

School Behaviour Support and Management Plan- Oatley West Public School

Overview

Oatley West Public School 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;

- Values Education program
- Restorative Practices

Partnership with parents and carers

Oatley West Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by;

- parent/teacher meetings
- regular communication between school and home- school website, Audiri, School Bytes, email, class communication platforms, newsletter.

Oatley West Public School will communicate these expectations to parents/carers through;

- the distribution of the [School Community Charter](#) in school newsletters and other communication platforms
- Behaviour Code for Students
- P and C meetings, newsletters
- through the distribution of school developed documents including the OWPS communicating with the school guidelines
- communication flow charts
- distribution of the Oatley West Public School Good Discipline and Effective Learning Guidelines at the beginning of each school year
- meet the teacher evenings.

School-wide expectations and rules

Oatley West Public School has the following eight school-wide values. They suffice as a set of rules with which to live by at school and at home. These are;

Fairness

- Everyone gets an equal opportunity
- Stand up for others who need help
- Play by the rules

Integrity

- Speak the truth
- Respect personal and school property
- Do what is right

Respect

- Be polite, co-operative and sensible
- Treat people as you would like to be treated
- Accept and celebrate our differences

Cooperation

- Work together to achieve common goals
- Help each other succeed
- Work together to peacefully resolve conflict
- Listen to the views of others

Excellence

- Always try your personal best
- Celebrate your achievements and the achievements of others
- Be proud of your school
- Enjoy learning

Participation

- Join us and enjoy school activities
- Support the activities at the school
- Contribute ideas to improve our school

Care

- Play safely
- Show concern for the well-being of others
- Be friendly and make others feel welcome
- Consider the needs of everyone

Responsibility

- Take responsibility for your choices
- Provide a good example for others
- Be in the right place at the right time

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

Care Continuum	Strategy or Program	Details	Audience
Prevention	Anti- bullying promotion	Regular promotion of anti-bullying initiatives including recognising the National Day Against Bullying each year	K-6
	Cyber Bullying/Safety	Visits by Police Youth Liaison Officers, includes discussions about Cyber bullying	3-6

Care Continuum	Strategy or Program	Details	Audience
	5Ls	Lips, Legs, Laps, Listen, Look and ready to Learn reminds early primary students how to listen respectfully and appropriately in the classroom	K-2
	School Values	In line with the identified values, the school recognises, teaches, and reinforces positive student behaviour and behavioural expectations, including school values sticker awards	K-6
	Peer Support (Groups)	Program to empower students with practical skills and strategies to positively navigate life and relationships	K-6
	In class reward for positive behaviour	Class based systems including Dojo and House points to recognise and praise positive behaviour	K-6
	Trauma Informed Classrooms	Routines, consistency, choice, and regulation through use of classroom routine visuals, binary choices, social stories, classroom behaviour and expectation charts	K-6
	Mindful Minute	Short mindfulness activities throughout the school day to increase focus, improve classroom performance and decrease levels of stress	K-6
Early intervention	Zones of Regulation	Zones of Regulation is a colour coded framework that develops student awareness of their feelings, energy and alertness levels while utilizing a variety of tools and strategies for regulation, prosocial skills, self-care and overall wellness	K-6
Targeted intervention	Peaceful Kids/Zen Kids	The 'Peaceful Kids' program is a Mindfulness and Positive Psychology based program to build skills and strategies which promote positive relationships with others. The Zen kids program is a modified Peaceful Kids program aimed at supporting Kindergarten students.	K-6 & Individual students
	Rock and Water	Developing student self-confidence and self-reflection through exercises and games	Identified students
	Learning and Support Team	The Learning and Support team will manage resources to support students and refer to additional services within the school (e.g.	Individual students, families and staff

Care Continuum	Strategy or Program	Details	Audience
		school counsellor), school network and/or allied health providers	
Individual intervention	External providers	Individual case management as indicated by the Learning and Support Team	Individual students
	DoE Delivery Support	Georges River Network support services including Team Around a School (TAS)	Individual student

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

See Appendices 1 and 2

Responses to serious behaviours of concern

- In extreme cases, formal caution of suspension issued in alignment with the [Suspension and Expulsion Procedures](#)
- 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?
Restorative Practices	Use of behaviour management	Teacher/executive	Sentral

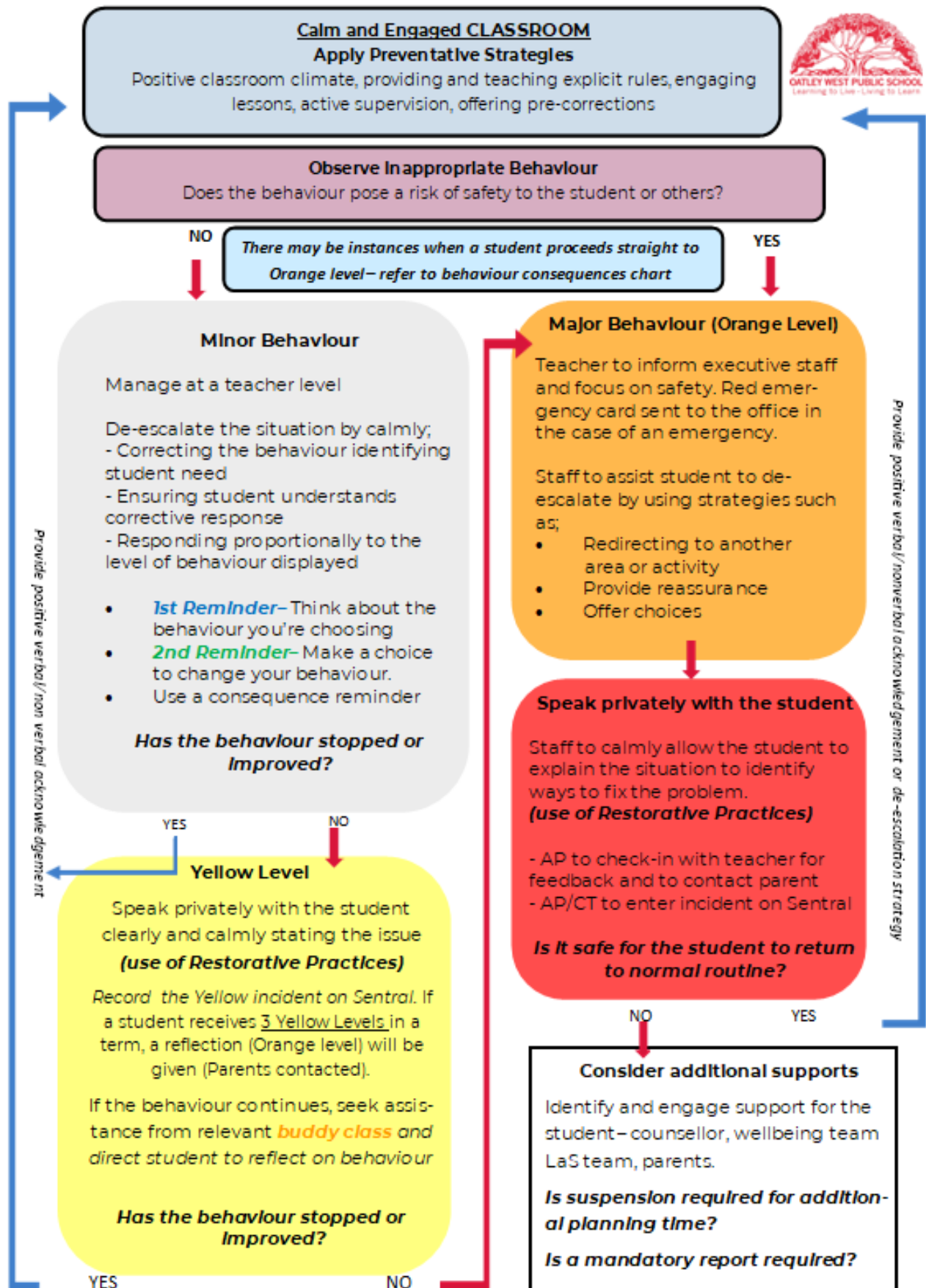
Strategy	When and how long?	Who coordinates?	How are these recorded?
	strategies. If the behaviour continues, refer to executive staff member.		
Reflection time for continued inappropriate behaviour	During lunch break for 20 minutes. Reflection in the presence of executives. Use of restorative practices with identified students. 3-6 students complete reflection sheet.	Stage supervisors	Sentral

Review dates

Last review date: 13th March, Term 1, 2024

Next review date: 13th March Term 1, 2025

Appendix 1: Behaviour management flowchart












Appendix 2: Behaviour Consequences Chart

Colour Level Behaviour Consequences

Purpose: This chart should be referred to when students choose not to follow the School Values.



Yellow Level		Orange Level	
Behaviours	Description	Behaviours	Description
Not following school uniform code	Inappropriate words or images on clothing		
Out of Bounds 	Student is in an area that is marked unsafe by red lines	Serious out of bounds	Leaving the school grounds without permission.
Verbal / Psychological harm 	Teasing, name calling, sarcastic chanting, low level swearing, language used inappropriately, disrespect, or gossiping	Verbal Bullying (Racial / culturally inappropriate and/or derogatory language)	Student continuously targets student/s with threatening behaviour, verbal/ psychological intimidation.
Unsafe behaviour 	Pushing, play wrestling or tackling	Verbal abuse against teachers	Refusal to speak with teacher about behaviour or verbally abuses teacher
		Physical Bullying: Punching Head Lock Strangling Use of weapon	Student continuously targets student/s with threatening behaviour : - physical: e.g hitting, open hand slap, kicking, spitting
Inappropriate display of affection	Inappropriate display of affection		Any physical action against teachers
		Inappropriate touching	Inappropriate touching
Property misuse/ damage 	Student engages in disrespect /misuse of property	Vandalism	Student participates in an activity that results in substantial destruction or disfiguration of property
Defiance/non-compliance/ disobedience 	Refusal to follow teacher direction (consistent with in class behaviour management)	Serious and continuous defiance Non-compliance Disobedience	Consistent refusal to follow teacher direction (consistent with in class behaviour management)
Dishonesty 	Student delivers a message or gossip to a peer or an adult that is untrue.	Habitual dishonesty	Consistent delivery of messages or gossip to a peer or an adult that is untrue.
Disrespect for others and their belongings 	Touching property without permission	Theft	Student steals from another student or an adult
Cheating	Student deliberately violates plagiarism rules. Copying other students work	Plagiarism	Student signs for another person without their permission. Student copies another student in a major assessment task
Disruption 	Persistent, continuous behaviour causing an interruption to learning or game (consistent with in class behaviour system)	Consistent Disruption	Student engages in violent outburst resulting in the whole class having to be removed for their safety
Misuse of technology 	Using technology at the wrong time Using technology as a distraction	Misuse of technology	Looking up inappropriate sites/photos/recordings Cyber bullying / stalking Posting to sites without permission Deliberate and consistent breaking of the DoE code of conduct

Appendix 3: Bullying Response Flowchart

