NSW Department of Education

School Behaviour Support and Management Plan

Overview

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

The school's goal is to inspire every student to participate positively in the school community and beyond. Orana Heights Public School focuses on promoting excellence, opportunity and success for every student, every day. The school values and strives to develop respectful, responsible and safe learners in a caring learning community.

Partnership with parents and carers

Orana Heights Public School will aim to partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies.

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.

Orana Heights Public School will communicate these expectations to parents/carers through the school newsletter 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

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

- **To be respectful, responsible and safe learners.**

The expectations of each school setting are outlined in the Orana Heights Public School PBL Matrix.

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

Principles of positive behaviour support, inclusive practice, restorative practice, and social emotional learning underpin daily practice at Orana Heights Public School. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Living Skills	The Positive Living Skills (PLS) program is an evidence-based comprehensive mental health and wellbeing approach based on a combination of social and emotional learning, preventative mental health, resilience and life skills.	All K-6
Prevention	Child Protection	Teaching child protection education is a mandatory part of the syllabus.	All K-6
Prevention	Positive Behaviour for Learning (PBL)	Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture.	All K-6
Prevention	Australian eSafety Commissioner Toolkit for Schools 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 K-6
Early intervention	PBL Tier 1	PBL Tier 1 includes clearly defined expectations, explicit teaching of expectations, positive feedback and acknowledgement system, continuum of strategies to respond to inappropriate behaviour, and ongoing monitoring and evaluation.	All K-6
Early Intervention	Planning Room	Planning Room is a restorative practice approach that encourages behaviour that is supportive and respectful. It focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.	Small Groups K-6
Targeted intervention	BroSpeak	A cultural and mentoring workshop program at our school, which has a strong cultural focus and is designed to inspire and motivate Aboriginal young people about the importance of education	Aboriginal and/or Torres Strait Islander young people
Targeted intervention	SistaSpeak	A cultural and mentoring workshop program at our school, which has a strong cultural focus and is designed to inspire and	Aboriginal and/or Torres

Care Continuum	Strategy or Program	Details	Audience
		motivate Aboriginal young people about the importance of education	Strait Islander young people
Targeted intervention	PBL Tier 2 Branching Out	Branching Out is a small group intervention that focuses on teaching students the social and emotional skills that they need to interact with others and make friends.	Small Groups K-6
Targeted intervention	PBL Tier 2 Dokey's Dudes	Dokey's Dudes is an individual 'Check In Check Out' intervention. This program provides positive daily feedback to students who need additional behaviour support and who may benefit from daily positive adult attention.	Individual students K-6
Individual intervention	Student Support	The Student Support Team works with teachers, students and families to support students who require personalised learning and support.	Individual Students K-6
Individual intervention	Integration Funding Support	Students that have targeted Integration Funding support are offered additional support through SLSO's in classrooms. They may support the teachers and students in accessing the curriculum and engaging in learning.	Individual Students K-6
Individual intervention	Attendance Support	The Student Support Team refer students to the attendance co-ordinator who will convene a planning meeting with a student's families and teachers to address barriers to improved attendance and set growth goals	Individual Students K-6
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual Students K-6

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

Orana Heights Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly by observing students' 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 secret
- concerns raised by a parent, community member or agency.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations.	1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's CRT or Stage executive ASAP and before the end of the school day.
2. Verbal and non-verbal specific positive feedback is paired with a positive reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Executive/CRT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies e.g. detention, reflection, time-out and restorative practices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.
3. Tangible reinforcers include those that are: • free and frequent • moderate and intermittent • significant and infrequent Intermittent and infrequent reinforcers are recorded on Sentral system.	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 e.g. seat change, stay in at break to discuss / complete work, conference, walk with teacher.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Sentral system and contact parent/carer by phone. Principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught (Positive Behaviour for Learning and Positive Living Skills) weekly.	4. Teacher records on Sentral system by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the appropriate school's anti-racism contact officers (ARCO) or planning room co-ordinator.	4. Refer to the school's Student 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.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given in classrooms and at school assemblies.	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.	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.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on the Sentral 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
  - 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.

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.

Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Classroom based warning system	At time of behaviour	Classroom Teachers	Sentral
Reflection	30 minutes at break time	Executive	Sentral
Self-directed time-out	5-10 minutes when needed	Student and Teacher	Sentral

Strategy	When and how long?	Who coordinates?	How are these recorded?
Planning Room	30 minutes at break time	Executive & Planning Room Staff	Sentral
Playground Card	Recess and Lunch	Executive & Planning Room Staff	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]