

# Boambee Public School- Behaviour Support and Management Plan

## Overview

**Boambee Public School** is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs are prioritised within our school community, including Smiling Minds, Positive Behaviour for Learning (PBL), Got It! and our student clubs.

### Promoting and reinforcing positive student behaviour and school-wide expectations

Boambee Public School has the following school-wide expectations.

At Boambee PS we are:

#### **Safe**

On time, in the right place and moving safely.

#### **Respectful**

Using our manners, listening to others, following instructions, being patient, caring for others, smiling and greeting others, demonstrating sportsmanship and showing pride in our excelling school.

#### **Resilient**

Challenging ourselves, being persistent, responding well to mistakes and disappointment, being flexible, asking for help, recognising our emotions and applying Nunguu's Choices.

#### **Learner**

Engaged in learning, prepared for class, positive role models, demonstrating leadership and citizenship, active learners.

Boambee Public School use the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Prevention strategies and modelling of positive behaviour are utilised at all times to avoid inappropriate student behaviour.
- Explicit weekly Positive Behaviour for Learning (PBL) and Smiling Minds lessons for all students.
- Reinforcement and feedback for positive behaviour is given in the classroom and on the playground through our "free and frequent" rewards mechanism, these are called Nunguus. Nunguus are used at a class, and whole school level within weekly, termly and yearly draws for reward.
- Awarding of fortnightly class and PBL awards to students for specific school values.
- Recognition at fortnightly assemblies for excellence through our Principals Awards.

- Recognition of awards at Annual Presentation Days/Evening.
- Visits to other classrooms, Assistant Principals, and Principal to provide positive feedback to students.
- Ongoing and consistent feedback to parents about students' behaviour for all classes via Seesaw.
- Articles in the newsletter.
- Explicit explanation by teachers of high expectations and reasons for acknowledging positive behaviour. Positive behaviour is acknowledged through SENTRAL, recognising students who demonstrate our PBL values of Safe, Respectful, Resilient and Learner.

## 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/content/dam/main-education/policy-library/associated-documents/behaviourcode.pdf>

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

## Whole School Approach

Care Continuum	Strategy or Program	Details
Prevention	Class expectations	Teachers develop a set of class expectations and routines with their class at the commencement of each school year. Teachers explicitly teach the PBL Matrix for the first 4 weeks of every year, and also as necessary throughout the year. Students are taught how the school PBL expectations are applied within the classroom and on the playground. Positive recognition when students follow expectations is given in class and at a whole school level through our Nunguus.
Prevention	Wellbeing Team	The School Wellbeing Team meets fortnightly and includes more than 10 student representatives, 3 parent representatives and more than 10 teachers. This team evaluates behavioural data and determines the next explicit PBL lesson. We identify and support student led initiatives to promote wellbeing across the school.
Prevention	Student Delivered PBL Lessons	All Stage 3 students lead K-4 mixed peer groups in positive behaviour and anti-bullying lessons fortnightly. These lessons are based around the school values of Safe, Respectful, Resilient and Learner. Data is collected from Sentral entries which are aligned with the values and this

		data is used within Wellbeing Team Meetings to identify the next whole school PBL focus.
Prevention	Peer Support	All new kindergarten students are allocated a Year 6 buddy who meet weekly for guided buddy sessions.
Prevention	Student Clubs	As part of our 2021-2025 Strategic Improvement Plan we have developed 11 student clubs, each club having 2 elected SRC representatives and teacher mentor. These clubs provide more than 150 students with roles and responsibilities across the school which greatly enhance our students' sense of belonging.
Prevention	Staff PL	All staff engage in ongoing professional learning using the department's Universal Resources Hub, Network Behavioural Specialists, Got It PL, PBL training, Smiling Minds training and annual Connecting to Country training.
Early Intervention	Classroom and playground management	Class teachers support and guide individual students through our Nunguus Choices to develop resilience and make positive behavioural choices. Teachers may also give explicit direction in the form of: <ul style="list-style-type: none"> <li>• 'Time out' from activity in a supervised area</li> <li>• Removal from activity</li> <li>• Walking with teacher on duty</li> <li>• Move to another playground area</li> <li>• Detention/ Reflection time</li> <li>• Writing apology letters</li> </ul>
Early Intervention	Learning Support Team referral	Co-ordinates the student learning support services and programs in the school K-6. The Learning Support Team considers the learning needs of individual students (and students with common learning patterns in year levels and across the school) and co-ordinates services and programs to ensure maximum use of both human and physical resources. Recommendation may include referral for school counselling or access to specialist support.
Early Intervention	Got It Program	This is a specialised early intervention program for K-2 students and their parents who display emerging conduct problems such as aggression, defiance and disruptive behaviour.
Targeted Intervention	Student Individualised Plan	In consultation with parent/carer an individualised plan will be developed with short- and long-term goals.
Targeted Intervention	LWO and/or APLA support	The Learning and Wellbeing Officer and/or Assistant Principal Learning Assistance will be consulted for advice and support on suitable interventions for individual students and plan collaboratively reviewed and adjusted in

		consultation with the parent/carer.
Individual Intervention	LST ILP	The Principal and LST will develop a personalised plan for students informed by staff, parents, medical practitioners and agencies. The plan will be monitored and evaluated weekly.
Individual Intervention	Team Around a School	Specialist support will be accessed. An individualised plan developed in consultation with the parent/carer.

## Inappropriate behaviour and behaviours of concern

If students display inappropriate behaviour they will be referred by a teaching staff member and recorded in Sentral as a behaviour entry. For minor behaviour students will be reminded about expectations and using Nunguus choices. If the minor behaviours continue, a student may be given detention by an executive team member. Minor inappropriate behaviours include:

- **Safe:** being out of bounds, hands on play
- **Respectful:** not playing fairly, back chatting staff, telling lies, littering, swearing/insulting, not following teacher instructions
- **Learner:** not completing set tasks, talking and distracting others, not prepared for learning, being late to class

For major behaviour concerns students will be recorded in SENTRAL as a behaviour entry and will be given a detention. An executive team member will oversee detention. The detention will consist of a reflective process where students review PBL expectations and Nunguu's choices. 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. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices moving forward. These sessions may result in the development of personalised learning and support plans, behaviour plans or playground behaviour cards to support successful learning outcomes for all students. Plans will be communicated with parents/carers.

Major inappropriate behaviours include:

- **Safe:** inappropriate touching of others, physical aggression, verbal aggression, threatening others
- **Respectful:** continued disobedience, harassment, racism, high level swearing, stealing, damaging school property, inappropriate talk, inappropriate behaviour
- **Learner:** repeatedly distracting others from learning, refusing to follow teacher instructions, continually off task

## Identifying serious behaviour of concern, including bullying and cyberbullying

A serious 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.

Boambee Public School staff will 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
- 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 serious behaviours of concern

If inappropriate behaviours are considered serious the principal and executive may consider suspension. If a suspension does occur the student's return to school will be supported through the development of personalised learning and support plans, behaviour management plans or playground behaviour cards to support successful learning outcomes for all students. Plans will be developed and communicated with parents/carers.

- The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) 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 procedure**
- **Student Behaviour policy and Suspension and Expulsion procedures.**

## Partnership with parents/carers

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

- Fortnightly Wellbeing/PBL meetings with student, parent, teacher and

SASS staff representatives. Embedded and ongoing consultation occurs within these meetings at 8:45 Tuesdays in even weeks of the term.

- Consultation at Parent Information Evenings.
- Ongoing consultation with the P&C and Coffs Harbour AECG.
- Aboriginal Advisory Team meetings which occur 2 times per term, this team is made up of parent representatives and our student Aboriginal Education Club.
- Multiple annual school surveys.

Boambee Public School will communicate these expectations to parents/carers by:

- Providing ongoing information in the weekly school newsletter and school website.
- Parent Information evenings.
- P&C and Coffs Harbour AECG meetings.
- Individual parent/carer meetings on request.

### **School Anti-bullying Plan**

The Boambee Public School Anti Bullying Plan is available at - <https://boambee-p.schools.nsw.gov.au/>

### **Reviewing dates**

Last review date: 10 December 2024

Next review date: 10 December 2025

**education.nsw.gov.au**

## Bullying Response Flowchart

The following flowchart explains the actions BoambeePublic 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.

