



Old Bar Public School School Behaviour Support and Management Plan

Rationale

At Old Bar School

We value:

- Students for their individuality and uniqueness.
- Inclusive, joyful, productive classrooms.
- Respectful, courteous behaviour built on mutual trust and positive relationships.
- Effective, meaningful partnerships with parents, carers and community organisations.
- Collaborative, innovative leadership that identifies and utilises staff expertise.
- Sustained professional learning to support school priorities.
- Strategies to support cognitive, social, physical, emotional and spiritual wellbeing of our community.
- Quality teaching, high expectations for success and authentic learning experiences.

We believe:

- All students are capable learners.
- Each child can reach their full potential by being supported, valued and challenged.
- Great teachers do not just happen; they are developed through effective leadership, collaborative planning and evidence-based practice.
- Meaningful and effective feedback improves student performance.
- Quality teaching and rich learning experiences encourage students to grow, adapt and thrive to become engaged, responsible citizens.
- Diversity should be celebrated through opportunities to excel in a safe and inclusive environment.

We are committed to building educational aspiration where effective, explicit teaching methods and a culture of inclusivity, innovation and high expectations promote excellent student outcomes. The establishment of respectful, collaborative partnerships across our school community inspire learners and support wellbeing so that staff and students can connect, succeed and thrive in a complex world.

Our aim is to create a safe learning environment in which the rights of all children to learn and all teachers to teach are upheld and supported.

Our intent is to create a learning environment within our school that embeds the school's core values of Respect, Safety and Engagement to support students to develop resilience, make positive choices and accept responsibility for their actions. We adopt the belief that through poor choices students can learn important lessons, and further develop responsibility and independence. We are committed to using 'Restorative Practices' where following a behaviour incident students engage in a conversation (with their teacher or member of the executive) designed to encourage reflection and to minimise damage to relationships. The focus is on the behaviour exhibited, not the child.

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KEY PRINCIPLES

The following principles guide Old Bar Public School in our management of all student behaviour.

Staff will:

Relationships: Understand that positive relationships with students are the foundation stone of student success.

Consistency: Follow the procedures so that issues of fairness and equity are minimised.

Process: Understand how consequences and plans can support students

Restorative Practice: Engage the student in a conversation designed to encourage reflection and minimise damage to relationships. Each classroom has a copy of the Restorative Questions. Restorative Practices are a way to resolve conflict and disputes between children or incidents between students and staff. Restorative Practice gives children a chance to tell their side of the story and feel heard, to have an understanding of the how a situation happened and explore ways to move on.

Communication: Work collaboratively with parents and carers and maintain regular, open lines of communication. Parents are informed as per the policy regarding both positive and negative student behaviour.

Inclusivity: Will consider the following issues related to inclusive practices when dealing with students:

- An awareness of the cultural background of students.
- Accommodating for different starting levels of social skills that students bring to school.
- Recognising the previous home experiences that a child brings to school.
- The use of Student Behaviour Support Plans to accommodate for individual needs of particular students.

CORE VALUES

Respect

- Treat one another with dignity.
- Speak and behaviour 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.

Engagement

- Attend school every day.
- Arrive at school and class on time.
- Be prepared in every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

Safety

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

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At Old Bar Public School, we will embed the 'Care Continuum' throughout our approach to supporting and managing student behaviour. Our universal strategies are for all the school with the aim of building the social and emotional capacity of students, teachers and families. Our targeted interventions will be for some students identified 'at risk' of engaging in disruptive and unsafe behaviour. Our individual intervention and support will provide intensive, individualised interventions for the few students with identified challenging or complex need.

UNIVERSAL STRATEGIES

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| <ul style="list-style-type: none">• Strong, caring and positive relationships between all members of the school community and in particular between teachers and their students• Create and display static posters of your values and expectations and refer to them when students are stepping outside these and revisit them regularly• Regular communication with families especially when there are positive behaviours and achievements to report back• Differentiate the curriculum and provide choice• Student Representative Council• Excursions – day and night• Buddy Program• Student Voice• Playground awards• Classroom Reward systems both individual, group and whole class• Principal Awards• Restorative conversations• Reward and Behaviour Cards• Seasons for Growth• Stormbirds• Class Zen/ break out areas• Breakfast Club• Buddy Bench• Chess Club• Surf Club at break times• Class beach walk• Library• Choir• SLSO intervention• PDHPE Wellbeing lessons• Positive/Interest days – beach, free play, board games sessions, end of year, Yera6 celebrations etc | <ul style="list-style-type: none">• Explicitly teach students Core Values of Respect, Safety and Engagement and at the beginning of the year create a list of what these look like in your classroom and outside in the playground• Explicitly teach children all expectations in the OBPS Behaviour Matrix for all school settings and continually re-teach. Have static posters of the matrix on display in classrooms and around the school• Explicitly teach the Bounce Back program• Extra-curricular activities• Child Protection• Drug Education• HSIE and PDHPE syllabus programs• Active Learner Awards once a week• Aussie of the Month Award• Presentation Day Awards• Quality feedback to students• Social stories• Student Behaviour Contracts• Extra-curricular activities• RU OK check• Handball with the Champion• Passive Play• Learner Dispositions• Green Slip – Marrungaarr• Stage sport• Classrooms jobs/responsibilities• Student led Clubs – environmental, drama etc• Staff professional learning in the area of student behaviour management• Staff professional learning in the area of student mental health strategies |
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TARGETED INTERVENTIONS	INDIVIDUAL INTERVENTION AND SUPPORT
<ul style="list-style-type: none"> • Classroom Management Strategy • Playground Management Strategy • Bounce Back Program • Teacher and peer mentoring • Wellbeing teacher – delivering social skills and emotional regulation programs • Seasons for Growth • Stormbirds • Social Story • SLSO support • Gardening/watering – with SLSO as needed • Fine Motor group • Classroom safe spaces • Marrungaarr • Breakfast Club • Walk & Talk • Sista Speak • Culture with ATSI students • PLPs • Reward/ Behaviour Card • Targeted student support in playground – with/without individualised plan • Individualised Learning Plan that will include necessary adjustments • Meeting with family 	<ul style="list-style-type: none"> • Refer to Learning Support Team for support and to request support from school counsellor and wellbeing teacher • One-on-one counselling with school counsellor • Individualised Student Behaviour Plans • Wellbeing teacher – delivering social skills and emotional regulation programs • Marrungaarr • Identified SLSO individualised pastoral care and support – catered to student need • Risk Assessments • Student Behaviour Support Plans • Wellbeing programs • Mind Ninja – anxiety • Zones of Regulation – emotional regulation • UR Strong – friendship skills • IEPs/ITPs • Online Access requests (OARs) • Specialist staff • MC Support Unit placements & integration • Collaboration with external providers and allied health professionals such as Department of Community Justice, Child and Adolescent Mental Health, Interrelate, Headspace, Manning Support Services, Break Thru, paediatricians, occupational therapists, speech pathologists, psychiatrists • Collaboration with other Department of Education support staff, such as Learning and Wellbeing Officer, APLA and behaviour specialists • Partial Attendance Plan

Classroom Management Strategy:

Steps taken for inappropriate behaviour in the classroom

1. Students are given a friendly verbal reminder of the expected behaviour.
2. Students are given a formal warning.
3. Student is given a time out in the classroom. Reflection is encouraged. Recorded in the class tracking book. On the student's return a brief restorative conversation will take place.



4. Student is given a time out in another classroom and asked to complete a written reflection, based on Restorative Practice. A restorative conversation is initiated by the student's classroom teacher. **Parent contact is made by the classroom teacher. Behaviour will be entered into SENTRAL.**

5. Student is sent to stage leaders with an Incident Report. A further consequence (reminder of our core values, detention, loss of privilege, Marrunggarr, withdrawal or suspension) may be issued. **Parent contact is made by classroom teacher and entered into School BYTES by the teacher.**

Fast Track:

Any behaviours deemed to be extreme, including (but not limited to) bullying, physical violence, threats of violence, harassment or a sexualised nature, or racism, will be fast tracked by the teacher to stage leaders. A consequence (reminder of core values, detention, loss of privilege, Marrunggarr, withdrawal or suspension) may be issued. Parents will be notified by either class teacher or stage leader. **Behaviour entered into School BYTES by Stage leaders and/or Administration staff.**

Suspension and In-School Detention

Behaviour or behaviours of concern that pose an unacceptable risk to others or to teaching and learning will be managed by the Deputy Principal and Principal in consultation with stage leaders and (reminder of our core values, detention, loss of privilege, Marrunggarr, withdrawal (detention in the office or suspension) may be issued. Behaviour may result in a Formal Caution of Suspension or Suspension. Formal Cautions last for 50 days for all behaviours.

Suspension can be used as a behaviour management intervention when a behaviour or behaviours of concern pose an unacceptable risk to others or to teaching and learning. When assessing grounds for suspension, consideration is given to the diverse learning and wellbeing needs of students, including developmental age, trauma, child protection concerns, cultural considerations and individual needs and circumstances. Students can be suspended for engaging in behaviour or behaviours of concern on the grounds that could include but are not limited to: continued/persistent disobedience and/ or disruptive behaviour, malicious damage to or theft of property, verbal abuse, bullying and cyberbullying, misuse of technology, discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity.

If there is immediate and/ or significant risk of harm to students or staff, the principal will consider an immediate suspension, to any student who engages in serious behaviour, or behaviours of concern that could include, but are not limited to: being in possession of, uses or supplies tobacco, vaping devices, alcohol and e-cigarettes, being in possession of, uses or supplies illegal/ restricted substances, being in possession of or using weapons, including knives and firearms, using an implement as a weapon, seriously threatening or engaging in physically violent behaviour, engaging in seriously criminal behaviour related to the school, engaging in sexual harassment, sexual assault or other sexualised behaviour, that may pose a risk or has caused physical, psychological or emotional harm to others.

Restorative Practice

Restorative Practices assist teachers, students and parents to build, maintain and restore relationships. They will also help to build the student's capacity to self-regulate behaviour and contributes to the improvement of learning outcomes.



After a behaviour incident, the staff member will engage students in a restorative conversation, to encourage reflection and to restore any damage to relationships. The following questions can be used to facilitate the conversation.

This approach includes:

- Working together to achieve an agreed outcome that is fair and reasonable to all parties.
- Negotiating consequences for future behaviour issues
- Rebuilding relationships which may have been damaged

When challenging behaviour:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

To help those affected:

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Bullying

Bullying is when an individual or group misuses power to target another individual or group to intentionally threaten or harm them in an ongoing manner.

Excursions and In-School Events

A student's participation in any activity organised by Old Bar Public School is always at the Principal's discretion. Any student whose behaviour may be of risk to themselves or other students may be deemed ineligible to attend. Decisions relating to students' attendance in activities and events must be made at least the day before the event or activity and also communicated to parents/ carers at least the day before the event.

IN CLASS BEHAVIOURS

Examples of behaviours that could result in these consequences:

<ul style="list-style-type: none">• Reminder, warning• Talking when not meant to be/too loud• Reminder of 5 Ls• Swinging on chairs• Class time out (usually an identified area within the classroom away from other students)• Repeatedly not following class rules or teacher instructions	<ul style="list-style-type: none">• Off task Calling out• Constant interruptions• Not following established class and or school routines• Minor swearing – will ALWAYS result in a swearing letter• Refusing to follow instructions Refusing to participate in learning activities• Acting unsafely
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- Lower level/first incidence of harassment or bullying

- Minor property damage

IN CLASS BEHAVIOURS – Time Out

Out of class time out (usually a closely located classroom for up to 20 mins for students to reflect on behaviour – send with a 'Choice Sheet' to complete)

*** Any time that a student is removed to another classroom parents/ carers must be notified by the classroom teacher and the behaviour must be entered on School BYTES**

- Constant interruptions/disruptions of class learning
- Minor physical incidents e.g. pushing
- Bullying or harassment

- Minor swearing at someone (this will also result in a swearing letter sent home) and possibly withdrawal
- Repeatedly not following instructions



Office time /Counselling (managed by an Executive team member)

Student has moved through all early steps and no change to behaviour is evident

<ul style="list-style-type: none"> • Uncooperative in or refusal to go to out of class time out • Persistent bullying or harassment 	<ul style="list-style-type: none"> • Speaking disrespectfully, argumentative, using an aggressive tone towards any member of the school community • Persistent refusal to follow instructions
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Office Time Out is a very serious consequence and occurs as a request from the teacher. During office time students are expected to complete missed work, calmly regain composure and readiness to return to class and may also be required to miss own time as part of the consequence. Parents are usually contacted with a phone call or a note home when students have been sent to the office. Students re-entering the classroom from out of class time out or office time out are supported to reengage in the learning environment. Teachers will engage in a restorative conversation with the student and engage the student in the planning of further support e.g. Behaviour Contract

PLAYGROUND BEHAVIOURS

Minor Playground Behaviours

Staff members will handle minor playground behaviours ‘on the spot’. Students will know it was a poor judgement on their part and what is expected of them. Teachers use a calm tone and deal with the behaviour using a logical and fair consequence. Some examples of low-level behaviours and consequences include:

Minor Behaviours	Sample Consequences
<ul style="list-style-type: none"> • Play fighting/ minor scuffle • Pushing/excessive tackling • Taking balls, equipment, not following game rules set • Running in unsuitable areas • Leaving school ground to get balls without permission • No hat • Back chatting, name calling • Not following teacher instructions 	<ul style="list-style-type: none"> • Sit out • Restitution e.g. Pick up litter, sharpen pencils • Remove to another area • Rule reminder • Restorative justice (with another student) • Remove the object • Walk with me

Major Playground Behaviours

Major playground behaviours may result in a detention (Marrunggarr) or suspension, depending on the behaviour. Old Bar Public School has zero tolerance for any physical assault with intent to harm or threats of harm and therefore, a student may be immediately suspended in accordance with the Department of Education Suspension Policy.

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Major Behaviours	Sample Consequences
<ul style="list-style-type: none">• Swearing• Fighting with the intent of causing harm (Physical assault)• Intimidation (high) and harassment of staff or student• Verbal abuse – high level• Wilful damage• Ongoing repetition of behaviours mentioned in• Minor Behaviours• Other as outlined in suspension policy	<ul style="list-style-type: none">• Swearing letter sent home and Marrunggarr• Detention (Marrunggarr)• Formal suspension

MARRUNGGAR

Marrunggarr typically occurs the day/s following playground misbehaviour. For a student to be placed in Marrunggarr the staff member should:

- Complete a green slip (Student Support Slip)
- Place it in the box in the staffroom that reads Green Slips for Assistant Principals
- Assistant Principals check this box daily and decide if they will manage the incident and the student or if the incident requires placing the student in Marrunggarr

The Assistant Principal will advise the class teacher and the student that they have to attend Marrunggarr the following lunch time/s and they will inform the Executive on Marrunggarr duty. Student names attending Marrungaar may also be broadcast through School BYTES Daily Notices

The Executive on Marrunggarr duty will record student name in the Marrunggarr folder and there may be one or more of the following consequences:

- Restorative Justice
- Choice sheets
- Apology letters
- Restitution e.g. Picking up litter, jobs for Kindergarten teachers
- Reminders of Core Values and counselling

Admin will record the behaviour on School BYTES.

If the student returns to Marrunggarr for a second time in the term a letter will be sent home to parents/carers.

Rights and Responsibilities

Students have the right to	Students have the responsibility to:
<ul style="list-style-type: none">• Learn in a purposeful and supportive environment• Work and play in a safe, secure, friendly and clean environment• Be treated with respect, courtesy and honesty	<ul style="list-style-type: none">• Show respect and kindness to all members of the school community

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- Be heard
- Receive respect and kindness from others
- Make mistakes and learn from them
- An Engaging curriculum

- Attend school Ensure that they are punctual, polite and prepared Set goals and work towards achieving them
- Develop their resilience Ensure their behaviour is not disruptive to the learning of others
- Ensure that the school environment is kept neat, tidy and secure
- Behave in a way that protects the safety and wellbeing of others
- Communicate issues and concerns to parents and teachers
- Value and respect the whole school community
- Adhere to school Core Values
- Accept consequences for their actions and learn from possible good choices
- Wear the Old Bar Public School uniform with pride

In all teaching and learning spaces all students are expected to:

- Follow instructions/abide by school core values and class rules
- Act respectfully towards staff/students
- Co-operate with teachers and each other
- Stay on task – actively participate, paying attention to the teacher
- Use appropriate language at all times
- Act safely – using equipment correctly
- Ask permission before leaving teaching area.
- Sign mobile phones and devices into front office
- Abide by the related school polices including Computer User/Internet Access Policy
- Have permission from staff to be in learning spaces

In the playground areas all students are expected to:

- Act safely – play safely – follow instructions from staff
- Stay within agreed boundaries
- Be respectful and cooperative at all times
- Respect the school environment including not littering
- Use appropriate language at all times

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- Be Sun Smart eg: wear hats outside during terms 1 & 4
- Move safely around the school, move to line up areas at the start of the bell and be at their line up area by the end of the music

Teachers have the right to:

- Be treated with courtesy
- Receive respect and kindness from others
- Teach in a safe, secure and clean environment
- Teach in an engaging, positive and collaborative environment free from disruption
- Receive cooperation and support from parents
- Professional relationships with parents/ carers and community that are based on transparency, honesty and mutual respect

Teachers have the responsibility to:

- Model and demonstrate courteous and honest behaviour
- Show respect and kindness to all members of the community
- Model resiliency
- Ensure that the school environment is kept neat tidy and secure
- Establish positive and collaborative relationships with students and parents Ensure good organisation and planning
- Provide an engaging curriculum
- Report student progress to parents and students Implement the Inclusive Education Policy for Students, Student Wellbeing Framework and Student Behaviour Strategy
- Know the school core values and incentive strategies and show consistency when enforcing them
- Adhere to the principles outlined in the NSW Government School Community Charter ensuring a collaborative, supportive and cohesive learning environment.

Responsibilities of the Teacher:

- Teachers establish a safe and respectful classroom environment that supports and encourages all students to behave positively
- Teachers respond to any issues arising from bullying or harassment in a timely manner
- Teachers have clear expectations and consequences that all students are aware of and understand



- Teachers are vigilant and respond to student behaviour and apply consequences consistently in a timely manner
- Teachers regularly communicate any behavioural concerns or issues to parents and caregivers within a reasonable timeframe
- Teachers communicate to leadership any serious student behavioural issues and be involved in the re-entry process where appropriate
- Teachers manage student behaviour in a respectful and empathetic way at all times, considering the complexities of individual students and their needs
- Teachers will be at their line up area by the end of the music

Responsibilities of the Playground Duty Teacher:

- Teachers are expected to respond to all issues concerning student safety including harassment and bullying, mediate conflict situations between students, inform classroom teachers as timely as possible and seek assistance from leadership when required
- Teachers apply consequences for inappropriate behaviour
- Teachers move constantly and are visible throughout the duty area
- Teachers wear fluoro vests and model sun safe behaviour
- Teachers are always on time for yard duty, debrief at handover time, move students towards their line up area after the first bell
- Teachers are vigilant and attempt to ensure all duty areas are supervised at all times
- Teachers on duty administer minor first aid or send students to the office with the first aid card for more serious injury
- Teachers complete a Student Support Slip (Green Slip) where necessary
- Teachers report any hazards either by completing an WHS report slip, speaking to the WHS rep or front office staff

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Parents and Carers have the right to:	Parents and carers have the responsibility to:
<ul style="list-style-type: none">• Be treated with courtesy and honesty• Receive respect and kindness from others• To be welcomed into our schools to work in partnership to promote student learning• Timely, polite and informative communication from school staff• Professional relationships with school staff that are based on transparency, honesty and mutual respect• To be treated fairly. Tolerance and understanding are promoted as we respect diversity• Be informed of course and curriculum material, student engagement and attendance procedures and decisions affecting their child's education, health and welfare• Be informed of their child's progress• Access a meaningful and adequate education for their child• Be heard in an appropriate forum on matters related to the rights of their child's education	<ul style="list-style-type: none">• Model and demonstrate courteous and honest behaviour• Show respect and kindness to all members of the school community• Ensure that their child attends school and is punctual Inform staff of any concerns regarding their child's health or wellbeing that may impact upon learning• Ensure their child's health and wellbeing is at an optimum for learning <p>Ensure their child has the materials to participate in all learning activities</p> <ul style="list-style-type: none">• Support the school in the education of their child• Work with the school to support how their child: Behaves Learns.• Support the school's core values of Respect, Safety and Engagement and the school's plan to manage how a student behaves.• Work with the school when there are problems with how their child behaves.• Adhere to the principles outlined in the NSW Government School Community Charter ensuring a collaborative, supportive and cohesive learning environment.
Administration and Support Staff have the right to:	Administration and support staff have the responsibility to:
<ul style="list-style-type: none">• Be treated with courtesy• Receive respect and kindness from others• Work in a safe, secure and clean environment• Cooperation and support from students, teachers, parents, carers and community• Professional relationships with staff, parents/ carers and community that are based on transparency, honesty and mutual respect	<ul style="list-style-type: none">• Model and demonstrate courteous and honest behaviour• Show respect and kindness to all members of the school community• Model resiliency• Ensure that the school environment is kept neat tidy and secure• Establish positive and collaborative relationships with all staff, students and parents• Ensure good organisation and planning

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- Adhere to the principles outlined in the NSW Government School Community Charter ensuring a collaborative, supportive and cohesive learning environment.

School leaders have the right to:

- Be treated with courtesy
- Receive respect and kindness from others
- Lead in a safe, secure and clean environment
- Lead in an engaging, positive and collaborative environment free from disruption
- Receive cooperation and support from support staff, teachers, parents/ carers and community
- Professional relationships with support staff, teachers, parents/ carers and community that are based on transparency, honesty and mutual respect

School leaders have the responsibility to:

- Model and demonstrate courteous and honest behaviour
- Show respect and kindness to all members of the school community
- Support teachers with behaviour management
- Ensure consistency in the implementation of the behaviour management procedures throughout the school
- Facilitate parent or carer/teacher/child conferencing
- Assist with the design and implementation of programs for individual children with behaviour and learning problems
- Elicit support of Department of Education support personnel
- Elicit support of outside agencies in collaboration with parents
- Document significant student misbehaviour and corrective strategies and inform parents as necessary
- Provide a link between parents and staff Implement the inclusive Education Policy for Students, Student Wellbeing Framework, Student Behaviour Strategy and Suspension Policy
- Adhere to the principles outlined in the NSW Government School Community Charter ensuring a collaborative, supportive and cohesive learning environment

Remember RELATIONSHIPS are THE MOST IMPORTANT element in this entire process!

Revised 23 May 2024