

Biddabah Public School Behaviour Support and Management Plan

Overview

Biddabah P.S. 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, "I Am Strong Day", Hunter Life Education, Harmony Day, Stage/Grade camps, excursions and incursions, Kindergarten Orientation, Junior AECG, Student Leadership team, PSSA Sport, Green Team and other special interest groups.

Promoting and reinforcing positive student behaviour and school-wide expectations

Biddabah P.S. has the following school-wide rules and expectations:



Biddabah P.S.

Is a place of learning where everyone feels safe, respected and valued

Expectations of our School Community

Safety

- We keep our hands and feet to ourselves.
- We are in the right place at the right time.
- We move sensibly and safely at all times.
- We use equipment safely.

Respect

- We look after our school environment.
- We are honest and kind.
- We always use manners.
- We wear our school uniform proudly.

Responsibility

- We follow instructions.
- We strive for quality.
- We make positive choices.
- We are organised and prepared.



This is in line with DoE Core Rules and Values Education Policy documents

Biddabah P.S. uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- **Focus of The Week**

Each Monday students are introduced to the whole school 'Focus of the Week'. This focus is predetermined by the Wellbeing Team based on data collected via playground and classroom behaviour trends. The weekly focus is reinforced by staff via a prepared lesson to explicitly teach knowledge, skills and strategies to support the development of prosocial skills.

- **Behaviour Consistency Guides**

Expectations of student positive behaviour and a three tiered, levelled consequence chart for negative behaviours are visually referenced throughout the school on the Behaviour Consistency guides. These guides are frequently referred to by staff when reinforcing positive behaviour and when correcting negative behaviours. These guides are supplemented by signage throughout the school grounds and classrooms which highlight expectations of all members of the school community in those specific areas of the school.

- **Assembly and in-class awards**

Students are recognised for positive behaviour at fortnightly assemblies with merit certificates and principal's awards being presented to up to three students from each class. Students in each class can also access a variety of positive reinforcers at individual and whole class level.

- **Learning and Support Teacher / School Counsellor**

Students requiring individualised support to reach behavioural expectations or develop specific social skills may benefit from small group and individual sessions with the Learning and Support Teacher and / or School Counsellor. These programs are only undertaken with the expressed approval of the parent/ caregiver. Other Whole school approaches are outlined 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.

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention.	Classroom & Playground Consistency Guides	As outlined above and available on the school's website. https://biddabah-p.schools.nsw.gov.au/content/dam/doe/sws/schools/b/biddabah-p/documents/Behaviour_Consistency_Guide_1_-_March2023.pdf	All students K-6
Prevention.	Whole school Wellbeing days including "I am strong day"	Coordinated by the Wellbeing Team and implemented each Term	All students K-6
Prevention.	Peer Support	A ten-week Peer support program is implemented in Term 3 whereby students in Year 6 lead groups of peers K-5 through a series of lessons, games and social skills to build resilience, connectedness and problem-solving skills.	K-6
Prevention.	PBL Signage	Appears throughout areas of the school to highlight and reinforce expectations	All students K-6
Targeted intervention	Class Dojo	Specific to the 3-6 Dept, this reinforcement schedule allows students to collect and redeem Dojo's based on positive classroom behaviour, effort and adherence to school rules	Years 3-6
Early intervention.	Buddy reward System	Specific to the K-2 Dept, this reinforcement schedule allows students to collect and redeem tokens based on positive classroom behaviour, effort and adherence to school rules	K-2 students
Early intervention.	Transition to school	Early Stage 1 staff liaise with feeder pre-school to support transition to Kindergarten. This is supplemented by an extensive School orientation program which commences in Term 3 each year.	Early stage 1 team and K-2 Assistant principal
Individual Intervention	Individual Behaviour management Plan	In consultation with parents, the teacher will design and implement an Individual Behaviour management Plan for those	Teacher


Care Continuum	Strategy or Program	Details	Audience
		students requiring additional support to access the curriculum.	
Individual Intervention	LAST / School Counsellor	Parents may request their child receive support from the school counsellor following completion of a written application in consultation with the classroom teacher	LST Lead, DSC, Teacher
Individual Intervention	Learning Support Team	The LST meet weekly to discuss strategies to meet the needs of students requiring additional support.	LST Lead, parent / caregiver

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Think Space	Brief time out in class or on playground following level 1 behaviour. Monitored by teacher. Up to 5-10 minutes duration	Individual teachers	Sentral entry
Reflection Room	Planning discussion with Reflection Room supervisor following Level 2 behaviour or repeated level 1 behaviours. During playtime up to 20 mins.	Executive staff and Wellbeing team coordinator	Sentral entry. Parent phone contact for repeated and / or level 3 behaviours
Partner Room	Time out in partner classroom following level 1 or level 2 behaviour. Monitored by partner teacher. Up to 30 minutes duration. Student is provided with ongoing schoolwork to be completed during this time out.	Student's Teacher and a predetermined colleague teacher	Sentral entry. Parent phone contact for repeated behaviours

Partnership with parents/carers

Biddabah P.S. will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by holding parent / teacher Interviews early in Term 1 to exchange critical information with parents, celebrating student achievement on our social media platform, presenting data and discussing whole school



approaches to student wellbeing at P&C meetings, parent workshops and whole school events. Parents are able to meet with their child's teacher or the principal on request.

Biddabah P.S. will communicate these expectations to parents/carers by a range of communication platforms as outlined in our communication protocols document (See link below)

https://biddabah-p.schools.nsw.gov.au/content/dam/doi/sws/schools/b/biddabah-p/documents/2023_Biddabah_Public_School_Communication_Policy_.pdf

NSW DoE and School Anti-bullying Plans (see links below)

https://biddabah-p.schools.nsw.gov.au/content/dam/doi/sws/schools/b/biddabah-p/documents/BPS_Bullying_Policy_2023.pdf

Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

Reviewing dates

Last review date: 23/02/2023

Next review date: Day 1, Term 1, 2024.