

School Behaviour Support and Management Plan

Arncliffe West Infants School

This plan is an operational document which outlines school processes and practices, is published on the school website and is made available to all students, parents/carers and school staff.

Overview

Arncliffe West Infants School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. We actively teacher and encourage behaviours that support learning in a safe and orderly environment and that can be transferred to situations outside school grounds. We believe that the classroom is the centrepiece of school education, and every effort must be made to build and maintained positive environments, that supports learning, for all students and staff.

Partnership with parents and carers

Strong home-to-school partnerships positively impact student behaviours at school. Arncliffe West Infants School partner with parents/carers developing and implementing student behaviour management strategies by reviewing this document at Parent Group meetings and/or via parent surveys.

Arncliffe West Infants School communicates these expectations to parents/carers at parent group meetings, on our school website, through emails to all families and hard copies provided at the front office.

School-wide expectations and rules

Our school rules posters and visuals are displayed in each learning space and in the playground. They serve as a reminder to students the expected behaviours across the school. These expectations and rules are explicitly taught in social skill lessons (as part of PD/H/PE syllabus).

SCHOOL RULES



- I am safe in the classroom and playground
- I follow teachers' instructions
- I keep my hands and feet to myself
- I speak nicely to others



Grow in Friendship





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 cyberbullying 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- green and red choices
- 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 and engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Class rewards	Class rewards are used across all learning spaces to reward and encourage positive behaviour.	Staff & students
Prevention	Student awards	Class and value awards are awarded to students at the weekly assemblies. The cumulation of 5 awards entitles students to a Principal book award.	Staff, students & families
Prevention	Life Skills Go	Life Skills GO is a data collection tool that measures students' readiness to learn, supported with a comprehensive library of evidence-based and curriculum aligned resources to teach students about their emotions.	Staff & students

Care Continuum	Strategy or Program	Details	Audience
Prevention/Early Intention	Child protection	Teaching child protection education is a mandatory part of the PD/H/PE syllabus.	All students K-2
Prevention / Early intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit supports our school to prepare, engage and educate the school community about creating and maintaining safe online environments to prevent cyberbullying incidents.	All students, individual students K - 2, families, staff
Targeted / Individual intervention	Learning and Support Team	The LaST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	Attendance support	The LaST/Principal will convene a planning meeting with the Home-School Liaison Officer, parents/carers of the specific students and teachers to address barriers to improved attendance and set growth goals.	Individual student's parent/carers, LaST, HSLO
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans.	Individual student's, parent/carer, LaST, AP

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

Identifying behaviour of concern, including bullying and cyberbullying

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.

Arncliffe West Infants 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 child or young person'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 school staff or 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 and responding to behaviours of concern

Arncliffe West Infants 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.

Planned responses to behaviour that does not meet school expectations are either teacher or school 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. Examples are:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • reteach • seat change • student directed time-out • detention, reflection and restorative practices • communication with parent/carer. 	<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • reteach • play or playground re-direction • walk with teacher • detention, reflection and restorative practices • communication with parent/carer.

Prevention - Responses to recognise and reinforce positive, inclusive and safe behaviour

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.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour. Tangible reinforcers can include stamps, stickers, class prize, school tokens.
3. Social emotional learning lessons are taught weekly using the programs 'Life Skills Go' and 'Growing Strong Minds'.

Teachers contact with parents informally. Class and value awards for positive individual and class behaviour are given at weekly school assemblies.

Early Intervention - Responses to minor inappropriate behaviour recognise and reinforce positive, inclusive and safe behaviour

1. Refer to school-wide rules, expectations and supports so that the student can self-regulate. Teacher to give clear, concise redirection.
2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, and redirect with clear, concise direction.
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. Move to low-level consequences after 3 redirections in a session.
4. Direct student to a teacher-directed time-out. (refer to DoE Detention and time-out procedures). Length of time must be age appropriate or for the shortest time possible.
5. If behaviour continues, the teacher is to contact the school executive to seek help. Executive to have a reflection conversation (see detention, reflection and restorative practices).

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.

Targeted/Individualised - Responses to behaviours of concern

Examples of physical violence to self or others, swearing, property destruction, absconding (leaving the school premises).

1. Contact executive to seek help and support after an incident.
2. Executive/classroom teacher to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.
3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on School Bytes and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Refer to the school's Learning and 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.

Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LaST, school counsellor, outside agencies or Team Around a School. The Director, Educational Leadership to be contact if necessary.

Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded on SchoolBytes. 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
- 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)

Reporting and recording behaviours of concern

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

- [Incident Notification and Response procedure](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Detention, reflection and restorative practices

[Include information about food and toilet breaks and the maximum length of time appropriate to the age/developmental level of the student]

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection conversation (problem-solving) – What happened, what did you do, and what could you do instead next time.	As soon as possible	Executive	Documented on School Bytes
Alternate play plan – withdrawal from free choice play and redirected to alternate, supervised play/activity. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices.	Current or next break	Executive	Documented on School Bytes

Review dates

Last review date: Staff Development Day, Term 1, 2025

Next review date: Staff Development Day, Term 1, 2026

