

Bowral Public School Behaviour Support and Management Plan

Overview

Bowral Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are Positive Behaviour for Learning, Anti-Bullying Plan 2023, Behaviour Code for Students and 'BeYou'.

Promoting and reinforcing positive student behaviour and school-wide expectations

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

- To be a safe, co-operative, kind and fair learner.

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

- Our school behaviour management system includes a positive awards system and a behaviour management system.
- Positive strategies are: consistent reinforcement of the language of the school values; a systematic levelled awards process presented formally and informally; fast and frequent positive reinforcement (Possum awards), Possum passport for lesson delivery, good news postcards.
- Behaviour management processes (consequences) are: a detailed, systematic and consistently implemented levelled behaviour management system that informs teachers of the appropriate consequences to build : safe, co-operative, kind and fair learners.

Behaviour Code for Students

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>. 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	Audience
Prevention	CLP	The Challenging Learning model engages students and motivates them to improve their learning. The use of student goal setting and self-assessment ensures students feel ownership.	Whole school K-6
Prevention	Support Personnel	<ul style="list-style-type: none"> The Community Liaison Officer works directly with families and students to meet those families at their point of need in terms of wellbeing and welfare. School learning and support officers are strategically deployed to ensure maximum benefit to targeted students and equity of access to the curriculum. 	Families and individual students.
Prevention	BeYou	BeYou develops positive mental health, inclusivity and resilience.	Whole school
Prevention	PL	<ul style="list-style-type: none"> Trauma informed practice professional learning delivered by network behaviour specialists. 'BeYou' professional learning presented by a school specific consultant. Positive behaviour for learning PL provides a consistent approach to managing behaviour across the school. <p>PBL samples</p> <ul style="list-style-type: none"> Award system flowchart Behaviour management flowchart PBL Matrix Classroom graphic – traffic lights Possum award calculator Developing and completing support plans for student. <p>Student plan samples</p>	Staff, students and community.

Care Continuum	Strategy or Program	Details	Audience
		<ul style="list-style-type: none"> • Individual Education Plan Sample • Behaviour support plan sample • Personalised learning Pathway sample • Check-in for day to day management for self-regulation. • Zones of regulation by school counsellor. Zones of regulation sample. 	
Prevention	Additional services	<ul style="list-style-type: none"> • The school engages a dental van yearly for free dental examinations offered to all families. • Free breakfast is offered to all students on a daily basis. We continue to engage the community to assist in serving breakfast. • Community services, including HSLO, NDIS to name a few. 	Students
Prevention	Engagement of community services and support agencies	The community liaison officer maintains regular and frequent contact with local support services and agencies to support families at their point of need.	Students and families
Prevention	Classroom practices	Play based curriculum for younger students.	Students
Prevention	Additional supports	Financial assistance for families e.g., uniforms, excursions.	Students and families
Early Intervention	Tier 1 PBL	Positive Behaviour for Learning (PBL) Tier 1 school wide and classroom system of support that brings together the whole school community to contribute to develop a positive, safe and supportive learning culture.	Staff, students and community
Early Intervention	Classroom management	<ul style="list-style-type: none"> • Communication with parents and where relevant, the use of communication books, ClassDojo, 3-way conversations, emails. • Explicit teaching modelling of specific skills including behaviour expectations and social skills. 	Staff, students and community
Early Intervention	Additional supports	The school is running clubs, including music programs, robotics, physical education, delivered as a peer support structure.	Students and staff
Early Intervention/ Kindergarten	Class structure/ play based learning	<ul style="list-style-type: none"> • Kindergarten classes are smaller to enable improved socialisation, basic skills and improved learning outcomes. 	
Targeted intervention	Classroom management	<ul style="list-style-type: none"> • Individual behaviour expectations and goals are developed collaboratively on a need's basis. • 3-way conferences to include student 	Whole school

Care Continuum	Strategy or Program	Details	Audience
		<p>goal setting, learning intention, success criteria and student self-assessment.</p> <p>3 Way conference samples</p> <ul style="list-style-type: none"> • Parent invitation letter • Parent Questionnaire • Parent Interview recording sheet • Junior Goal setting task • Senior goal setting task • Transitions strategies for Kindergarten and Year 6 to 7. The school communicates with pre-schools and high schools to ensure smooth transition for students, 	
Targeted intervention	Delivery support personnel	<ul style="list-style-type: none"> • Behaviour specialists are called in to support individual teachers and students requiring specific strategies to manage challenging behaviours. • EALD staff support English as an additional language and offer refugee support. 	Staff, students and community
Targeted intervention	Learning and Support	<ul style="list-style-type: none"> • Structured and effective learning and support processes including clearly communicated agendas and follow-up ensure targeted students and their academic, social and emotions needs are met in a timely manner. • The school counsellor provides support for teachers, students and families, including assessments, advice and ongoing monitoring. 	Staff, students and community
Targeted intervention	Professional Learning	Ongoing professional learning around trauma informed practices, 'Be You', Zones of Regulation, PBL, Peer Support Program	
Individual interventions	Classroom management	<ul style="list-style-type: none"> • Communication with parents and where relevant, the use of communication books. • Community liaison officer uses a check-in and check-out process and attendance management and daily monitoring of identified high risk students. 	Staff, students and community
Individual interventions	Delivery support	<ul style="list-style-type: none"> • Delivery support personnel are called upon to advise appropriate strategies for managing challenging behaviours. • Individual student support plans, including PLP's are collaboratively developed with parents to explicitly identify triggers and interventions needed to address challenging behaviours and regularly evaluated, 	Staff, students and community

Care Continuum	Strategy or Program	Details	Audience
		<p>reviewed and updated.</p> <ul style="list-style-type: none"> Individual education plans, including PLP's are collaboratively developed with parents and address academic and emotional strategies to support individual needs behaviours and regularly evaluated, reviewed and updated. 	
Individual interventions	Students with disability	Itinerate and allied health professionals work consultatively with teachers and parents to support individual students with disability, including vision and hearing.	Staff, students and community
Individual interventions	Professional Learning	<ul style="list-style-type: none"> Every staff member is current in disability standards professional learning, ensuring a culture of inclusivity where all students access the curriculum with educational equity. Staff regularly engage as a whole staff and in a mentoring capacity to accurately prepare, evaluate and adjust personal learning and support plans. 	Staff
Individual interventions	Delivery support personnel	The community liaison officer collaborates with the Home School Liaison officer to identify and intervene attendance concerns. Network specialist facilitator collaborates and guides to provide advice to schools and families to support students.	Staff, students and community
Individual interventions	IFS	Applications for individual funding support provides additional resources to support individual student needs.	Staff, students and community

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Whole school systems and processes	<ul style="list-style-type: none"> Behaviour code for students. Positive Behaviour for Learning matrix Awards system flowchart School levels system Anti-bullying policy Behaviour management system 	PBL team Executive team	Sentral/ School bytes.

Action	When and how long?	Who coordinates?	How are these recorded?
	<ul style="list-style-type: none"> School behaviour definition. 		
Reflection/ Detention/ Restorative practices	<ul style="list-style-type: none"> Reflection is operational every day and is managed by assistant principals. Students attend for approximately 20 minutes. AP's lead a restorative conversation using the line of choice model. <p>Line of Choice samples</p> <ul style="list-style-type: none"> Line of choice teacher resource Line of choice student graphic More severe incidents draw a longer period of 30 minutes. 	Assistant Principals	All incidents and reflection periods are recorded in SENTRAL/ School Bytes

Partnership with parents/carers

Bowral Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by sharing and promoting Positive Behaviour for Learning processes and practices.

Bowral Public School will communicate these expectations to parents/carers by regular promotion and communication through SkoolBag, newsletters, FaceBook and the school website.

School Anti-bullying Plan

A link to the school's existing anti-bullying plan can be found here [BPS Anti-Bullying Plan 2023](#).

Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

Reviewing dates

Last review date: 03/ 04/ 2023

Next review date: Day 1, Term 1, 2024