

School Behaviour Support and Management Plan

Updated April 2024

1.0 POLICY STATEMENT

Schools need to be safe and happy places for students and their teachers. Student welfare is enhanced when all members of the school community participate in the learning programs and life of the school.

2.0 AUDIENCE

This policy applies to all students attending Bankstown West Public School, their parents/carers and current members of staff.

3.0 POLICY AND PROCEDURES

Student welfare in government schools:

- Encompasses everything the school community does to meet the personal, social and learning needs of students.
- Creates a safe, caring school environment in which students are nurtured as they learn.
- Incorporates effective discipline.
- Incorporates preventive health and social skills programs.
- Stresses the value of collaborative early intervention when problems are identified.
- Recognises the diversity within the school community and provides programs and support which acknowledge difference and promote harmony.
- Provides opportunities for students to:
 - enjoy success and recognition.
 - make a useful contribution to the life of the school.
 - derive enjoyment from their learning.

Schools provide effective learning and teaching within secure, well-managed environments, in partnership with parents and the wider school community. The objectives and outcomes that follow therefore relate to:

- Effective learning and teaching.
- Positive climate and good discipline.
- Community participation.

4.0 EFFECTIVE LEARNING AND TEACHING

To enhance effective learning and teaching by:

- Encouraging students to take responsibility for their own learning and behaviour.
- Identifying and catering for the individual learning needs of students, including individualised programs for behaviour and learning. The learning support team provides support and monitoring for students who require additional assistance in their learning and behaviour.
- Establishing well-managed teaching and learning environments, including a class management program communicated to students and parents in Term One.
- Provide opportunities for students and their parents to discuss learning programs and student behaviour and progress.

5.0 POSITIVE CLIMATE AND GOOD DISCIPLINE

To enhance school climate and discipline by:

- Providing opportunities for students to demonstrate success in a wide range of activities.
- Developing and implementing policies and procedures to protect the rights, safety and health of all school community members.
- Establishing clear school rules, based on our core values of Respect, Responsibility and Success, which are known and understood by all school community members. Students are recognised for appropriate behaviours as well as sanctions for inappropriate behaviour.
- Monitoring attendance and ensuring that students attend school regularly.
- Recognising the relationship between student and staff welfare and ensuring that staff welfare is also a priority.
- The school will be an inclusive environment which affirms diversity and respects difference.

6.0 COMMUNITY PARTICIPATION

To enhance community participation by:

- Building learning communities in which staff, students and parents work together for planned results.
- Encouraging parents and community members to participate actively in the education of young people and in the life of the school. The school uses class dojo to encourage and facilitate two way communication on a whole school, class and individual level.
- Assisting families to gain access to support services in the community.
- Acknowledging parents as partners in school education, for example, teachers and parents collaborate to establish student goals and strategies.
- Inviting parents to share their skills and experiences in the school community.

7.0 RESPONSIBILITIES

All staff are responsible for ensuring that the requirements of this policy are met and the correct procedures are followed appropriately. Students are responsible for reporting any breaches of this policy to a teacher or to the School Office as soon as they are known. The school leadership team is responsible for ensuring this policy is adhered to throughout the school. Students and their parents are responsible for ensuring they read and understand this policy and abide by its requirements.

8.0 MONITORING AND EVALUATION

This policy will be updated as necessary. All attempts will be made to adhere to the above policy, but particular circumstances may require the leadership team to depart from the stated policy.

9.0 RELATED DOCUMENTS

Appendix

- Classroom management plan
- Referral system
- NSW Department of Education, '*Behaviour code for students.*'

Classroom Management Plan

Class System

In keeping with our school-wide communication application, BWPS will continue to use Class Dojo as part of our reward system. Teachers will communicate to parents through Class Dojo.

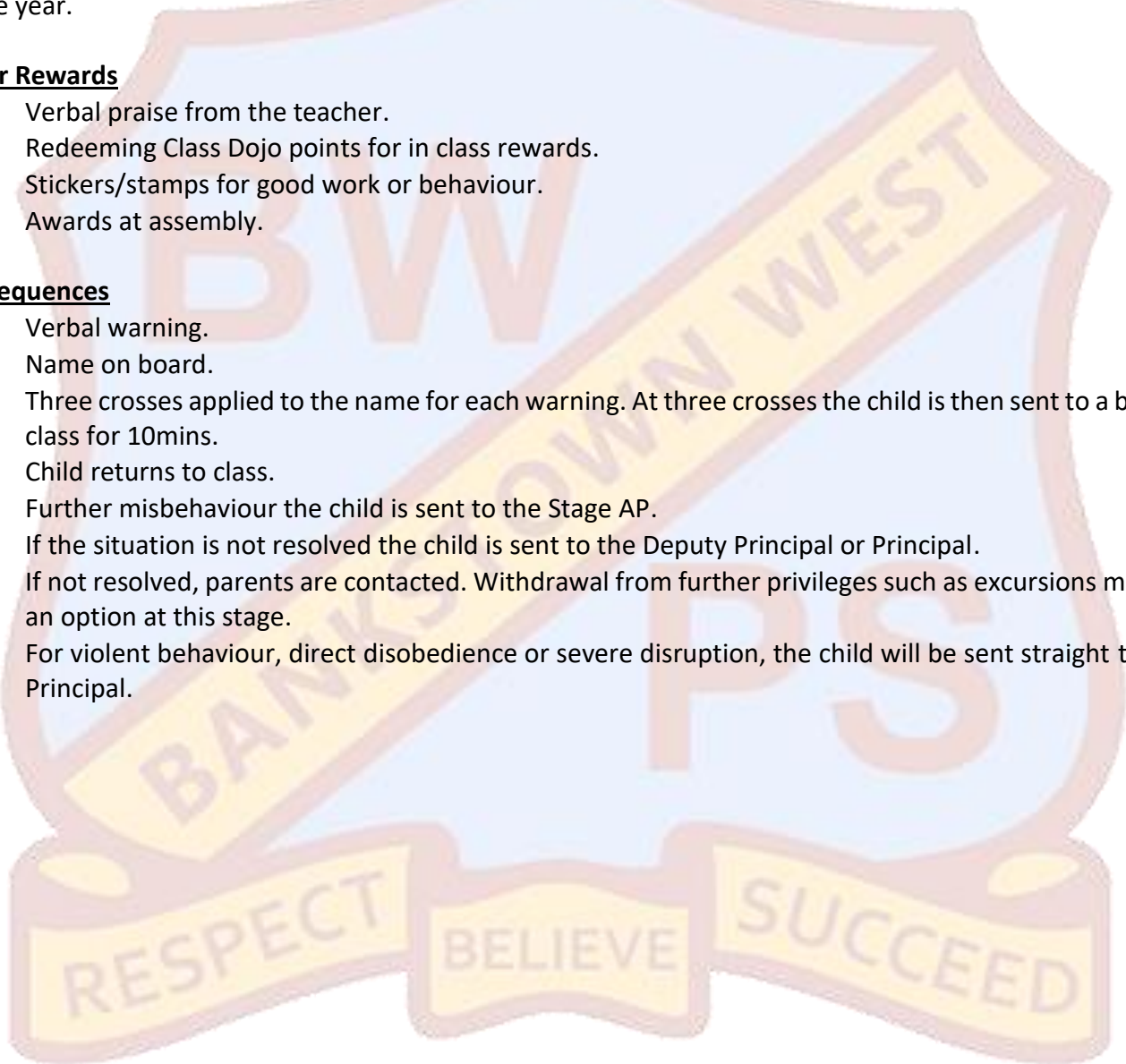
Through Class Dojo, students will earn points based on the behaviour we know is expected in the classroom. For every 10 points, students will receive a sticker added to their chart. This chart is part of our school wide levelled awards system – Bronze, Silver, Gold and finally Platinum. Students can progress through the levels with 10 stickers on the chart. Students who reach Platinum are invited to attend a free excursion at the end of the year.

Other Rewards

- Verbal praise from the teacher.
- Redeeming Class Dojo points for in class rewards.
- Stickers/stamps for good work or behaviour.
- Awards at assembly.

Consequences

- Verbal warning.
- Name on board.
- Three crosses applied to the name for each warning. At three crosses the child is then sent to a buddy class for 10mins.
- Child returns to class.
- Further misbehaviour the child is sent to the Stage AP.
- If the situation is not resolved the child is sent to the Deputy Principal or Principal.
- If not resolved, parents are contacted. Withdrawal from further privileges such as excursions may be an option at this stage.
- For violent behaviour, direct disobedience or severe disruption, the child will be sent straight to the Principal.



Referral System

A 'Referral' is the process of reporting of a student to a school executive by a teacher, for a serious or repetitious incident that has occurred in the playground (eg., fighting, verbal abuse, leaving school grounds) or a classroom misdemeanor (refer to the Classroom Management Plan).

All referrals are accompanied by a referral note which states the nature and date of the incident. All referrals are signed by the referring teacher and approved by an executive member of staff. The teacher and student are interviewed by a school executive at an appropriate time and place. A decision is made as to whether the referral will become an official referral by the executive member of staff.

The referral system is:

- An accurate record of classroom and playground incidences.
- An indicator of problems.
- A system whereby information is shared with staff.
- A mechanism where information is communicated to parents.

Consequences of a Referral

Referrals are presented and recorded for unacceptable and inappropriate behaviour and are coordinated by the Deputy Principal.

Step 1: The **first** referral is classified as a '*Reflection*'. This is administered at lunch, recorded on Sentral and is an opportunity for the student to reflect upon their behaviour with the Deputy Principal.

Step 2: When a child receives a **second** referral, a supervised detention by the Deputy Principal is arranged. Students again use this time to reflect upon their behaviour. Parents will be informed at this stage by the classroom teacher that two referrals have been received.

Step 2: After **three** official referrals within a term, a letter (Level 1) will be sent home notifying parents of the child's behaviour (stating the nature of the incidents and dates). Parents are requested to sign the letter (acknowledging receipt) and comment (optional). The letter is returned to the Deputy Principal. A request for an interview by a parent is optional. Parents are requested to work through class and/or playground rules with their child. The student will also have three days off the playground.

Step 3: Following on from having a Level 1 letter sent home if a student receives a **fifth** referral within a term, the Deputy Principal will send a Level 2 letter to parents requesting an interview with the Principal. The student will also have time off the playground. Playground Behaviour charts maybe implemented, with the teacher on duty asked to sign and indicate any problems involving the student on the playground. If necessary, exclusion from school activities such as Sport, PSSA, Excursions etc may occur.

Behaviour code for students

Information for students and parents or carers

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe behaviours we value in our students.

In NSW public schools students are expected, to the best of their ability, to:

- show respect to other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

Schools take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context, the NSW

Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Behaviour code for students: Student actions

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the Department of Education.

We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.

Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

