

# Nabiac Public School Behaviour Support and Management Plan

## Overview

Nabiac 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, The Resilience Project, Berry Street Education Model, Trauma Informed Practice, Tiered Intervention Support and Zones of Regulation.

### Promoting and reinforcing positive student behaviour and school-wide expectations

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

#### RESPECT

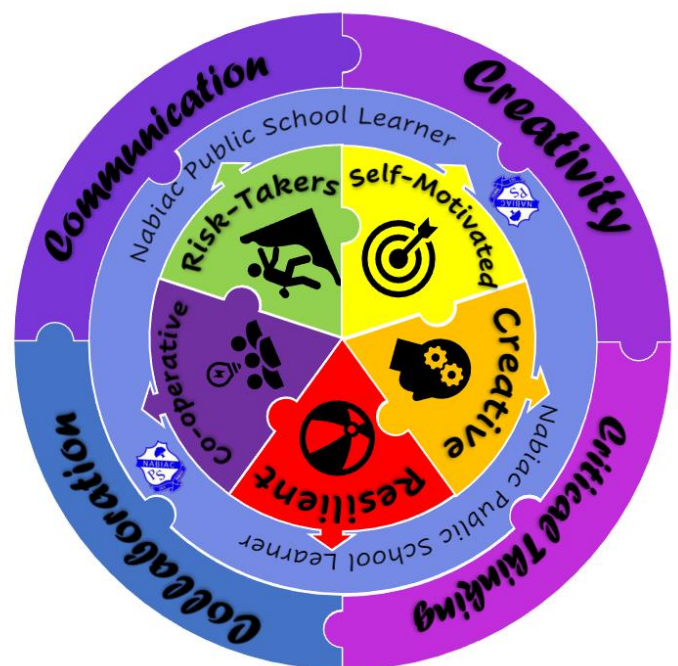
- I can: listen and follow instructions
- set a good example
- use good manners and kind words


#### RESPONSIBILITY

- I can: be ready to learn
- be trusted and helpful
- stop, think and do the right thing

#### CARE

- I can: get along with others
- accept difference
- be safe





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

**Positive Behaviour for Learning (PBL):** all students participate in the explicit teaching of positive behaviours embedded within PBL. The school's core values within PBL are Respect, Responsibility and Care.

**The Resilience Project:** teachers support positive mental health strategies by delivering evidence based lesson plans and activities based on the three key pillars proven to cultivate positive emotion; Gratitude, Empathy and Mindfulness (GEM).

**Berry Street Education Model (BSEM):** trauma informed practice model that provides strategies for teaching and learning, supporting the engagement of students. Strategies from BSEM are embedded into daily routine supporting students' self-regulation, relationships, wellbeing, growth and academic achievement.

**Trauma Informed Practice:** we aim to build a school environment where all students can thrive academically, develop good physical, mental and emotional health, and gain the skills to live a fulfilling, independent life post-school. Our staff have an understanding of childhood trauma and its impacts on student learning and wellbeing so they can better meet students' needs so that students can reach their full potential.

**Tiered Intervention Support:** utilising school data (behaviour, attendance and wellbeing) staff and the learning and support team work collaboratively to ensure all students requiring support have this through a tiered approach. Staff work closely with families, external agencies and other appropriate Departmental personnel to ensure students who may need extra support have this in place.

**Zones of Regulation:** staff have access to a variety of tools and strategies to support student regulation, prosocial skills, self-care, and overall wellness. Zones of Regulation supports a common language within the school. All learning spaces have a calm space for students to regulate emotions if required.

**Learning Dispositions:** learning dispositions are characteristics that affect how students approach learning and support lifelong learning skills. These are incorporated into lessons through student learning goals, learning intentions and success criteria. The school learner dispositions are displayed at the front of the school as a large mural and on display in every classroom.

## **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.

## Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL	The schools core values of Respect, Responsibility and Care are displayed in all learning areas. Expectations for behaviour and learning are explicitly taught.	Teachers and Students
Prevention	The Resilience Project	All students participate in weekly lessons that support positive wellbeing, with a strong emphasis on gratitude, empathy, mindfulness, connection, purpose, kindness, emotional literacy and physical health.	Teachers and Students
Prevention	Berry Street Education Model	The Berry Street Education Model strategies are explicitly taught and embedded into the school culture eg: brain breaks, calm corners and learning plans. Staff have a greater understanding of the effects of trauma and how to support students in a calm, respectful and understanding way. A restorative approach is taken to resolve concerns that may arise.	Teachers
Prevention	Student Acknowledgements	<p><u>Classroom Based Acknowledgements</u> Classes may have their own way of acknowledging student effort through prize boxes, merit awards, stickers, table points etc</p> <p><u>Silver and Gold Work</u> Students are acknowledged for reaching their learning goals or achieving the success criteria of a lesson and showing improvement in learning. Students are able to show the work to another teacher of their choice for a silver (sticker and acknowledgement) or the Principal for a gold (sticker and acknowledgement)</p> <p><u>Nabidips</u> Students receive 'Nabidips' for showing the school's core values of Respect, Responsibility and/or Care. Nabidips are placed into a container and 6 names are drawn out at the fortnightly assembly for a canteen voucher.</p> <p><u>GEMdips</u> Students receive 'GEMdips' for showing gratitude, empathy and mindfulness, following the Resilience Project core values.</p> <p><u>Police Citizenship Award</u> At approximately 4 assemblies a year, a local police officer attends to present awards to students who have shown positive citizenship.</p> <p><u>Aussie of the Month</u> Staff nominate students who have shown the values</p>	Teachers

Care Continuum	Strategy or Program	Details	Audience
		<p>we share as Australians, such as fair go, mateship, respect and inclusion. Two students chosen receive the award at an assembly.</p> <p><u>Blue Merit Awards</u> Every class hands out 4 blue merit awards at the fortnightly assembly.</p> <p><u>Gold Awards</u> For every 6 blue merit awards, students progress through the gold award levels: Gold, Double Gold, Triple Gold, Golden Crown, Medal of Merit, Medal of Excellence, Trophy of Distinction and Path of Honour.</p>	
Early/ Targeted/ Individual Intervention	Learning and Support Team/ Tiered Intervention	<p>The Learning and Support Teacher (LaST) supports students with social stories, explicit teaching, and additional adjustments in the classroom if required. Staff work collaboratively with students and families to create Behaviour and Support Plans that are specific to the individual students needs. The ACARA Personal and Social Capabilities framework is utilised to identify areas of strength and areas of further development.</p>	Teachers
Targeted Intervention	Rock and Water	<p>The LaST works with a small group of identified students to explicitly teach a series of exercises and games to develop student confidence and self-reflection. It focuses on an awareness of one's own strengths and capabilities and the ability to work and play together.</p>	Teachers

## Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
<p><b>Walk and Talk</b></p> <p>Students may be asked to walk with the teacher to discuss issues that might arise.</p>	As required during break time	Staff	NA
<p><b>Calm Corner</b></p> <p>There is an identified calm space in every classroom with taught strategies and resources to support students to regulate their emotions. Once calm, students can reflect with the teacher and continue with their learning.</p>	As required during class time	Staff	NA
<p><b>Phone call home</b></p> <p>Staff follow the classroom and playground behaviour flow charts. If a behaviour warrants, a phone call home might occur.</p>	As required	Staff	Sentral
<p><b>Talk and Sort</b></p> <p>Students attend talk and sort to reflect on events that may have happened. A restorative approach is taken discussing- what happened, how it made other people feel, what can be done differently next time and how we can resolve the issue now.</p>	First Half Lunch	Staff	Sentral
<p><b>Behaviour Support Meeting</b></p> <p>A behaviour support meeting might take place with the classroom teacher, learning and support teacher or Assistant Principal. Students will also be invited to attend part of the meeting. During this meeting appropriate adjustments will be discussed and a behaviour support plan created with agreed goals and strategies.</p>	As required	Class Teacher/ Learning and Support Teacher/ Assistant Principal	Sentral
<p><b>Learning and Support Team Referral</b></p> <p>Class teachers and parents can refer students to a weekly learning and support meeting after restorative practices and individualised internal supports have been tried. Further specialist support may be required.</p>	As required	Learning and Support Teacher	Sentral

## **Partnership with parents/carers**

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

- consulting with parents and carers at parent events;
- ongoing consultation with the P&C; and
- conducting parent and carer surveys.

Nabiac Public School will communicate these expectations to parents/carers through:

- the P&C meeting;
- newsletter and information sheets;
- social media- Facebook; and
- the school website.

## **School Anti-bullying Plan**

[NPS Anti Bullying Plan 2023 - Nabiac Public School \(nsw.gov.au\)](https://www.nsw.gov.au/education/anti-bullying/anti-bullying-plan-2023)

## **Reviewing dates**

Last review date: 15/3/23

Next review date: 15/3/24