyberbullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Life Skills Go	Life Skills Go is an emotion and wellbeing data collection tool that measures student readiness to learn. Supported with a library of resources to assist both teachers and students.	Staff, students K-6
Prevention	Zones of Regulation	The Zones of Regulation is a complete social-emotional learning curriculum, created to teach children self-regulation and emotional control.	Staff, students K-6
Prevention	Play is the Way	Play is the Way methodology uses reflective language that helps children master their own behaviour. Our “Pathway to Empathy” virtues. A philosophy of behaviour education and student self-regulation that fosters independent, self-motivated, empathetic, life-long learners.	Staff, students K-6
Prevention	Lunch and Learn	The ‘Lunch and Learn’ program is an engaging initiative designed to enhance students’ learning experiences outside of the traditional classroom setting. It creates a well-rounded educational experience that supports the holistic development and emotional wellbeing of every student.	Staff, students K-6
Prevention/Early intervention/Targeted Intervention	Australian e-Safety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents.	Staff, students K-6, 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.	Principal, identified students
Targeted/individual intervention	School learning and support	The Learning and Support Team works with teachers, students and families to support students who require personalised learning and support.	Staff, students K-6, parent/carer
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.	Staff, identified students, parent/carer

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.

Henty Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of methods, 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 teacher or school counselling service.

Responses to all behaviours of concern apply to student behaviours that occur:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member.

Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- **Teacher managed** – low level minor behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – major behaviours of concern is managed by school executive.
- **Incidents and Follow up responses** - recorded in Wellbeing in Sentral. These include:

Minor Behaviours	Major Behaviours
<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • prompts • reteach • stay in at break to discuss/ complete work • praise appropriate behaviour once back on track 	<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • prompts • reteach • buddy classes • playground re-location or removal • conference • reflection and restorative practices • communication with parent/carer.

Henty Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Lifeskills Go, Play is the Way, Positive Behaviours for Learning and Zones of Regulation consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same things or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help 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.

<p>Prevention</p> <p>Responses to recognise and reinforce positive, inclusive and safe behaviour</p>	<p>Early Intervention</p> <p>Responses to minor inappropriate behaviour</p>	<p>Targeted/Individualised</p> <p>Responses to behaviours of concern</p>
<p>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.</p>	<p>1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p>	<p>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.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>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.</p>
<p>3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Sentral.</p>	<p>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.</p>	<p>3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Sentral and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.</p>
<p>4. Social emotional learning lessons are taught (LifeskillsGo and PBL) weekly.</p>	<p>4. Teacher records on Sentral by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.</p>	<p>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.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>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 throughout the day during class or playground time.</p>	<p>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.</p>	<p>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.</p>

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral. 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 with an executive member
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.
- The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.

Reporting and recording behaviours of concern

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

- [Incident Notification and Response Policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Detention, reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
<p>Reflection – a structured debriefing conversation after a minor behaviour of concern with an individual student</p>	<p>Same day</p>	<p>Classroom teacher</p>	<p>Documented in Sentral</p>
<p>Alternate break plan (Buddy classes) – withdrawal from playground or classroom and re-location to an alternate space for supervised breaktime following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their negative behaviour choice and make positive changes – individual or group</p>	<p>Same/next day</p>	<p>Assistant Principal/ Principal</p>	<p>Documented in Sentral</p>
<p>Restorative practice – withdrawal from free choice play and re-allocation to Principal office for reflection and discussion following a major behaviour incident. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group.</p>	<p>Lunch 2</p>	<p>Principal</p>	<p>Documented in Sentral</p>

Review dates

Last review date: Day 1, Term 1, 2025

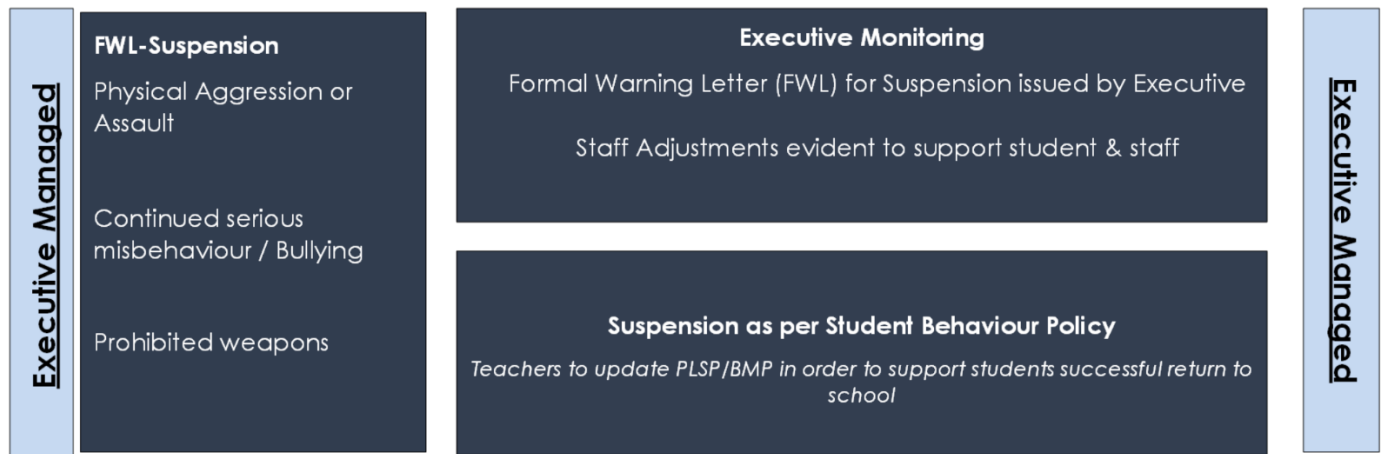
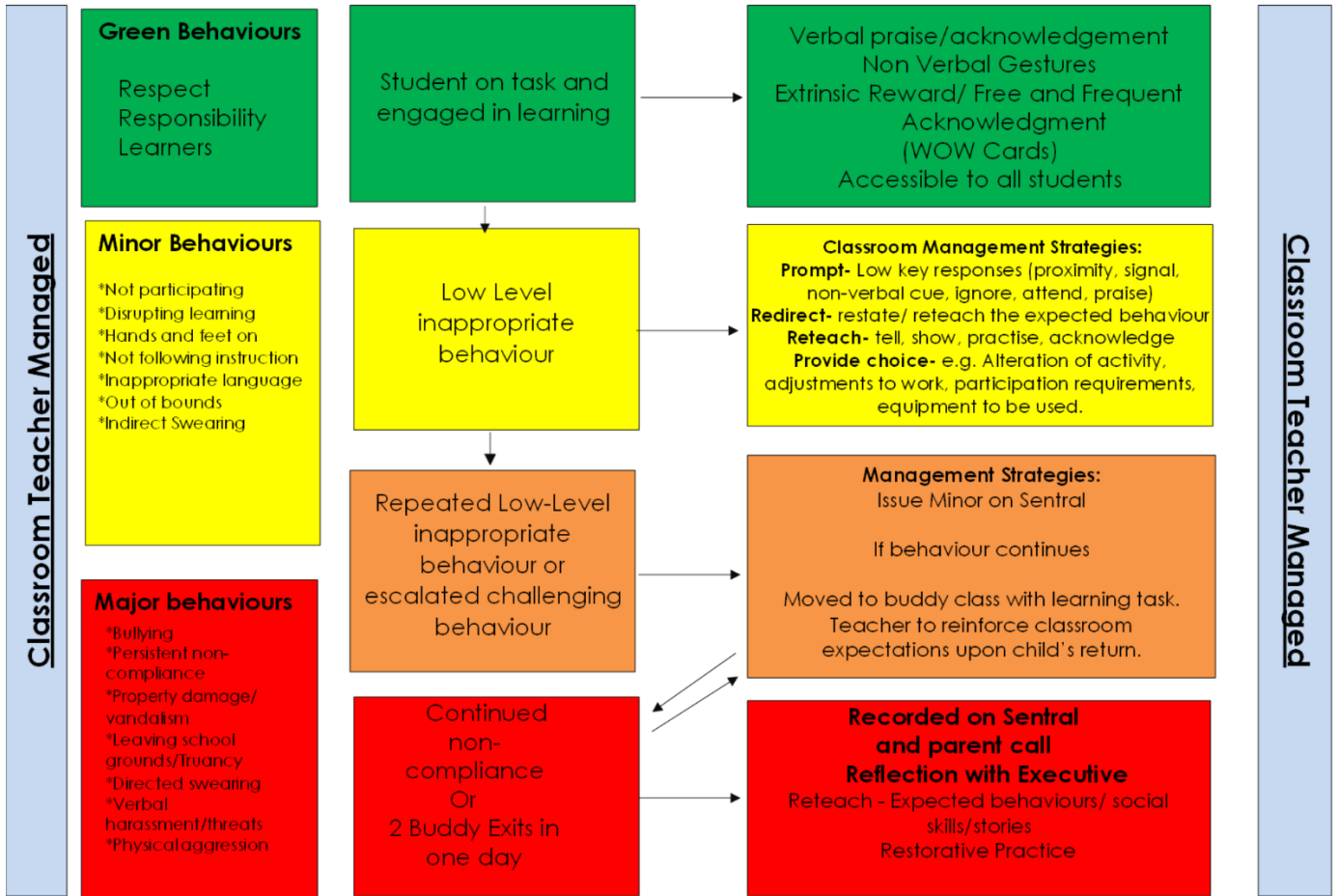
Next review date: Day 1 Term 1, 2026

Henty Public School Behaviour Management Flowchart

Adjustments- Classroom Teacher

Visuals/ Timetable/ Timer/ Social stories Seating Plan Differentiated Tasks Individual reinforcement schedule Chill zone in the classroom

Stress scale/ Ready to Learn Plan Sensory breaks/ supports LST Referral Behaviour Support Plan Check In Check Out/Social Skills



Social Room- The social room is available to students with additional needs who require an additional space other than the playground. This is not a negative consequence, a chance for students to regulate and avoid unnecessary escalating behaviours occurring.

Appendix 2: Bullying Response Flowchart

The following flowchart explains the actions Henty 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.

