NSW Department of Education
Daceyville Public School Behaviour Support and Management Plan

Overview

Daceyville 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 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:

Positive Behaviour For Learning

This program brings together the whole school community to contribute to developing a positive, safe and supportive learning culture.

Daceyville 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.

Daceyville Public School Anti-Bullying Action Plan

Partnership with parents and carers

Daceyville Public School partners with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and anti bullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Daceyville public School communicates these expectations to parents/carers through the school newsletter and school website and at fortnightly school assemblies. 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

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

To be respectful, safe life-long learners learners.

Respect	Safety	Lifelong learning
Speak and behave courteously Cooperate with others students, teachers, other members of staff and community members Follow teacher instructions straight away Value the culture, learning needs and interests of other students Develop positive and respectful relationships Respect the learning needs of other students Dress appropriately by wearing the agreed school uniform Take care with school property and the property and the property of others	Follow school and class behaviour expectations Solve problems calmly respectfully Take responsibility for how their behaviour and actions impacts others Make decisions and help others to make choices that do not harm others	Work hard and achieve the highest standard of learning Arrive at school and class on time Actively participate in learning

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 cyber-bullying 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 learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning	Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. Recognition of individual positive behaviour is rewarded through a token system. The Class Race is a game-based whole class reward system that supports Positive Behaviour for Learning at Daceyville Public School.	All
Prevention	Daceyville Public School Anti-Bullying Action Plan See Appendix 1	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.	All
Prevention	National Week of Action (NWA)	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	All
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K-6
Prevention / Early Intervention / Targeted / Individual	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.	All

Care Continuum	Strategy or Program	Details	Audience
Early Intervention	Whole-school wellbeing program	A school designed program, developed in response to data and identified needs, is delivered to students through weekly lessons that focus on emotions, social emotional learning and values, such as diversity, and empathy.	Students K-6
Early Intervention	Learning Dispositions	Creative and critical thinking skills are promoted through positive learning dispositions which help students to use particular skills when faced with problems to solve, ideas to evaluate or when making decisions.	Students K - 6
Early Intervention	Student Representative Council, Eco Leaders, School Magazine	Student leadership practices and processes provide an avenue for student voice and agency	Self-nominated, selected and elected Students K - 6
Targeted / Individual intervention	Student recognition for positive behaviour	Students are acknowledged for learning engagement and achievement, use of learning dispositions, demonstrating positive behaviour for learning and environmental citizenship at fortnightly assemblies.	All
Targeted / Individual intervention	Student behaviour management processes to address negative behaviourSee Appendix 2 Daceyville Public School Wellbeing Thermometer See Appendix 3	A system for managing incidents of negative behaviour is implemented by teachers and the executive team to address low-level behaviours of concern. Components of this system are: • Communicating expected behaviours • Three warnings and reminders • Self and teacher directed use of calm down spaces in the students own classroom or a buddy class • Support space and restorative practice • Parent and carer consultation	All
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All

Care Continuum	Strategy or Program	Details	Audience
Targeted / individual intervention	Attendance support	The Learning Support Team refers students to the Principal who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Student's family, Principal
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP

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. A behaviour of concern includes persistent disobedience and/or disruptive behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. See Appendix 1.

Daceyville Public School staff will staff identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student'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 the school counselling service.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site, for example sports carnivals, excursions and school camps
- 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 inappropriate behaviour is managed by teachers in the classroom and the playground.

- **Executive managed –** behaviour of concern is managed by the school executive.

- Negative behaviour and corrective responses are recorded on Sentral.

Classroom	Non-classroom setting
- rule reminder - re-direct - offer choice - error correction - prompts - reteach - seat change - time in calm down space in own or buddy classroom - stay in at break to discuss/ complete work - conference - support space, reflection and restorative practices - communication with parent/carer	- rule reminder - re-direct - offer choice - error correction - prompts - reteach - play or playground re-direction - walk with teacher - support space, reflection and restorative practices - communication with parent/carer

Daceyville Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour Learning expectations are taught daily by teachers to pre-correct negative behaviour and reinforce self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. 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 adults and learners to focus on positive social behaviour

- increase the likelihood that students will use the expected behaviours and skills in the future

- decrease unexpected behaviour and reduce the need for corrective responses

- enhance self-esteem and build an internal focus of control.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
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.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify Stage supervisor or executive ASAP and before the end of the school day.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	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.
3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent	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.	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.
4. Social and emotional learning are taught weekly through wellbeing lessons.	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).	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.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
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 at fortnightly school assemblies.	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.	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.

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
- detention, reflection and restorative practices (listed below)
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- consultation with external therapists involved in the students' support
- 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

Students and/or parents/carers can report cyberbullying to the eSafety Commissioner and reporting links for most sites, games and apps can be found at the eSafety Guide.

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?
Support space and restorative practice – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at lunch break	Assistant Principal	Documented in Sentral
Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	Next break	Assistant Principal	Documented in Sentral

Review dates

Last review date: 31.1.25

Next review date: 27.1.26

Appendix 1:

Daceyville Public School Anti-bullying Action Plan

Daceyville Public School's Anti-Bullying Action Plan

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. 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

   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	Communication topics
Term 1	Behaviour code for students
Term 2	How to be a good friend
Term 3	What is bullying?
Term 4	Cyber bullying

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	Positive Behaviour for Learning
Term 2	Anti Bullying Action Plan and Behaviour Management Procedures

Term 3	What is bullying?
Term 4	Cyber bullying

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:

- New staff induction to include Anti Bullying Action Plan and Behaviour Management Procedures.
- Anti Bullying Action Plan and Behaviour Management Procedures to be included in all casual folders.
- Assistant Principal to communicate to all casual staff that if they witness or suspect any instances of bullying to communicate these to the Assistant Principal as soon as possible. School protocols will be followed.

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.

2.2.1 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:

  o School Anti-bullying Plan
  o NSW Anti-bullying website
  o 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
Term 1	Meet the Teacher night- address anti bullying lessons as part of wellbeing program.
Term 2	Stage letter to address School Anti-bullying plan and Behaviour code for students
Term 3	Stage letter to address School Anti-bullying plan and Behaviour code for students
Term 4	Workshop for parents. Stage letter to address School Anti-Bullying plan and Behaviour code for students

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

- Proactively teach positive social behaviour through PB4L.
- Update PB4L to include steps to take when there is a bullying incident.
- Attend to how students learn as well as what they learn by explicitly teaching Learning Dispositions through the wellbeing program.
- Ensure details of incidents are recorded and entered into Sentral.
- Stage supervisors to monitor sentral entries to identify any patterns of bullying behaviour for their Stage.
- The schools Anti-bullying Plan will be reviewed annually.

Appendix 2:

Managing negative student behaviour incidents: teacher-managed incidents and executive-managed incidents

Expectations for behaviour explicitly and regularly taught	
Negative student behaviour observed by a teacher	
Teacher managed negative behaviour	
Preempt/Prompt/Redirect/Reinforce	
Student meets positive behaviour for learning expectations Positive reinforcement	"Warning 1" Reminder of expected behaviour
	Negative behaviour continues "Warning 2" Reminder of expected behaviour
	Negative behaviour continues "Warning 3" Time in classroom 'calm down' space and then return to learning
	Negative behaviour continues Time in buddy classroom Negative behaviour incident recorded in Sentral by teacher. Teacher determines and manages consequence, eg student completes work at lunch Teacher to communicate with parents of students
If 3 behaviour incidents are recorded in Sentral in a week, a meeting is convened with the student, parent/carer, class teacher and Assistant Principal to address the behaviours and develop support to enable the student to meet positive behaviour expectations. The parent meeting is recorded in Sentral.	
The staff wellbeing process following a negative behaviour incident may be implemented.	

Class/buddy class calm down space time

Time in classroom calm down space	Student goes to the calm down space with a timer. Time is agreed between teacher and student. Student to use the Mood Metre (with strategies). Student to choose an activity to get into the green zone. After the agreed time, the student is supported to return to class by the teacher.
Time in buddy class	Student uses the space as they would in their own classroom. Student return to learning in their classroom after 5-10 minutes

Expectations for behaviour explicitly and regularly taught
Negative student behaviour observed by a teacher
Executive managed negative behaviour
Teacher calls the administration office to request executive support SASS team member contacts an available member of the Executive team
Executive team member presents at the classroom/playground and takes over the supervision and management of the student.
Executive team member provides the student with a calming activity.
When calm, the student tells the Executive team member what happened. Executive team member takes notes about the incident.
If the incident occurs during class time, the Executive team member makes a judgement about whether or not it is appropriate for the student to return to learning with their class or not.
As soon as practicable, the Executive team member has a conversation with the teacher to find out more information regarding the incident and next steps are decided on which may be: • Support space (AP needs to record on SENTRAL) • Parent phone call/meeting (may be AP or classroom teacher) • Referral to the Principal
The classroom teacher enters the negative behaviour incident on Sentral.
The staff wellbeing process following a negative behaviour incident is implemented.

Appendix 3:

Daceyville Public School Wellbeing Thermometer

Action		Response
Green Zone behaviours ● Safe ● Respectful ● Life-long learne**r**		● Praise ● Moves on the Class Race ● PB4L Tokens ● Recognition awards
Yellow Zone behaviours ● Littering ● Misusing school equipment or property of others ● Poor sportspersonship ● Teasing ● Being out of bounds ● Rough play ● Not returning to class promptly ● Not meeting PB4L matrix expectations ● Not following a teacher's instruction		● Reminder of PB4L expectation ● Redirection ● Verbal warning (up to 3) ● Use of classroom calm space or time out on the playground ● Buddy class ● Task completed at lunch/recess monitored by class teacher ● Behaviour recorded in Sentral by class teacher
Orange Zone Behaviours ● Refusal to complete learning tasks ● Damage to school equipment or property of others ● Defiant behaviour ● Racism ● Disrespectful attitude towards staff (rude speaking- language and tone, gestures and facial expressions)		● Consultation with Assistant Principal ● Phone call or conversation with parent/carer by classroom teacher ● Referral to ARCO if necessary ● Support room restorative practice ● Behaviour recorded in Sentral by class teacher or Assistant Principal ● 3 behaviour incidents in a week are followed up with a parent/carer meeting convened by the Assistant Principal, attend by the student and class teacher
Pink Zone Behaviours ● Offensive language directed at a staff member ● Absconding ● Bullying		● Assistant Principal phone call to parents/carers ● Assistant Principal meeting with parents/carers ● Behaviour goal chart with Assistant Principal check-ins ● Learning in an alternative space, under the supervision of an Assistant Principal or Principal ● Behaviour recorded in Sentral by class teacher or Assistant Principal

		● Formal Caution to suspend may be issued by the Principal ● Support plan developed
Red Zone Behaviours ● Physical aggression that causes harm to a staff member or student- threatened or actual ● Persistent disobedience/insolence ● Possession or use of weapons ● Malicious damage to school and/ or the property of others		● Phone Call to parent by Principal ● Parent meeting with Principal ● Formal Caution to Suspend or Suspension may be issued by the Principal ● Support plan developed

Appendix 2: Bullying Response Flowchart

The following flowchart explains the actions Daceyville 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.

First hour:
Identify bullying behaviour, including cyber-bullying
Provide a safe, quiet space to talk and reassure the student that you will listen to them
Let them share their experience and feelings without

Day 1: Docume
Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
Write a record of your communication with the student and check with the student to ensure you have the facts correct
Enter the record in Sentral

Day 2: Collect
Gather additional information from other students, staff or family
Review any previous reports or records for students involved

Day 3: Discuss
Evaluate the information to determine if it meets the definition of bullying (see above)
Make a time to meet with the student to discuss next steps
Ask the student what they believe will help address the situation

Day 4: Implem
Document the plan of action in Sentral
Complete all actions agreed with student and parent within agreed timeframes
Monitor student and check in regularly on their wellbeing

Day 5: Review
Meet with the student to review situation
Discuss what has changed, improved or worsened
Explore other options for strengthening student wellbeing or safety

Ongoing
Continue to check in with student on regular basis until concerns have been mitigated
Record notes of follow-up meetings in your behaviour /