**Berrima Public School Behaviour Support and Management Plan**

Overview

Berrima 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 Restorative Practices.

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

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

* We are here to learn.
* We are becoming our best selves.
* We coach and support each other.
* Our voices matter.
* Our behaviour has an impact.

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

Our informal strategies include:

* Affective statements – We include feeling words in language to address low level yet high frequency behaviours
* Affective interactions – We quickly take 1 on 1 responses to poor behaviour choices from past, through present and into the future.
* Small impromptu conferences – we use Restorative Questions to solve problems amongst and between groups.

Our formal strategies include:

* Small group conferences – scheduled and more formal with a written breakdown of past, present and future actions. We use Restorative Questions to solve problems amongst and between groups.
* Large groups – We run regular circles in class to check-in, check out, prepare, respond and to deliver content of all kinds.
* Whole school growth circles – we assign a growth coach/mentor to run regular across school K-6 circles to check in, check out and deliver content of all kinds.
* Formal conferencing – An executive on staff will hold a formal conference for the most serious, high impact behaviours and ongoing problems.

**STUDENT ENGAGEMENT PLAN**

Please click on this link to view our Student Engagement Plan

### **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 | Growth Circles | K-6 groups are formed with a growth coach and meet regularly during the school week to check in, check out and deliver content of all kinds. | All students and staff |
| Early intervention | Affective Statements | Affective language is used widely to address low level behaviours. | All staff |
| Early intervention | Affective Interactions | A 1-on-1 response is taken to address poor behaviour choices and redirect the student. | All staff |
| Targeted intervention | Learning and Support | The Learning and Support team work with teachers, students and families to support those students who require personalised learning and support. Including ACP&I leadership, development of risk assessments and the development of learning goals. | Individual students, staff and families |
| Targeted intervention | Wellbeing Facilitator | The role of the Wellbeing Facilitator is to support, guide and nurture student wellbeing across the school cohort in the classroom and the playground. The Wellbeing Facilitator liaises with parents, carers, teachers and external support where needed. | Individual students, staff and families, small groups as needed |
| Targeted intervention | Care and safety plan | Students identified as needing support to feel safe and comfortable as a result of an incident. | Student  Teacher  Parents/carer |
| Individual intervention | Check in, Check out | Students identified as needing individual support with emerging behaviour issues are supported with an individual plan to check in and check out with their growth coach. These plans are developmentally appropriate for the child in terms of goals, regularity and timeframe. | Student  Growth coach  Class Teacher |
| Individual intervention | Behaviour support plan | Students identified as needing ongoing individual support with behaviour issues are supported with an individual plan targeted at their specific needs. | Student  Teacher  Parents/carer |

### **Detention, reflection and restorative practices**

|  |  |  |  |
| --- | --- | --- | --- |
| Action | When and how long? | Who coordinates? | How are these recorded? |
| Affective interactions | As needed  2-3 minutes | Teacher | SchoolBytes |
| Small impromptu conferences | 8-10 mins when problems arise between and amongst small groups | Teacher | SchoolBytes |
| Check In, Check Out | Dependant on the individual child’s needs | Classroom teacher and growth coach | Student recording sheet, LST meeting and SchoolBytes |
| PPF – Past, Present, Future | For the most serious, high impact behaviours | An executive | Informally on PPF3 template and formally in  SchoolBytes |

### **Partnership with parents/carers**

Berrima Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by hosting parent focus groups, conducting surveys and regular communication.

Berrima Public School will communicate these expectations to parents/carers through school newsletters, class teacher messages in ClassDojo, school signage and social media platforms.

### **School Anti-bullying Plan**

Insert a link to the school’s existing anti-bullying plan here. Refer to the [Bullying of Students – Prevention and Response Policy](https://education.nsw.gov.au/policy-library/policies/pd-2010-0415) and [Anti-bullying Plan](https://education.nsw.gov.au/content/dam/main-education/policy-library/associated-documents/pd-2010-0415-01.pdf).

### **Reviewing dates**

Last review date: 16/02/2023

Next review date: February 2024.