

Blackwell Public School Behaviour Support and Management Plan

Overview

Blackwell 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 Peer Support, Bounce Back, I Hear You, Peaceful Kids and Blackwell's Social and Emotional Learning.

Promoting and reinforcing positive student behaviour and school-wide expectations

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

'Good manners, Good thinking, Good learning'

Student welfare encompasses everything that the school community does to meet the social and personal needs of students to enhance their well-being.

This involves recognising, valuing, and developing each student as a total and unique person in the context of this school and society.

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

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention strategies for all students	Classroom Management	Strong teacher/student relationships. Explicit teaching and modelling of specific skills including behaviour expectations and social skills through PBL lessons, social skills lessons and teaching of virtue lessons Tolerance, Kindness	All Students

Care Continuum	Strategy or Program	Details	Audience
		<p>Respect, Self-Discipline, Responsibility, Honesty, Patience.</p> <p>Communication with parents around school expectations. Includes newsletters, facebook pages, electric sign and signs/totems up around the school</p> <p>Class based systems of expectations and positive reinforcement. These include merit awards, "Caught you being good", house points, table points, Principal Awards and Good News canteen vouchers.</p> <p>Consistent school wide expectations, routines, modelling and responses to behaviour.</p> <p>Blackwell's expectation Powerpoint is shown to all students Term 1.</p> <p>Liaison with previous teachers, pre-schools and outside agencies.</p> <p>At the end of each year teachers pass on 5 Things you should know. Term 1 Meet the Teacher night, where parents complete the following information form.</p> <p>Curriculum links, particularly in PDHPE (including respectful relationships), and personal and social capabilities in all syllabuses.</p> <p>Social skills programs, role play and drama activities, and circle time.</p> <p>Turn taking activities, board games, card games, picture talks and barrier games to develop expressive and receptive communication skills.</p> <p>Zones of Regulation activities.</p> <p>Engaging parent involvement.</p> <p>Integrating mindfulness, movement breaks and social/emotional learning into teaching and learning programs. Positive growth mindset activities</p> <p>High quality differentiated teaching that addresses individual learning needs of all students, where appropriate learning adjustments are documented in an individual student support plan (IEP) and/or</p>	

Care Continuum	Strategy or Program	Details	Audience
		<p>Personal Learning Pathways (PLPs). Partnership with the NSW Aboriginal Education Consultative Group [AECG] A restorative approach that focuses on building, maintaining and restoring positive relationships</p>	
Prevention strategies for all students	Professional Learning	<p>Training and development on Restrictive Practices. Disability and additional learning and support. Whole school professional learning about the additional needs of vulnerable EAL/D students and students from refugee backgrounds. Child Protection modules and all associated online Mandatory Training modules. Connecting to Country. Zones of Regulation T&D Student support officers. Forge Wellbeing surveys completed week 5 and 10 of every term. Data collected and results analysed. Evaluating data from the Australian Early Development Census (AEDC), Best Start, Tell them From Me Surveys, NAPLAN, information from the NSW Transition to School Statement, and the use of Transition to School program. Accessing external providers to present sessions on cyber-safety, anti-bullying and other school-identified areas. Teachers reflect on practice to evaluate factors affecting behaviour.</p>	All Staff
Early intervention	Classroom management	<p>Communication with parents, and where relevant, the use of communication books. Explicit teaching and modelling of specific skills including behaviour expectations and social skills through PBL, Social Skills and SEL</p>	All students

Care Continuum	Strategy or Program	Details	Audience
		(Social and Emotional Learning) programs. Curriculum links, particularly in PDHPE, History and English (literature) Restorative practices and circle time Drama and role play using Bounce Back Self-regulation training – brain breaks, yoga, heavy work, weighted blankets	
Early intervention	Professional learning	Kindness on Purpose, Bounce back	All staff
Prevention strategies for all students Early intervention	Additional supports provided by the school	Music and drumming programs. Resilience programs, such as Bounce Back. Peer Support lessons and Stage Interest Groups STIGs. How Big Is Your Problem? Peer support, buddy programs (kinder-Year 6) and mentoring. Anti-bullying strategies including cyber-bullying and internet safety. Evidence-based mental health and wellbeing programs for schools – Zones of Regulation Student Support Officers. Refugee student counselling support team and targeted support. School counselling. Referral to school Learning and Support Team and the Learning Support Teacher professional learning.	
Targeted intervention for some students	Classroom management	Communication with parent/carer and, where relevant, communication books. Modified individual expectations and goals. IEP Transition strategies – class to playground, lesson to lesson, grade to grade, school to school. Calmer Classrooms resources	
Targeted intervention for some students	Additional supports provided by the school	Hearing, Speech Therapist. Occupational Therapists and Behavioural Therapist. School Chaplin program runs	

Care Continuum	Strategy or Program	Details	Audience
		Drumsbeat. Social skills runs the "I hear you" program.	
Targeted intervention for some students	Professional learning	PAX Intervention Berry Street Training.. MAPPA Training Restrictive Practices Training and development.	Specialist support staff Teachers
Targeted intervention for some students	Additional resources	School developed programs to support behaviour and wellbeing. Restorative practice resources. Behaviour Support Toolkit including behaviour support planning, de-escalation plan, behaviour response plan, student behaviour contract, target behaviour goals. Police Youth Liaison Officers. Expert panel of Allied Health and behaviour support providers. School counselling service.	
Individual intervention for students	Classroom Management	Communication with parent, and where relevant, the use of communication books. Check-in/check-out. Sensory assessment and supports. Programs to explicitly teach social competence and interpersonal skills, and social-emotional skill development. Negotiated playground programs. Attendance programs. Develop appropriate behaviour expectations and strategies with other staff members Monitor the impact of support for individual students through continuous data collection Provide consistent strategies and adjustments outlined within an individual student support plan. <i>Itinerant support teachers will:</i> - work in partnership with the student, parents or carers, classroom teachers, the school's	Learning and Support Team, Class teacher, SLSO

Care Continuum	Strategy or Program	Details	Audience
		<p>learning and support team, and other support agencies or services</p> <ul style="list-style-type: none"> - support the development of individualised, coordinated and systematic transition to school or to early intervention links with other agencies and the community - support the development of personalised learning and support for children in early childhood school settings and/or the first year of school 	
Individual intervention for students	Professional learning	<p>Understanding behaviour support planning eLearning.</p> <p>Introduction to Functional Behaviour Assessment eLearning.</p>	Executive, LST and class teacher
Individual intervention for students	Additional resources	<p>The implementation of programs to support newly arrived EAL/D students and students from refugee backgrounds.</p> <p>Support from other stakeholders such as Delivery Support team members (Out of Home Care Teachers, Aboriginal School Liaison Officer, Aboriginal Community Liaison Officer, Home School Liaison Officer, Assistant Principal Learning and Support, Behaviour Specialists, Networked Specialist Facilitator), Refugee Student Counselling Support Team and external agencies such as paediatricians, psychologists or those involved in individual case management.</p> <p>Engage specialist allied health services via the Specialist Allied Health and Behaviour Support Provider Scheme.</p> <p>School funded Occupational Therapists and Speech assessments.</p> <p>Planned small group lessons with our High Performing students.</p> <p>School counselling service including tele psych services.</p> <p>Restorative practice resources.</p> <p>Application for integration funding support through Access Request.</p>	Individual students

Care Continuum	Strategy or Program	Details	Audience
		Emergency student support. Education Court Liaison Officers.	

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
<p>Self-directed time-out</p> <p>The student is able to move freely and between spaces and can be seen by the teacher at all times.</p>	<p>The use of this space is a planned strategy identified in the student's individual student planning.</p>	<p>This is a supervised pre-arranged area used by the student to self-regulate.</p>	<p>By the class teacher - duration, frequency and intensity are recorded.</p>
<p>Teacher directed time out</p> <p>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 – used when self-directed time out is ineffective.</p> <p>The student is able to move freely and between spaces when self-regulated and can be seen by the teacher at all times.</p>	<p>Negotiated time – no longer than 10 minutes</p> <p>This strategy is in the student's individual planning</p>	<p>The teacher negotiates with a buddy teacher.</p> <p>The student uses a range of de-escalation strategies</p> <p>Stages run their own Time-out system during Lunchtime for minor classroom behaviours.</p>	<p>By the class teacher - duration, frequency and intensity are recorded.</p>
<p>Reflection</p> <p>A student has demonstrated repeated inappropriate behaviours that have been addressed at both the classroom and executive level. The student has been directed to the reflection area after eating time at lunch time to participate in a restorative conversation and encourage them to make positive choices.</p>	<p>Restorative practice maximum reflection time 30 mins.</p>	<p>Deputy Principal</p>	<p>SENTRAL data base</p>

Licences

- Each student receives a laminated licence
- These are kept in the classroom
- At the end of 5 week period students who still retain 10-12 points receive their corresponding licence.
- All 12 points are reissued after 5 week period
- Stages organize special KLA events to acknowledge 10 11 Or 12 pts. These are called privilege days.
- Students start each 5 week period with 12 points
- Breaking our school's code of conduct and impacting on other student's rights loses points
- White Playground slips are dealt with by stage supervisors. Slips/points are recorded and then sent to the Deputy Principal for Reflection Time.
- Blue classroom slips are dealt with by stage supervisors. Slips/points are recorded and then sent to the Deputy Principal for Reflection Time.
- Each student who has 10 points or more at the end of a 5 week period automatically receives their next licence colour level
- Term 1 weeks 1-5 learning about our Expectations Reading the Manual
- Term 1 weeks 6-11 Learner's
- Term 2 weeks 1-5 P's red
- Term 2 weeks 6-10 P's green
- Term 3 weeks 1-5 Black
- Term 3 weeks 6-10 Bronze
- Term 4 weeks 1-5 Silver
- Term 4 weeks 6-10 Gold

Positive consequences

Rewards are many and varied. Positive achievements are recognised by:

- 'Caught You Being Good Awards'
- Merit Certificates
- Virtue Awards
- Principal's Awards

- Privilege Days
- Good news Postcards Vouchers (\$5.00) school canteen
- Classroom Incentives House Points, Dojo Points, Marble jars etc...
- Publication of names in the newsletter
- Sporting ribbons and medallions as well as
- Achievement awards and medallions at the end of the year

Negative consequences

- points lost will result in a series of Reflection Time.
- time outs are completed within stages. 3 Timeouts will incur a Blue Slip (reflection time)
- all white or blue slips will be sent home, together with the completed thinking sheet.
- all records are maintained for reference during the year. All slips are uploaded
- repeated concerns will require parent and possible counsellor intervention
- bullying or violence are not tolerated

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.

BLACKWELL PUBLIC SCHOOL BEHAVIOUR **FLOWCHART**

A Blue Slip is issued by the teacher on class after a number of behaviour strategies have been utilised.

These strategies may include:

*tactical ignoring * non verbal messages *casual statement or questions

* simple direction *rule restatement * distraction and diversion *defusion

A White Slip is issued by the teacher on Playground duty after a number of behaviour strategies have been utilised.

These strategies may include:

*** Simple direction*non verbal message *casual statement or questions**

***Rule restatement * isolation within playground * time-out *Simple choices**

ALL WHITE /BLUE SLIPS MUST BE WRITTEN IMMEDIATELY AFTER THE INCIDENT TO ENSURE ACTION CAN BE TAKEN INSTANTLY. Slips do not have a separate point tally.

Stage Supervisors need to add the student's points on the slip. Remember points carry over between blue and white slips.

IF WHITE/BLUE SLIP ISSUED STUDENTS MAY RECEIVE A REFLECTION NOTICE AND WILL NEED TO GO TO THE REFLECTION ROOM

11 POINTS

FULL LUNCH TIME Reflection: Notification sent home

(Students complete Thinking sheet)

10 POINTS

2 x FULL LUNCH Reflection: Notification sent home

(Students complete Thinking sheet)

9 POINTS

3 x FULL LUNCH Reflection: Notification sent home

(Students complete Thinking sheet)

Letter sent home to parents by the Stage Supervisor.
Interview organised. Loss of extracurricular activities.

7-8 POINTS

5 x FULL LUNCH Reflection WARNING TO SUSPEND

(Students complete Thinking sheet)

Restricted /No play area. Determined by the DP.

Parents notified (Phone call and interview organised)

Removal from stage area for 1 week (recess and lunch)

6 POINTS

5 x FULL LUNCH Reflection SUSPENSION

(Students complete Thinking sheet)

(Letter sent home to parents by the DP) Parent interview with Counsellor and Principal Restricted play area/s (Recess)
Behaviour card. Loss of all extracurricular activities

On return to school (after the suspension) an agreed monitoring process is put in place for the next 3 weeks.

Return to school meeting is held with the Parents, Principal, DP and or classroom teacher.

Physical violence is immediate suspension at the discretion of the principal.

Partnership with parents/carers

Blackwell Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by ensuring community and student involvement proactively builds collaborative relationships to create a shared understanding of how to support student learning, safety and wellbeing.

Blackwell Public School will communicate these expectations to parents/carers by publishing on our school website. <https://blackwell-p.schools.nsw.gov.au/>

Publishing in our school newsletters at the beginning of the year.

Blackwell Public School works to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.



We work in partnership to promote student learning.



We treat each other with respect and fairness.



We communicate in a positive and constructive manner.

Parents and carers can expect:

to be welcomed into our schools to work in partnership to promote student learning.

communication from teaching staff will be timely, polite, informative and solutions focussed.

professional relationships with school staff will be based on transparency, honesty and mutual respect.

to be treated fairly. Tolerance and understanding are promoted as we respect diversity.



Communicating with our schools

Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with our school and stay up-to-date with events in the school community.

Respectful communication is a right

In all workplaces, people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the safety and wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.

Unacceptable behaviour in our schools

Unacceptable behaviour may include but is not limited to:

Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.

Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.

Treating members of the school community differently due to aspects such as their religion or disability.

Inappropriate and time-wasting communication.

Social media concerns.

Blackwell Public School will communicate these expectations to parents/carers by using existing communication channels with the school community and broader community and through the combined efforts of consultation with the local AECG and school-based P&C,

School Anti-bullying Plan

Insert a link to the school's existing anti-bullying plan here. Refer to the [Bullying of Students – Prevention and Response Policy](#) and Blackwell's Anti-[Bullying](#) Plan.

Reviewing dates

Last review date: 23/03/2023

Next review date: [23/03/ 2024]