

# Barham Public School Behaviour Support and Management Plan

## Overview

Barham 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 Tier 1 School Wide.

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

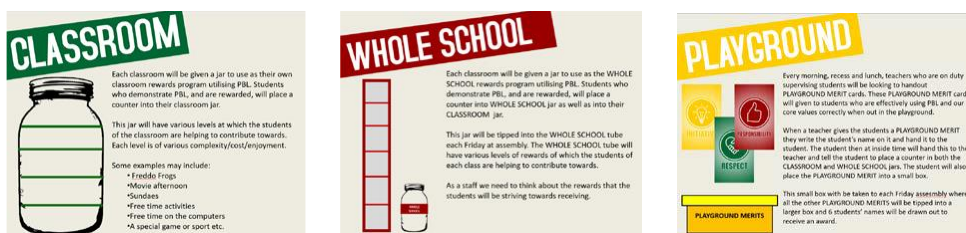
Barham Public School has the following school-wide rules and expectations:



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

- positive classroom climates, with high quality student-teacher relationships and explicit teaching of social and emotional skills.
- structured instruction to engage students in learning.
- providing and explicitly teaching rules and routines based on our core values.
- offering pre-corrections to remind students of expectations.
- using active supervision to help students stay on task.

The school's system for promoting and reinforcing positive behaviour is explained below.



## 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.

Before deciding on the most appropriate way to respond to behaviour, principals, teachers and school staff need to:

- identify the form, nature and function of the behaviour.
- understand the context in which the behaviour occurred and any previous incidents.
- establish whether the behaviour is developmentally appropriate.
- consider any other relevant circumstances or information.

## Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Preventative	Classroom Management	<p>To build positive classroom environments, teaching and non-teaching staff create positive learning environments by:</p> <ul style="list-style-type: none"> <li>• Liaising with past teachers and external service providers to understand students strengths, areas of support and successful strategies. Developing strong teacher/student relationships</li> <li>• Explicit teaching and modelling of specific skills including social skills and behaviour expectations</li> <li>• Engaging parents in school activities and regular communication with parents around school expectations.</li> <li>• Integrating mindfulness, movement breaks and social/emotional learning into teaching and learning programs.</li> <li>• Adopt a restorative approach that focuses on building, maintaining and restoring positive relationships.</li> </ul>	Whole school
Preventative	Professional Learning	<p>To develop understanding of and consistent response to supporting positive behaviour, school staff engage in professional learning that includes:</p> <ul style="list-style-type: none"> <li>• Positive Behaviour for Learning Tier 1 School Wide and Tier 1 Classroom systems of support eLearning</li> <li>• Classroom management fundamentals eLearning</li> <li>• Understanding behaviour for Non-teaching school staff</li> <li>• Trauma informed practice</li> <li>• Disability standards for Education eLearning</li> <li>• Connecting to Country cultural awareness program</li> </ul>	School Staff
Early Intervention	PBL Tier 1	Positive Behaviour for Learning (PBL) Tier 1 Schoolwide and classroom systems of support that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture.	Whole school
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 and staff

Care Continuum	Strategy or Program	Details	Audience
Targeted Intervention	<a href="#">SPARC</a>	SPARC is an eight-week social and emotional student small group program that focuses on five key areas. The program encourages students to dream big, set goals, and work in teams, and equips students with basic fundamental skills to navigate life's various challenges. This program is delivered by the Student Welfare Officer.	Small group of students in same peer group.
Targeted Intervention	<a href="#">Reach Out and Relax (ROAR)</a>	ROAR aims to improve the emotional health and wellbeing of children and young people. It provides early intervention support children and their families. It is delivered by 'Interach', Deniliquin when available.	Small group and individual students and their and family.
Individual Mentoring	<a href="#">JUMP program</a>	The Jump program is an individual program to support resilience and positive self-identify, run by the Student Welfare Officer.	Individual students

## Detention, reflection and restorative practices


Action	When and how long?	Who coordinates?	How are these recorded?
<b>Reflection:</b> After using de-escalation strategies, a student is directed by a teacher to go to an alternative space in the classroom (reflection desk) to reset. The classroom teacher has a 5-minute restorative conversation at the next break.	5 minutes at next break	Classroom teacher	Teacher notes.
<b>Buddy Class:</b> After using a range of de-escalation strategies, a student is directed by a teacher to go to a buddy class and complete their work to minimise the escalation of minor inappropriate behaviour. A restorative conversation occurs at the next break with the teacher. This is a planned strategy that if used more than three times in a week results in development of an individual behaviour support plan.	10 minutes or when the student has de-escalated as determined by the buddy teacher. Restorative conversation 10 minutes at next break.	Class teacher	Note on Sentral. Parent notified.

Action	When and how long?	Who coordinates?	How are these recorded?
<p><b>Teacher-directed time-out</b> is a planned behaviour intervention that is implemented as part of a behaviour support plan based on an assessment of the behaviour.</p> <ul style="list-style-type: none"> <li>use a space within the classroom or nearby where the student can be supported.</li> <li>the student is monitored by the teacher.</li> </ul> <p>it is for the shortest possible time.</p>	Following consequences for low level behaviours being unsuccessful	Class teacher	Note on Sentral
<p><b>Self-directed time-out</b> enables a student to remove themselves from a situation or environment causing stress. This is sometimes called time away, chill out time or cool down time. It is a planned informal behaviour support strategy that may be used as part of a behaviour support response and documented as an agreed strategy. Used to prevent escalation of behaviour</p>	As needed Where teacher supervision can occur	Class teacher	Note on Sentral
<p><b>Reflection (during playtime)</b> are a planned consequence that involves a single student, or group of students, generally being in a designated room or area. The purpose of these is to support the student to reflect on their behaviour and make positive choices. The student is always supervised in the room by at least one adult and the student is not left alone at any time.</p> <p>A student has demonstrated repeated inappropriate behaviours that have been addressed at the classroom level. The student has been directed to the reflection room at lunch time to participate in a restorative conversation and encourage them to make positive choices.</p>	Follow-up to teacher referral after classroom consequences. Half of break time.	AP Principal	Note on Sentral Parent notified

\*Insert more rows as required.

### Partnership with parents/carers

Barham Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by consulting with parents during phone calls, interviews and meetings.



Barham Public School will communicate these expectations to parents/carers by newsletter, phone calls, face-to-face meetings. Notes of these meetings will be recorded in Sentral and/or individual behaviour management plans.

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

Barham Public School's Anti-bullying plan. Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

### **Reviewing dates**

Last review date: Day 1, Term 1, 2024

Next review date: Day 1, Term 1, 2025