Sylvania Public School Behaviour Support and Management Plan

Overview

Sylvania 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, Student Parliament and Wellbeing programs. Our school values of Respect, Resilience and Responsibility reflect our School Behaviour and Management plan.

School Behaviour Support and Management Plan: a guide for schools

Promoting and reinforcing positive student behaviour and school-wide expectations

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

- School wide values of Respect, Resilience and Responsibility.
- Respect other students, their teachers and school staff, community members and external providers.
- Follow school and class rules and follow the directions of all staff members.
- Strive for the highest standards in learning and behaviour.
- Respect all members of the school community and show courtesy to all students, teachers and community members.
- Resolve conflict respectfully, calmly and fairly.
- Comply with the school's uniform policy or dress code.
- Attend school every day (unless legally excused).
- Respect all property belonging to self, others and the school.
- Act in a calm manner without violence or bringing any weapons, illegal drugs, alcohol or tobacco into our school environment.
- Not bully, harass, intimidate or discriminate against anyone in our school.
- To comply with the DOE Responsible Internet Usage guidelines.

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

- A student-centred, positive, strengths-based approach.
- Encouraging collaborative partnerships between schools, students, parents and carers, and community members.
- Supporting school staff in engaging, assessing and monitoring school, student and staff needs.
- High standards of behaviour from students, and the professional conduct of staff to create a positive, safe, inclusive and respectful school environment.

- Implementing the care continuum, which involves

    - a strategic whole-school approach.

    - explicitly teaching social and emotional skills and behaviour expectations.

    - being proactive and prevention-focused.

    - using relationship-based and restorative approaches to student behaviour.

    - implementing effective programs, practices and processes to ensure action is taken, communication is explicit and follow up with all parties involved is completed.

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. Partnerships with parents through the Seesaw app, parent meetings, check-ins and phone calls are also conducted throughout the year with all class teachers, executive staff, Principal and the Learning and Support Team.

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning	Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. Aspects of the PBL program that are implemented at Sylvania Public School include: - Playground token reward system. - Explicit teaching of playground expectations through strategically placed signage. - Class based positive reward systems. - Class reward days/ incentives. - Termly value recognition assemblies. - Fortnightly mini lesson on targeted PBL focus. - Termly PBL meetings reflecting on whole school data and future directions.	Whole school
Prevention	Student Voice	Student voice is actively promoted at Sylvania Public School to increase student engagement and shape the educational experiences of students through the following programs: - Student Parliament which provides an opportunity for students to identify and address areas of improvement in their school. Parliament offers a way for students to express their opinions and participate actively in decision-making. This enables student connection and feelings of belonging. Elected Parliamentarians lead the student body and are exposed to a range of leadership development programs, such as attending National Young Leaders Day. - Student Representative Council (SRC) which form the caucus for Student Parliament. This allows two	Whole school Student Leaders

Care Continuum	Strategy or Program	Details	Audience
		students from each class across K-6 to engage in leadership opportunities each semester.	
Prevention	Wellbeing Programs	A range of proactive wellbeing programs are offered at Sylvania Public School to promote positive wellbeing outcomes, sense of belonging and connectedness to the school. These include: - The Anxiety Project which provides early intervention solutions for anxiety. It builds the capabilities of school leaders, teachers, school staff, parents and students to reduce a child's anxiety levels. - Buddy Program which ensures all new Kindergarten students have an identified role model and support person in the form of a Year 6 student.	Whole School
Early Intervention	Behaviour Management Strategies	Sylvania Public School consistently utilise the following early intervention strategies: - Proactive communication with parents using the Seesaw app, phone calls and face to face meetings. - Staff understand and consistently implement the behaviour management continuum. - Explicitly teach and model specific behaviour expectations. - Develop and implement social stories, visual cues and consistent routines. - Utilise restorative practices. - Utilisation of the wellbeing hub and lunchtime clubs to offer alternate quiet spaces during lunchtime and recess. - Peer mentors (Go-To Guys Program) are visibly available to support students across the school with early behaviour interventions on the playground.	Whole School Identified students
Targeted Intervention / Individual Intervention	Learning and Support Initiatives	Learning and support resources are available at Sylvania Public School to help any student experiencing difficulties with their learning and behaviour. These resources include: - Access to the school counselling service on a fortnightly basis. - School Learning Support Officer (SLSO) intervention. - Learning Links Counselling Program is offered to 5-7 students each term to support their wellbeing on a 1:1 targeted level. This program provides crucial strategies to students for the continued support of their wellbeing. - Delivery support 'Team Around a School.' - Accessing professional learning to target the needs of families and children in complex and diverse family situations (Trauma Informed Practice).	Students with: High Potential, Gifted Education traits Learning difficulties Behaviour needs Social and emotional needs A disability diagnosis Welfare/ attendance concerns EAL/d Out of home carers
Targeted Intervention / Individual Intervention	Behaviour Support Strategies	The Assistant Principals support students and staff across the school with targeted and individual intervention strategies to rectify ongoing behaviour concerns. This is achieved by: - Collection of data and analysis of behaviour trends in	Targeted/ Individual students

Care Continuum	Strategy or Program	Details	Audience
		both the classroom and playground settings. - Consistent monitoring of behaviour concerns. - Proactive intervention meetings with students displaying concerning behaviours. - Goal oriented focus for individual students. - Effective and proactive communication with students, staff and families to support student behaviour. - Regularly review and update SBSMP in line with DOE policies. - Leading, developing and assisting student mentors to support other students.	

Reflection and Restorative Practices

Action	When and how long?	Who coordinates?	How are these recorded?

Classroom-
Minor behaviour response
 	
Including but not limited to:
- Mild defiance, disrespect or non-compliance
- Disruption
- Inappropriate language
- Physical contact (not serious, but inappropriate)
- Property misuse
- Technology violation
- Late to class
- Uniform violation
- Out of bounds
	If after being provided with a warning, a student continues to engage in a minor negative behaviour, then staff can:
	- Prompt/ redirect student
	- Reteach expectations
	- Provide a choice
	- Issue a consequence
	    o Temporary removal from activity
	    o Partner room referral
	    o Restorative session
	    o Classroom Improvement Plan
	Length of time for above mentioned consequences must be developmentally age appropriate and consistent with a minor behaviour response. As a guide, an appropriate time frame for temporary removal from an activity could be 2-15 minutes. A partner room referral should not exceed the remainder of the session for which they have been removed.
		Teaching staff
		Executive Staff
		Principal
			- Teacher personal record
			- School Bytes
			- Communication/ behaviour books

Playground-
Minor behaviour response
 	
Including but not limited to:
- Mild defiance, disrespect or non-compliance
- Disruption
- Inappropriate language
- Physical contact (not serious, but inappropriate)
- Property misuse
- Uniform violation
- Out of bounds
	If after being provided with a warning, a student continues to engage in a minor negative behaviour, then staff can:
	- Record the incident in the playground register and issue one of the following consequences:
	    o Reteach expectations using PBL signage
	    o Hold a restorative session
	    o Reflection time
	    o Community service
	Length of time for above mentioned consequences must be developmentally age appropriate and consistent with a minor behaviour response. As a guide, an appropriate time frame for reflection time or community
		Teaching staff
		Executive Staff
		Principal
			- Playground Register
			- School Bytes

Action	When and how long?	Who coordinates?	How are these recorded?
	service would be 2-15 minutes.		

Classroom-
Major behaviour response
 	
Including but not limited to:
- Abusive, inappropriate language
- Racially discriminatory language
- Serious defiance or disrespect
- Physical aggression
- Inappropriate displays of affection, or sexualised behaviour
- Serious property misuse
- Vandalism
- Serious Technology violation
- Theft
- Use or possession of illegal substances or weapons
- Verbal assault, harassment or threats
	If a major negative behaviour occurs or minor behaviours continue to escalate requiring a major response, these will be addressed by:
	- Informing student of the rule violation
	- Stating the expected behaviour
	- Refer the student to the Assistant Principals or Principal.
	Executive actions will include:
	- Reviewing the incident in a timely manner
	- Obtaining witness statements if required
	- Inform Parents/ Guardians
	- Provide feedback to classroom teacher
	- Record incident on School Bytes
	- Determine and follow through on consequences which could include:
	    o Being stood down from privileges
	    o Classroom Improvement Plan
	    o Suspension
	If undesired behaviour continue, the matter may be resolved by:
	- Organising a parent interview
	- Referral to the Learning and Support team
	- Issuing elevated consequences.
		Teaching staff
		Executive Staff
		Principal
			- School Bytes
			- Teacher personal record
			- Communication/ behaviour books

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Major behaviour response
 	
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		Executive Staff
		Principal
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			- Teacher personal record
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NSW GOVERNMENT

Partnership with parents/carers

Sylvania Public School will partner with parents/carers in establishing and delivering expectations for parent engagement in developing and implementing student behaviour management strategies by communication through newsletters, website, Facebook and through P & C meetings.

School Anti-bullying Plan

Sylvania Public School has a strong Anti-Bullying Plan that aligns with the Department of Education. Refer to the Bullying of Students – Prevention and Response Policy and Anti-bullying Plan.

Reviewing dates

Last review date: 12/12/2024

Next review date: 12/12/2025