

# Niagara Park Public School Behaviour Support and Management Plan

## Overview

Niagara Park Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Our goal is to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

Principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

To achieve our mission, key programs prioritised and valued by the school community are:

- Trauma Informed Practice
- The Anxiety Project

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Niagara Park Public School rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

## Partnership with parents and carers

Niagara Park Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and anti bullying strategies by:

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Niagara Park Public School will communicate these expectations to parents/carers through the school newsletter, school website and Sentral. 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 Be Proud	Expectation Be Respectful	Expectation Be Safe	Expectation Be Responsible
Always do your best	Respect the property of others	See a teacher if needed	Follow the teacher's instructions
Wear your uniform proudly	Be tolerant of others	Keep your hands and feet to yourself	Tell the truth
Leave all areas clean and tidy	Speak politely and be friendly	Remain in bounds	Accept consequences
Think and speak positively	Be fair and take turns	Be sun safe and wear a hat	Care for belongings
Represent the school with pride	Care for others	Move Safely	Be prepared

## 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.

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
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- 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.

Care Continuum	Strategy or Program	Details	Audience
<b>Prevention</b>	Explicit teaching of school rules and behaviour expectations	Every class engages in explicitly taught lessons on the school rules and expectations for behaviour each week	Students K - 6
<b>Prevention</b>	Whole school behaviour system	We implement a whole school positive behaviour system to promote positive behaviour inside and outside the classroom. This includes a visual traffic light system in the classroom, awarding of free and frequent dojo points, reward days and restorative conversations resulting from incident report referrals	Students K-6 and teachers
<b>Prevention</b>	Breakfast Shack	Our Breakfast Shack program provides access to a free and healthy breakfast and builds strong connections amongst staff and students.	All
<b>Prevention</b>	Superstar reward system	Superstar Reward system: superstar stickers are awarded to students for positive behaviour in the classroom, engaging in extracurricular activities, demonstrating citizenship, achieving learning goals and completing outstanding quality work. Students work towards achieving Superstar awards throughout their schooling journey K-6. These are presented at a Superstar assembly where student achievements are celebrated by the school community	Students K-6
<b>Prevention</b>	Structured playground support	We offer a range of structured activities to support positive behaviour in the playground at recess and lunchtime. These include our K-2 structured play area where students can build their social skills, our structured lunchtime sports program where students can learn the rules and skills of a game under staff member guidance, and a variety of interest groups that students may choose to attend, such as Green Team, Craft Club, Choir and Science Club	Students K-6
<b>Prevention</b>	Buddy Bench K-6	The Buddy Bench program is run by the Student Leadership Team and class SRC representatives. Students participate in organised games with buddy bench leaders to build their social skills.	Students K-6

Care Continuum	Strategy or Program	Details	Audience
<b>Prevention</b>	Bro Speak and Sista Speak	A cultural and mentoring workshop program at our school, which has a strong cultural focus and is designed to inspire and motivate Aboriginal youth and highlight the importance of education.	Aboriginal and Torres Strait Islander students K-6
<b>Prevention</b>	<a href="#">Child protection</a>	Child Protection education is a mandatory part of the K-6 PDHPE syllabus and is taught in all classrooms.	Students K-6 and Teachers
<b>Prevention</b>	<a href="#">National Week of Action (NWA)</a>	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Students K-6 and Teachers
<b>Early Intervention/ Targeted Intervention</b>	Student Wellbeing officer	The Student Wellbeing Officer provides support for identified students. Parents/carers may request a referral to access this support. The Staff Wellbeing Officer also provides structured activities and delivers programs, such as Worry Woos and Rock and Water. to support the social and emotional needs of students.	Identified students and groups of students.
<b>Early Intervention/ Targeted intervention</b>	<a href="#">Personalised learning and support</a>	The school provides adjustments and support to meet individual student needs where identified.	Students K-6 and Teachers
<b>Early Intervention/ Targeted Intervention</b>	<a href="#">Personalised Learning Pathways</a>	PLPs are developed in consultation with families and are an effective tool for increasing Aboriginal student engagement and improving learning outcomes.	Aboriginal and Torres Strait Islander students
<b>Early Intervention/Targeted Intervention</b>	Transition Programs	Transition programs are provided for students at key transition points in their schooling. These include start of school (K-Start), moving from infants to primary (Step-Up), and transitioning from primary to high school. Information about every student is collated at the end of each year to handover to the teacher in the following year. Additional transition sessions are planned and provided to support the needs of identified students.	Students K-6 and Teachers
<b>Early Intervention/ Targeted Intervention</b>	<a href="#">School Learning and Support team</a>	The school LST works with teachers, the school counsellor, students and families to support students who require personalised learning and support.	All
<b>Targeted/ Individual Intervention</b>	<a href="#">Behaviour Support planning</a>	If a student exhibits more complex and challenging behaviours, observations conducted by the LaST or APLAs and follow-up recommendations may be provided. Class teachers and Assistant Principal work with parents/carers and students to develop, implement, monitor and review individual behaviour plans, behaviour response plans and risk management plans, where appropriate.	All

Care Continuum	Strategy or Program	Details	Audience
		Team Around a School support may be sought and utilised as required.	
<b>Targeted/Individual Intervention</b>	<u>Attendance</u> support	Attendance Officer reviews attendance data with Home School Liaison Officer fortnightly. Students are flagged if attendance is a concern. Informal/formal attendance plans are designed, implemented and monitored, working with parent/carer and student.	All

## Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying

### Identifying a behaviour of concern, including bullying and cyber bullying

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.

Niagara Park 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
- 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.

### Preventing behaviours of concern

Niagara Park Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations.

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.

Niagara Park Public School uses the following strategies to recognise and reinforce positive student behaviour and behavioural expectations:

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.

Specific positive feedback may not be sufficiently reinforcing for some students, so the school-wide continuum provides the opportunity to pair verbal or non-verbal feedback with a positive, tangible consequence.

The school-wide continuum for acknowledging expected behaviour includes:

- free and frequent rewards – for everyday use by all staff in all settings eg class dojo points
- moderate and intermittent – awarded occasionally eg superstar stickers, reward events
- significant and infrequent – semester or annual types of recognition eg presentation day awards, Big Mover

### **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 regularly used across the school. These include: rule reminder, re-direct, offer choice, error correction, prompts, reteach, seat change, restorative practices, communication with parent/carer.

### **Responses to serious behaviours of concern**

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.

Responses for serious behaviours of concern, including students who display bullying behaviour, 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.

### Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

[Incident Notification and Response Policy](#)

[Incident Notification and Response Procedures](#)

[Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety Guide](#).

### 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?
<b>Buddy Class</b> Classroom: Red level on the traffic light system (2 previous warnings given by the teacher)	Neighbouring Classroom 10 minutes	Class teacher	Verbal  Sentral if occurring frequently
<b>Planning Room</b> A structured debriefing and restorative conversation with an individual student (reflection) following referral for a behaviour of concern	1 planning room session at lunch (after eating time) 25 minutes	Executive Staff	Incident Report sent home to parents Recorded on Sentral

### Review dates

Last review date: [31/01/2025 : Day 1, Term 1, 2025]

Next review date: [27/01/2026: Day 1, Term 1, 2026]