

Busby 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 support and management is consistent across the school and is aligned with the Department of Education's Student Behaviour Policy. Busby Public School endeavours to 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 is 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 Busby Public School to reinforce positive behaviours are the Trauma informed practice and Restorative Justice programs looking at Wellbeing and the child as a whole.

Values Explicit teaching is embedded into daily practice to lead by example and unpack what each of our key school values looks like in action.

Partnership with parents and carers

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

- inviting parent/carer and student feedback through formal and informal means, such family conferences, community yarns, school surveys, consulting with community and local AECG.
- using concerns raised through complaints procedures to review school systems, data and practices.

Busby Public School will communicate these expectations to parents/carers through the school newsletter, school Facebook page and school website. 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

Expectation - Respect	Expectations - Kindness	Expectation - Curiosity
Respect ourselves	Show care and kindness	Ask questions
Respect others	Help others	Learn and be curious
Respect the environment	Be a good friend	Think and create
Expectation - Courage	Expectations - Unity	
Overcome challenges	Work together	
Take risks	Accept differences	
Try our best	Value our culture	

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. Staff are trained in the Department evidence based practices of Berry Street Trauma informed practices.

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
- discouraging inappropriate behaviour with reflection conversations and time out where needed
- 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.

- Staff create positive, inclusive and safe learning spaces for all students.
- Staff plan and implement a classroom management plan, which reinforces appropriate behaviours and outlines consequences for inappropriate behaviour.
- Staff use the whole school reward system ‘Busby Bucks’ to reward positive behaviour as well as Dragon values to support the school values and expectations system.
- 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.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Wellbeing and Engagement	Reward system- Busby Bucks Positive relationships Classroom management Explicit lessons Classroom displays	Whole school
Prevention	Berry Street Trauma informed practice	Staff trained to embed Ready to learn plans, morning routine discussions and strategies designed to support student engagement and reengagement to learning.	Whole school
Prevention	Positive Classroom Environment 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 teaching effective rules and routines. Offering precorrections to remind students of expectations. Using active supervision to help students stay on task.	Whole school
Preventative	Rules and Routines Classroom rules are considered fundamental to effective classroom management. Routines can	Predictability and structure can benefit all students and is especially helpful to scaffold and support students with challenging behaviours	All

Care Continuum	Strategy or Program	Details	Audience
	be used in a range of situations to help minimise disruption and support student engagement in learning.		
	Zones of Regulation 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.	Individual students K - 6
Preventative	<u>Child protection</u>	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Early intervention	Australian eSafety Commissioner <u>Toolkit for Schools</u> 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	Quiet spaces	Small group intervention to support and increase the coping strategies of students who are feeling anxious, stressed or who have poor resilience in a small group environment at school to do art or play games in small quiet spaces.	Individual students K - 6
Targeted intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted intervention	Attendance support	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals. Team works with Home School Liaison Officers to support attendance concerns.	Individual students, attendance co-ordinator. HSLO
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. 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.

Busby 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 (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
- 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 school executive.

Corrective responses are recorded on classroom tracking sheets and more difficult behaviour is tracked on our SchoolBytes system. These include:

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

Busby Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Unleash the Dragon values teaching and Berry Street training which consist of evidence-based strategies used daily by teachers to teach 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. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. 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.

<p>Prevention</p> <p>Responses to recognise and reinforce positive, inclusive and safe behaviour</p>	<p>Early Intervention</p> <p>Responses to minor inappropriate behaviour</p>	<p>Targeted/Individualised</p> <p>Responses to behaviours of concern</p>
<p>1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice.</p> <p>Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p>	<p>1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>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.</p>
<p>3. Behaviours of concern: frequent moderate and intermittent significant and infrequent are recorded on Behaviour / wellbeing Schoolbytes system.</p>	<p>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.</p>	<p>3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Behaviour / wellbeing Schoolbytes system and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.</p>
<p>4. Values and Social emotional learning lessons are taught School values lessons and Berry Street Education strategies weekly.</p>	<p>4. Teacher records on Behaviour / wellbeing Schoolbytes system 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) or anti-bullying co-ordinator.</p>	<p>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.</p>
<p>Teacher contact through parent meeting 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.</p>	<p>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.</p>	<p>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.</p>

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing Schoolbytes system. 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)
- 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.

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
- 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](#).

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?
Reflection room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at either lunch or recess break	Assistant Principal	Documented in [Behaviour / wellbeing ITD system]
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	Next break	Classroom teacher or Executive	Documented on School bytes or class behaviour tracking sheet

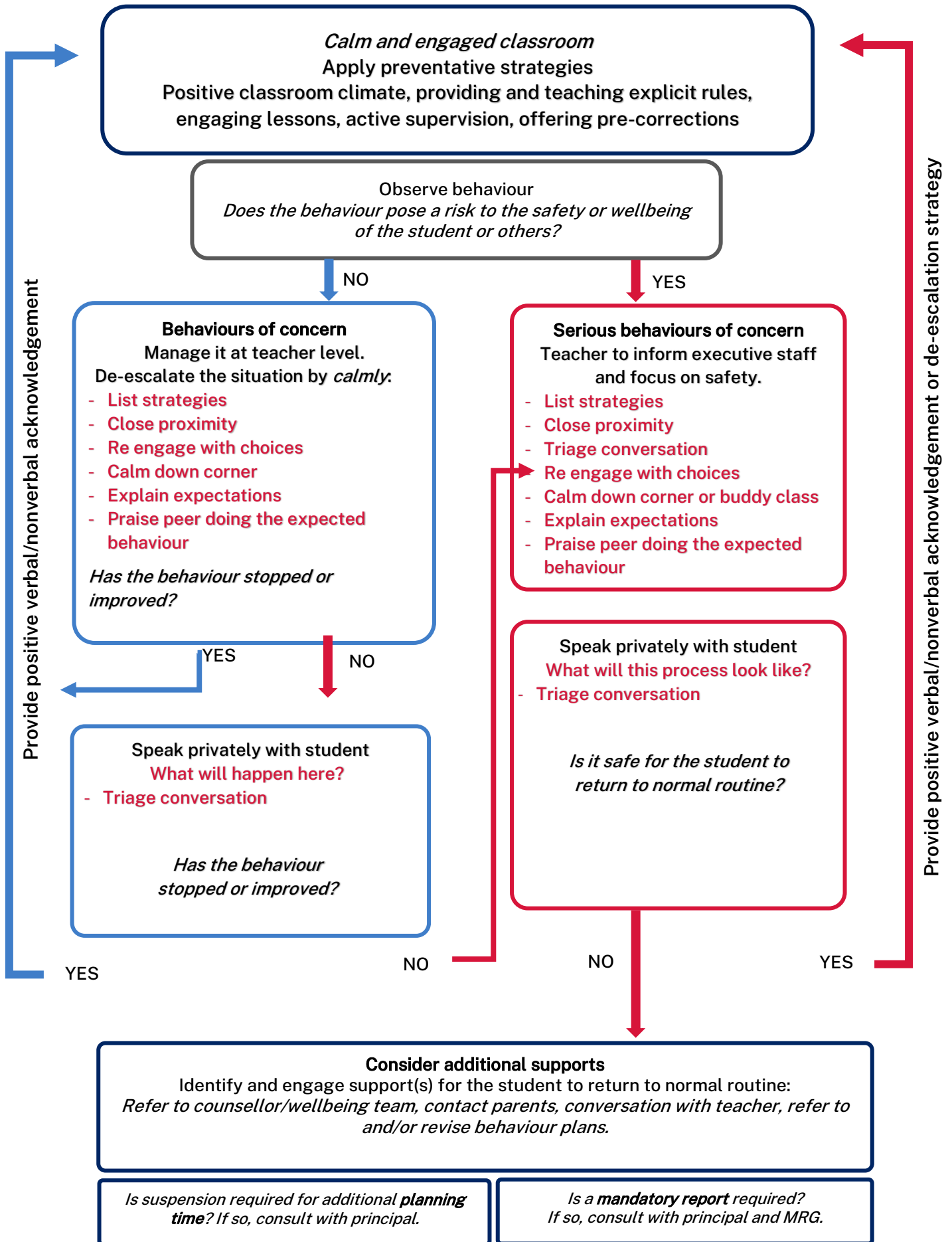
Strategy	When and how long?	Who coordinates?	How are these recorded?
achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)			
Restorative practice – peer mediation or circles in groups	Scheduled for either lunch or recess break	Classroom teacher or Executive	Documented on School bytes or class behaviour tracking sheet
Calm down corner – withdrawal from situation to a calm down corner timed. The purpose is to assist the student to reflect on their behaviour and make positive choices – after time can engage in learning or activity or choose to talk to a teacher	During class time	Classroom teacher	Documented on class behaviour tracking sheet
Triage Conversations	During break times or at the time of behaviour	Classroom teacher or Executive	Documented on School bytes or class behaviour tracking sheet

Review dates

Last review date: [31/1/2025: Day 1, Term 1, 2025]

Next review date: [31/1/2027: Day 1, Term 1, 2027]

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart (Optional)

