

Bangor Public School Behaviour Support and Management Plan

Overview

Bangor 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 Positive Behaviour for Learning (PBL) which promotes student agency and wellbeing.

Promoting and reinforcing positive student behaviour and school-wide expectations

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

- Students are safe, respectful learners within the classroom, in outdoor areas and in online platforms.

Bangor Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Signs clearly and simply stating behavioural expectations in areas across the school
- Token recognition system
- Behaviour matrix- expected behaviours
- Behaviour matrix- low, middle & high level behaviours and consequences
- Merit awards
- Principal Awards
- Use of school values & PBL linked to PDHPE syllabus outcomes embedded in whole school scope and sequence

Behaviour Code for Students

The Behaviour Code for Students can be found at

<https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>.

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

The Care Continuum facilitates the implementation of a whole-school, prevention-focused, and positive approach to behaviour support to meet the needs of all students. It traverses 4 levels:

- **Prevention:** Whole-school proactive and prevention approaches aim to establish and maintain safe, respectful learning environments for all students. Proactive approaches include explicit teaching of the expected behaviours. These learning environments include classrooms, playgrounds, online and any other school endorsed events and should encourage prosocial behaviour. These interventions underpin effective teaching and will reduce minor behaviours of concern when applied consistently.
- **Early intervention:** Some students require early intervention to deal with emerging, low-level behaviours of concern. Early interventions provide early support for students or groups of students who are identified as being at risk of developing behaviours of concern. Schools need to develop a range of initial responses and approaches to work with students displaying emerging, low-level behaviours of concern. Early responses to behaviours of concern include preventive strategies, explicit teaching of expected behaviours, logical consequences, and consultation.
- **Targeted intervention :** Some students may require targeted support to encourage positive behaviours, particularly if they exhibit more complex and challenging behaviours, or where the frequency of the behaviour of concern may put students' learning and social success at risk if it is not addressed quickly. School staff should facilitate positive behavioural supports, including explicit teaching of expected behaviours as well as making targeted and reasonable adjustments in the classroom to support effective teaching and learning practices.
- **Individual intervention:** Students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents, Team within a school and Team Around a School. Strategies for these students require individual assessment, planning, implementation, monitoring and evaluation. Schools need to build capacity of school teams and teaching staff to be able to undertake functional behaviour assessments (FBA), develop individual student support plans and risk management plans for individual students.

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
PREVENTION	PBL	Tier 1 schoolwide and classroom systems of support that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture. This also	All students K-6 Teachers
	1:1 Wellbeing check ins (bi annually)	Teacher sits 1:1 with student and asks questions relating to wellbeing and goals. Whole school proforma used (K-2 & 3-6). This process supports the teacher in engaging deeply with each student and begin to build deep knowledge about their goals and feelings about school.	All students K-6 Teacher Parents
	Pre school (orientation, transition and observation)	DP monitors enrolment info and parents contact school regarding students who require additional support. DP/LaST liaise with pre schools, parents and allied health providers to support successful transition to school. May include creation of access request for integration support funding.	Upcoming year Kindergarten parents DP
	Explicit teaching of prosocial skills and school values	Embedded into whole school scope and sequence and linked to PDHPE outcomes, these skills and values are taught by all teachers in term 1. From here, lessons are taught as the need arises as driven by data.	All students K-6 teachers
	Tri conference	At the start of the year, teachers meet with students and their caregivers to learn more about their social, emotional, academic and physical interests, goals and needs. This process supports the end of year handover process and facilitates positive partnerships at the start of the school year.	All students K-6 and parents/care givers
	Peer Support	Stage 3 students engage in Peer Support Training. For one afternoon session per week in Term 2, students in Kindergarten to Year 4 learn social skills from their peer leaders.	All students K-6 Teachers
	Buddies	A Year 6 and Kindergarten buddy program supports students in transitioning into the playground, building social skills to help develop peer-based friendships and learn to play safe and appropriate games.	Year 6 and Kindergarten students
	Clubs/groups	Teachers and student leaders run various lunchtime clubs for students to support their wellbeing and interests. These clubs include technology, environmental and games based activities.	Students in Years 2-6 Teachers

Care Continuum	Strategy or Program	Details	Audience
	Transition to high school (in school)	Stage 3 students engage in Transition to High School at Bangor to support their wellbeing around starting Year 7. Activities include following a timetable, overnight homework and engaging in high school style subjects.	Stage 3 students & teachers LaST
	Butterfly Body Bright (embedded into PDHPE)	Butterfly Body Bright is an evidence- based initiative of the Butterfly Foundation that aims to promote positive body image in all students so they can thrive socially, emotionally and academically. As a school, students will be participating in activities focusing on themes such as being brave, resilient, inclusive, grateful, happy and thoughtful to support student wellbeing.	All students K-6 Teachers
	Support Dog	Maple, the school support dog has trained to provide emotional support and wellbeing to all students under the guidance and direction of their handler. This may include patting her, reading to or completing work with the dog. The support dog may also help to teach social skills.	All students K-6 LaST
	Transition to high school-	Strong relationships with LHCS enable thorough handovers to be done for every student transitioning into Year 7. Information about student achievement, attitude, health, wellbeing and learning support is also shared with other public high schools. A recently established relationship with a close catholic high school enables conversations about students transitioning to Year 7. Students also attend the statewide transition.	Year 6 students Parents DP
	Personalised learning goals	Teachers use relevant data to determine 2 learning goals (literacy and numeracy) for each student in their class. Strategies to support the student to achieve the goal are implemented and reported on in Semester 1 reports. Semester 2 reports report on goal achievement and the evidence that supports this.	All students K-6 Teacher
	Professional Learning	Staff engage in professional learning to support behaviours. The need for this is driven by data and may include VISI (verbal interventions), PBL (Tier 1 classroom & whole school practices) or supporting students with specific needs e.g ODD, autism.	Staff

Care Continuum	Strategy or Program	Details	Audience
EARLY INTERVENTION	Adjustments	Teachers collaborate with each other, parents, students and health providers to determine if additional support is required for students with or without a diagnosed disability. Reasonable adjustments that need to occur in order for the student to access and participate in education on the same basis are agreed on. Adjustments are implemented, monitored and modified if required.	Identified students K-6 Teacher Parents
	Explicit reteaching of prosocial skills	Data, observations and collaboration with parents supports identification of students who require support in learning and implementing pro social skills. This is done in small groups or individually; the skills can be explicitly retaught social skills. Sessions can involve explicit teaching, opportunities to implement, feedback and consolidation tasks.	Identified students K-6 Teacher Parent LaST
	School counsellor	The school counsellor works closely with and is guided by the priorities established by the LST. At the early intervention stage, the counsellor may provide advice to teachers and/or parents.	Identified students K-6 Parents DP
	Pre school visits/transitions	Three transition to school days are held for pre-school students in the year prior to them attending. This helps prepare children in making new friends, learning routines, and developing a sense of belonging within the new school environment. It also helps teachers to recognise and support children's developmental needs, interests and skills. In addition, local preschools visit the school, including Kindergarten classrooms, library and playground during Term 2, 3 and 4 to support children in their transition to school.	Following year's Kindergarten cohort Parents DP/AP
	Additional high school transitions	Students who have been identified through parent, teacher and student collaboration attend additional transition day/s at the high school they will attend. This involves further familiarisation with the school and practices such as reading a timetable, meeting some teachers and in some cases, older peers.	Identified Year 6 students Parents Stage 3 AP DP
	LaST intervention	Through the Learning and Support Team, the LaST provides direct and timely assistance to students in regular classes with additional learning and support needs. The LaST collaborates with the student, teacher and parent to determine, implement, monitor, modify and celebrate interventions such as SMART goals, playground programs and additional explicit instruction, support and observation in the classroom and on the playground.	Identified students K-6 Parents Teacher

Care Continuum	Strategy or Program	Details	Audience
	Support Dog	<p>Maple, the support dog, has been trained to support the wellbeing of students that have been identified through the Learning and Support team as requiring extra assistance. This can occur in the classroom or students may be withdrawn in small groups to pat, read to or do their work with the support dog.</p>	<p>Identified students K-6 Parents Teacher</p>
	SMART goal	<p>A SMART goal is a formalised way of specifying an intended learning outcome for a learner. SMART is an acronym for:</p> <p>Specific – A goal should be clearly expressed so that the learner knows what they are expected to achieve.</p> <p>Measurable: Measuring enables monitoring progress and when the goal has been achieved.</p> <p>Agreed: The goal is agreed with the student. This encourages the student to self monitor and self regulate their own behaviour.</p> <p>Realistic: The goal is achievable. The goal is broken into steps and when the student has achieved this they can move to the next step.</p> <p>Time Related: A realistic goal should be achievable within a reasonable timeframe.</p>	<p>Identified students K-6 Parents Teacher</p>
TARGETED INTERVENTION	Resilience Program	<p>Resilience groups aim to build skills to assist with the mental, cognitive, emotional, physical and spiritual wellbeing of students. Sessions are typically weekly for an hour, and run over the course of a term. Evidence based practices utilised in this program include mindfulness, gratitude, and breath awareness. The program is run based on need and staff availability. Data drives participant inclusion.</p>	<p>Identified students Stages 1-3</p>
	Counsellor Support	<p>The LST determines the priorities for students who require 1:1 counselling support for students who typically do not receive external psychology or counselling, and students who require assessments such as psychometric testing and rating scales to be administered, scored and reported on by the counsellor.</p>	<p>School counsellor Student parents</p>
	LST meetings	<p>Teachers collaborate with parents to implement reasonable and effective adjustments within the classroom. Additional support such as the Learning and Support Teacher (LaST), small group intervention may also be accessed. Should these interventions be unsuccessful, the teacher makes a referral to the learning and support team (LST), which includes the LST Coordinator (Deputy Principal), LaST, school counsellor and the principal. The team works closely with the parents, student and additional care provider to determine, implement, monitor and modify reasonable adjustments to support access to the curriculum.</p>	<p>Identified students K-6 Parents</p>

Care Continuum	Strategy or Program	Details	Audience
	LaST intervention	The LaST may be used as or to support a reasonable adjustment. Examples include personalising social stories and explicitly teaching identified skills.	Identified students K-6 Parents
	Pre school observation	Open and clear lines of communication enable parents to contact the deputy principal regarding their child with additional needs, who will commence school in the coming year. Parents share health reports and meet with the principal and/or deputy principal to discuss diagnosis/es, behaviours, current support and transition. Parental consent is sought to discuss the child with their educators at pre school. An observation/s may be conducted to gain further information about behaviour and support. These observations may support the development of a DCS (disability confirmation) and access request if the needs of the child meet departmental guidelines.	Identified pre-school students Parents
	Annual student handovers	At the end of the year, teachers prepare detailed, structured handovers to support a smooth transition to the upcoming year and so adjustments can be continued. Time is provided for teachers to spend time together passing on information to student's next teacher. This includes strategies to support academic, emotional and social needs.	Teachers
	APLS (Assistant Principal Learning and Support) referral and support	Should intervention implemented by the LST and LaST not achieve desired goals, a referral can be made to engage the APLS. The APLS will collaborate and consult with the LST to provide specialist advice and assistance. This includes working with the LaST to organise, implmenet and analyse results from student observations, develop specific strategies for student inclusion, and the provision of staff professional learning.	APLS LST

INDIVIDUALISED SUPPORT	DCS (Disability Confirmation)	The school counsellor refers to the department's Disability Criteria to establish a student's eligibility for support.	Eligible students as defined by the Department's disability criteria
	IFS (Integration Funding Support)	A Disability Confirmation Sheet is prepared and signed off by the senior psychologist education. The range of supports available to students includes itinerant support teachers, integration funding support and access to support classes in mainstream schools and schools for specific purposes.	School counsellor
	SSF (Student Support Funding)	IFS helps schools to provide adjustments for students with disability in mainstream classes who have moderate to high learning and support needs as defined by the Department's disability criteria.	Teacher Principal LST eligible students parents
	IEP (Individualised Education Plan)	SSF applications are made to support with urgent, complex, safety needs. Schools may use funds for teacher and/or School Learning Support Officer (SLSO) days to assist in the implementation of sustainable practises that build the capacity of the school to support the student in the long term without reliance on further funding.	Teacher Principal LST eligible students parents
	Allied health providers to conduct sessions on site	If differentiation, quality teaching and targeted support is not effective, an IEP may be developed. The development is highly consultative and collaborative and uses information about a child's disability or delay, their strengths, interests and functional. Long term goals and outcomes are decided, with short term objectives decided to support goal achievement.	Teacher Principal LST eligible students Parents External providers
	Individual Student Plans	For some students, health providers such as OTs are permitted to conduct therapy onsite. The decision is based on whether it is in the best educational interests of the student and considering the school's duty of care towards all staff and students. The principal makes the decision as to whether therapies are permitted, considering all data and information available.	LST Parents as required e.g. BSO, NSF, APLS
	Team Around The School (BSO, NSF)	Behaviour plays a critical role in a student's education and learning outcomes. Behaviour plans are one of many plans used as part of the personalised learning needs of students displaying behaviours of concern. Individual Behaviour Support Plans, Behaviour Response Plans and Risk Management Plans are all used to provide additional support and guidance to identified students and staff. They can help ensure that they feel safe, valued and connected to our school community.	
	The 'Team Around a School' (TAaS) model was introduced by Delivery Support in 2021 as a method of coordinating multidisciplinary support for students with learning or wellbeing needs that have not been addressed through processes at earlier levels of the Care Continuum. The team comprises of non-school based roles such as the learning and wellbeing team, behaviour specialists, networked specialist facilitators and NDIS coordinators, as well as school-based roles including assistant principal learning and support, senior psychologists education and itinerant teachers.		

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	Team Around The School (BSO, NSF)	The 'Team Around a School' (TAaS) model was introduced by Delivery Support in 2021 as a method of coordinating multidisciplinary support for students with learning or wellbeing needs that have not been addressed through processes at earlier levels of the Care Continuum. The team comprises of non-school based roles such as the learning and wellbeing team, behaviour specialists, networked specialist facilitators and NDIS coordinators, as well as school-based roles including assistant principal learning and support, senior psychologists education and itinerant teachers.	


Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Restorative Practices Informal conversations, small impromptu conferences, group circle or formal conference (planned).	When a relationship has been damaged as a result of behaviour	been damaged as a result of behaviour. Supervising teacher or executive	School Bytes
Reflection Reflection – a planned response for students who have engaged in negative behaviours as outlined on the behaviour consequence matrix. This aim is to support the student to reflect on their behaviour and make positive choices	In line with PBL policy	Reporting teacher/executive	Behaviour slips/ Behaviour book/ School Bytes

Partnership with parents/carers

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

- Conducting biannual teacher interviews
- Welcoming parents, carers and other relevant stakeholders onsite to participate in Learning and Support Meetings
- Engaging the P&C to support the redevelopment of the Behaviour Management Code
- Being proactive in ensuring transitions to primary school, from another school and to high school are seamless and student centred. Engaging with parents prior to transitions enables us to put plans in place and liaise with all stakeholders to give students the best chance to thrive.
- Use of programs such as Seesaw to provide a window into the classroom. Seesaw also provides effective communication opportunities between parents/caregivers, teachers and students.



-Onsite on special events such as Mothers Day, Open Day etc

Bangor Public School will communicate these expectations to parents/carers the Grapevine, Facebook Page, orientation and transition days, P&C meetings and school assemblies.

School Anti-bullying Plan

Found on the school's website with this document

Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

Reviewing dates

Last review date: May 2024

Next review date: May 2025