

Normanhurst West Public School Behaviour Support and Management Plan

Overview

Normanhurst West Public School endeavours to create a positive and nurturing school environment where all students feel safe, valued and supported to achieve their potential. Student wellbeing is at the forefront of enabling every child to learn and grow in confidence. It encompasses everything that the school community does to meet the personal and social needs of students and involves recognising, valuing and developing each student as a total and unique individual. Student wellbeing is enhanced when all members of the school community participate in the learning programs and life of the school. Our student wellbeing practices aim to meet the needs of all students by focusing on positive relationships, high expectations and quality learning environments through a function-based approach to behaviour management. This emphasises prevention, explicit teaching and positive reinforcement to encourage appropriate behaviour and support students with challenging behaviours. Our goal is to explicitly teach students the skills needed to be successful, lifelong learners.

Normanhurst West Public school has five shared values which support the wellbeing of all students. These are: Aim High, Respect, Responsibility, Active Learners and Kindness. Our shared values are used to guide our words, actions, behaviours and decision-making. These values are reflected in our school motto and form the basis of our shared expectations/school rules.

- AIM HIGH
- RESPECTFUL
- RESPONSIBLE
- ACTIVE LEARNERS
- KIND



Partnership with parents and carers

Normanhurst West Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG



- using concerns raised through complaints procedures to review school systems, data and practices.

Normanhurst West 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

Normanhurst West Public School provides students with the skills to lead and succeed at school and in the broader community. We are dedicated to supporting students to Aim High, be Respectful, Responsible, Kind and Active Learners in a safe and positive environment. As such, we have clear and consistent expectations of student behaviour and actions at school. Values and expectations have been collaboratively developed and apply to staff and students across all school settings. Our values are positively phrased, displayed around the school, and taught explicitly in all classrooms. This ensures we have a common language and common understandings for student behaviour between staff, students and parents.

AIM HIGH		Be RESPECTFUL
<ul style="list-style-type: none"> • We take pride in ourselves and school. • We cooperate with others. • We participate in all areas of school life. • We are a role model to others. • We strive to improve. • We learn from mistakes. • We embrace challenges. • We do our personal best. 		<ul style="list-style-type: none"> • We follow teacher instructions. • We speak politely to everyone. • We display patience towards others. • We keep our hands and feet to ourselves. • We listen to and appreciate other people's ideas.

Be ACTIVE LEARNERS		Be KIND		Be RESPONSIBLE
<ul style="list-style-type: none"> • We have a positive attitude towards learning. • We do our best always. • We are ready to learn. • We reflect on our learning and use feedback to improve. • We ask for help. • We challenge ourselves. • We work as a team. • We are open-minded. 		<ul style="list-style-type: none"> • We use kind words. • We include others. • We share and take turns. • We are thoughtful towards others. • We are supportive and encourage others. • We celebrate other's successes. 		<ul style="list-style-type: none"> • We take care of personal and school belongings. • We are honest and trustworthy. • We use equipment correctly. • We move and play safely. • We play games fairly. • We use technology safely and are cybersmart. • We actively seek a teacher for help. • We follow school values.

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](#).

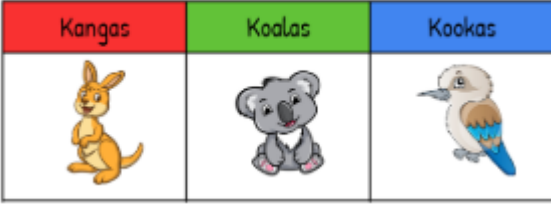
Whole school approach across the care continuum

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 cyber-bullying 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:

- Engage students with quality teaching and learning opportunities which are differentiated to meet the needs of all students.
- Foster a nurturing, positive classroom environment where students are respected and supported to achieve their best.
- Develop positive relationships with students based on mutual respect and understanding.
- Recognise and reinforce positive behaviour in line with our school values and expectations.
- Model appropriate positive behaviour.
- Explicitly teach school values using clear and consistent language.
- Resolve conflict fairly and respectfully.
- Support students with challenging behaviour using a function-based approach.
- Liaise openly with parents, community members and students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	A Function Based Approach Free and frequent rewards	Students who display positive behaviours linked to our school shared values will receive a 'House Point High Five'. The House Point High Fives are blue, green or red. This system is shared throughout the school environments in all learning spaces, admin office and the playground. Any student that is acknowledged for their positive behaviours can place their 'House Point High Five' into the class container. Classroom containers are checked, counted and collected by House Captains weekly. All cards are then added to the whole school 'School Goal Box' (transparent). Whole school achievements are visual and reflected on once a week at our K-6 morning assembly. If a set, whole school goal or level as indicated on the 'School Goal Box' is reached by the end of the Term, all students and staff will be involved in a 'Celebration Session' during the last week of school (Stage movie sessions, disco, extra sport, ice	All

Care Continuum	Strategy or Program	Details	Audience
		<p>blocks etc).</p> 	
Prevention	Merit Awards	<p>Class Merit Awards Merit Awards are distributed in classes K-6. The students are selected by classroom teachers and handed out by the Stage Assistant Principal at fortnightly assemblies. Merit Awards recognise positive behaviour based around improvement, academics and the school 's shared values.</p> <p>Principal's Award & Principal's Medallion Students are encouraged to collect their merits ready to present to the school office for recording and processing. The following guide explains the steps to receiving Principal Awards: 6 class merits = 1st Principal's Award 6 more class merits = 2nd Principal's Award 5 more class merits = 3rd Principal's Award. Once a student has received all 3 Principal's Awards, they will be recognised with a Principal's Medallion. This process is tracked through the administration team and parents are informed of their child's success.</p>	
Prevention	Class Rewards	<p>Teacher and specialist staff use a variety of positive reinforcement systems tailored to the individual needs of students. Teachers use a variety of reinforcers including: Verbal praise, stickers/stamps, comments in books, individual and/or class charts reward system.</p> <p>All staff create a positive school environment where students are acknowledged and rewarded for their behaviour, work habits, effort and achievements. Varied forms of positive reinforcement and explicit positive praise are used to promote positive behaviour across the whole school in accordance with our shared value and expectations. Teachers implement class-based reward systems which are designed to reinforce positive behaviours and recognise/celebrate those students demonstrating school values. Individualised reward systems are implemented to support students who exhibit challenging behaviours. These are tailored specifically for each student and use a combination of goal setting, explicit</p>	All

Care Continuum	Strategy or Program	Details	Audience
		teaching of new skills and targeted reinforcement strategies, which aim to motivate students to adopt more appropriate, positive behaviours instead of the challenging behaviour	
Prevention	National Week of Action (NWA)	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Staff, students 3 - 6
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention / Early Intervention / Targeted / Individual	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
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	Attendance support	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance co-ordinator
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP
Prevention / Early Intervention / Targeted / Individual	Chess Club	The Chess Club offers students a safe and engaging environment where students can form and maintain friendships by collaborating learning and used chess skills, fostering connections and teamwork.	

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

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.

Normanhurst West Public 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 student'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 the 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

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

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground, with incidences documented when deemed appropriate on the school's wellbeing platform, School Bytes, to ensure tracking and response.
- **Executive managed** – behaviour of concern is managed by school executive staff. Incidences are addressed appropriately and communicated to the principal when necessary to ensure the school maintains a supportive and safe environment for all students.
- Corrective responses are recorded on School Bytes. These include:

Low Level	High Risk
<ul style="list-style-type: none"> ● non compliance- not listening to first instruction ● inappropriate language ● rude gesture ● not playing fairly or by the rules ● out of bounds ● littering ● disrupting the learning of others ● off task or work avoidance ● eating in the wrong area ● not wearing the school hat ● rough play- bumping, pushing or shoving ● name calling or disrespectful comment ● misuse of equipment ● stirring others to get a reaction ● muttering or answering back ● throwing objects in anger or frustration ● not including others in a game ● interrupting others while speaking or playing 	<ul style="list-style-type: none"> ● rough play- hitting, spitting or kicking ● throwing objects with intent to endanger others ● leaving the classroom without permission ● directed swearing- offensive language ● vandalism- intentional damage of school property ● physical aggression- intended to cause harm ● bullying behaviour- repeated disrespectful verbal or physical actions towards others ● invading privacy in the toilets ● disrespect to staff- screaming, threats or significant lying ● theft ● inappropriate use of ICT to harm others or cause damage ● deliberate intimidation ● deliberately spreading rumours ● absconding - out of school grounds
Low Level Ongoing	High Risk Ongoing
<ul style="list-style-type: none"> ● repeating the low level behaviours after teacher intervention ● tracked behaviours are considered for any escalation 	<ul style="list-style-type: none"> ● repeated high level behaviours after interventions

At Normanhurst West we use the ABC Model to guide our approach in understanding and improving challenging behaviours. It is important to consider dimensions such as intensity, frequency and duration of the behaviour. Our definition of a challenging behaviour is one that: interferes with learning and engagement, interferes with a student's independence and everyday living skills, prevents appropriate and positive interactions with others and puts the individual and/or others' safety at risk. Our main strategies in teaching desired behaviours are: Replacement Behaviours- interventions that often involve teaching the student more appropriate and functionally equivalent behaviours to replace the behaviour of concern. This is a critical element to achieve effective and lasting behaviour change (Small steps). Preventative measures- modifications of the learning environment or tasks and reinforcers.

- All teachers engage in respectful relationships with students.
- Developing and implementing engaging, quality teaching and learning programs which cater to the needs of all students and align to the current curriculum.
- Modelling positive behaviours that value diversity, demonstrates respect for and inclusion of all students, and promote a positive school climate.
- Explicitly teaching students about school values and expectations in-line with developmentally appropriate curriculum.
- Providing early, visible, consistent and planned responses to behaviours of concern to ensure continuity of teaching and learning.
- Provide positive reinforcement of positive behaviour and students demonstrating school values through classroom reward systems and house points.
- Proactive strategies including consistent referral to school values that clearly set out behavioural expectations and strategies to stop the escalation of inappropriate behaviour.
- Effective classroom management through the use of clear behavioural expectations and routines, consistently reinforcing and acknowledging positive behaviour.
- Remaining calm whilst using respectful and neutral language to address challenging behaviour.
- Establishing a learning environment where the teacher focus is on positive behaviour rather than inappropriate behaviour.

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 and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible 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/CT 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. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on School Bytes.	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.	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. Social emotional learning lessons are taught.	4. Teacher records on School Bytes by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	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.
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 at fortnightly 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 or outside agencies.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on School Bytes. These may include:

- review and document incident on School Bytes, informing appropriate staff.
 - 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)
 - 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.

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](#)

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety Guide](#).

Detention, reflection and restorative practices

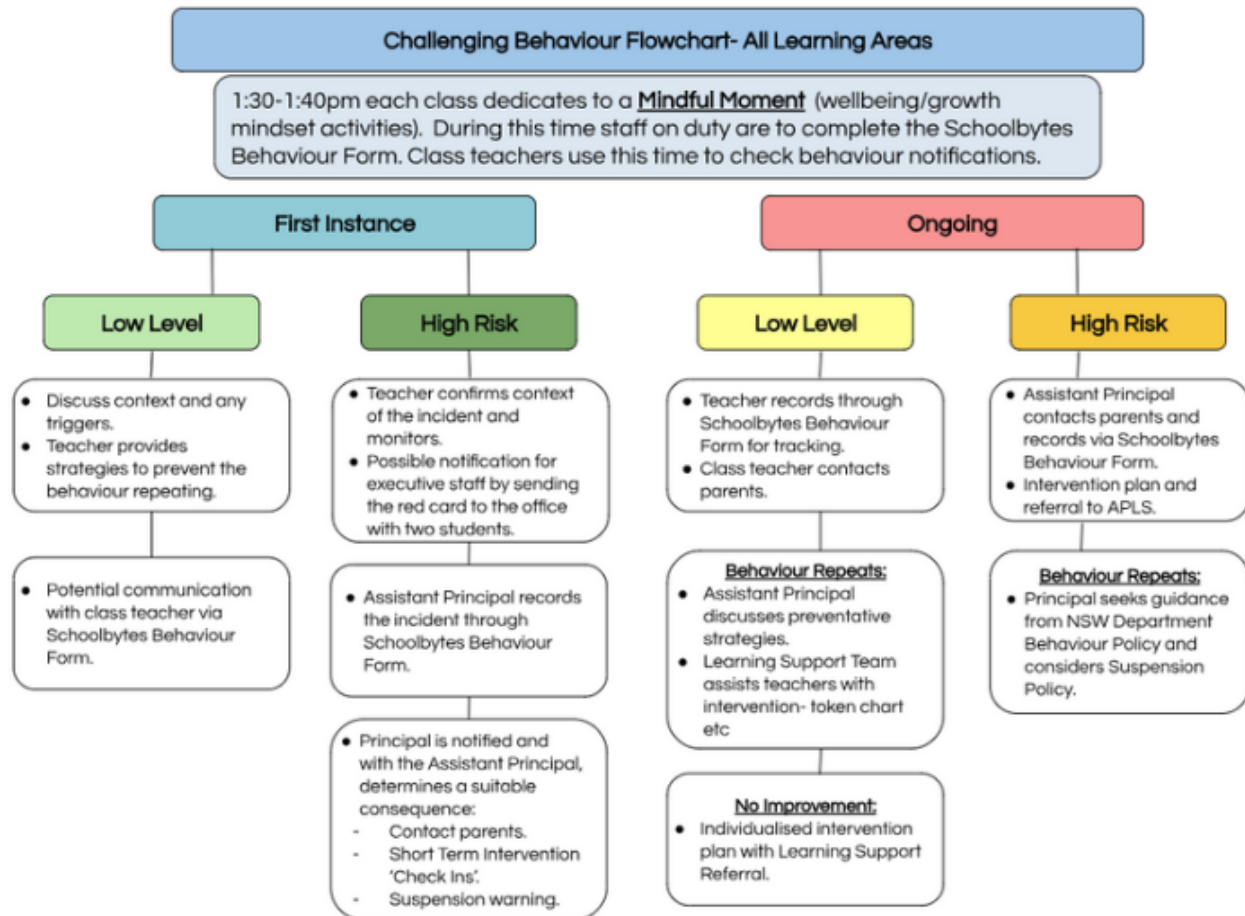
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection with Executive – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at either lunch or recess break	Assistant Principal	Documented in School Bytes
Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	Next break	Assistant Principal	Documented in School Bytes.

Review dates

Last review date: Friday 31st February: Day 1, Term 1, 2025

Next review date: Tuesday 27th January: Day 1, Term 1, 2026

Managing Challenging Behaviour- A Function Based Approach



Schoolbytes Behaviour Form:

Data based decision making is a key feature of positive behaviour support. Duty or classroom teachers complete the Behaviour Form through the school wide Schoolbytes platform. The purpose of this data is to communicate challenging behaviours to all relevant staff including teachers, executive and learning support members. This system assists in screening and detecting students who may need closer monitoring or targeted interventions.

Daily Mindful Moment:

K-6 classrooms prepare for afternoon learning using the first 10 minutes after lunch to engage in Growth Mindset activities. During this time staff may either complete a Schoolbytes Behaviour Form or check for any challenging behaviour notifications related to their students. This may prompt discussions where appropriate.