

# Busby Public School Behaviour Support and Management Plan

## Overview

Busby Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key values we will be building are:

### **Courage, Kindness, Respect, Innovation and Unity**

Our approach to behaviour supports and management is consistent across the school and is aligned with the Department of Education's Student Behaviour Policy.

Busby Public School must be a safe and caring learning environment in which students feel connected and belong. The rights of all students to learn and all teachers to teach must be supported. Busby Public School has the commitment to explicitly teach and model positive behaviour and support all students to be engaged with their learning.

The Berry Street Education Model is based on classroom strategies informed by Berry Street's approaches to trauma – informed learning and the science of wellbeing. This key program is implemented across all learning spaces at Busby Public School. Other whole school initiatives that are implemented throughout Miller Public School to reinforce positive behaviours are the Trauma informed practice and Restorative Justice programs looking at Wellbeing and the child as a whole.

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

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

- To a safe, respectful, and active learner.

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

- Teachers create a positive, inclusive and safe learning spaces for all students.

- Teachers plan and implement a classroom management plan, which reinforces appropriate behaviours and outlines consequences for inappropriate behaviour.
- Teachers use the whole school reward system 'Busby Bucks' to reward positive behaviour.
- Merit awards to celebrate and recognise student's achievements and positive attitude towards their learning.
- In all learning spaces, teachers display behaviour expectations and students are assisted to meet these through consistent approaches differentiated to meet the needs of all students.
- Classroom management plans are for all students and operates fairly and predictably for them.
- Positive praise also contributes to positive student – teacher relationships while teaching and modelling appropriate behaviour.

### 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	Wellbeing framework	Reward system- Busby Bucks Positive relationships Classroom management Explicit lessons Classroom displays	Whole school
Prevention	<b>Positive Classroom Environment</b> Characterised by warm, respectful, and sensitive interactions between students and their peers, and between students and their teacher.	Positive classroom environment, with high quality student teacher relationships and explicit teaching of social and emotional skills. Structured instruction to engage and motivate students in learning. Providing and explicitly	Students

Care Continuum	Strategy or Program	Details	Audience
		teaching effective rules and routines. Offering pre-corrections to remind students of expectations. Using active supervision to help students stay on task.	
Prevention	<b>Zones of Regulation</b> Provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional and behavioural development.	Embedded with Busby Public School's wellbeing approach to students.	Students
Early Intervention		Social stories Parent communication	Students
Targeted		Social skills PLaSP's Parent communications	Students
Individual	<b>Identifying Student Needs</b> Understanding why a student is disengaged from learning or being disruptive is critical for providing an appropriate and effective corrective response.	Buddy teacher BSP PLaSP Sensory items Check in/out Parent communication	Students
Targeted Intervention	Learning and Support	The Learning and Support team, work with teachers, students and families to support those students who require personalised learning and support. Including instructional leadership, development of risk assessments and the development of short- and long-term goals.	Individual students, families, staff

\*Insert more rows as required.

## Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Reflection Time	Recess or Lunch	Executive	School Bytes

## Partnership with parents/carers

Busby Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by collaborating with parents to identify student needs, parent teacher meetings and creating personalised learning pathways for students.

Busby Public School will communicate these expectations to parents/carers by school website, school newsletter, parent teacher meeting and school Facebook page.

## Reviewing dates

Last review date:19/5/2023

Next review date:19/2/2024