



School Behaviour Support and Management Plan

Dubbo South Public School

Overview

Dubbo South Public School student welfare encompasses everything that the school community does to meet the personal and social needs of students and enhance their well-being.

It involves holding high expectations of student behaviour and recognising, valuing, and developing each student as a total and unique person in the context of society.

We focus on promoting excellence, through quality teaching and parental involvement in a caring environment. We value and strive to develop responsible, respectful, cooperative & caring students in a safe learning environment.

Principles of Positive Behaviour Expectations, trauma- informed practice and social/emotional wellbeing practices underpin our daily practice.

“Together, we champion each child’s potential within an inclusive learning community.”

To achieve our mission, key programs prioritised and valued by the school community are:

- Grow Your Mind (GYM) Schools program.
- Life Skills GO (emotional check in)
- Zones of Regulation

These programs prioritise social and emotional learning.

Partnership with parents and carers

Dubbo South Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parent/carer student feedback through formal and informal means, through school surveys, consulting with the P& C and local AECG.
- using concerns raised through complaints procedures to review school systems, data, and practices.

Dubbo South Public School communicates these expectations to parents/carers through the school newsletter, school face book page and the school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety, and wellbeing.

School-wide expectations and rules

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

To be responsible, respectful, cooperative, and caring learners.

RESPECT	CARE	RESPONSIBILITY	COOPERATION
<p>Speak politely.</p> <p>Keep hands and feet to self.</p> <p>Be friendly and include others.</p> <p>Be honest.</p>	<p>Look after equipment and belongings.</p> <p>Leave areas clean and tidy.</p> <p>Move safely and be careful of others.</p> <p>Show empathy</p>	<p>Participate in learning.</p> <p>Accept consequences.</p> <p>Be prepared.</p> <p>Be in the RIGHT place at the RIGHT time.</p>	<p>Follow the Teacher's instructions.</p> <p>Always do your best.</p> <p>Be fair and take turns.</p>

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](#) provides information for students and parents or carers. NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe behaviours we value in our students. This document is translated into multiple languages to support understanding.

Whole school approach across the care continuum

Our school embeds student wellbeing and Positive Behaviour Expectations (PBE) in conjunction with the care continuum to promote positive behaviour and respond to behaviours of concern including bullying. Student welfare encompasses everything that the school community does to meet the personal and social needs of students and enhance their wellbeing.

It involves holding high expectations of student behaviour and recognising, valuing, and developing each student as a total and unique person in the context of society.

An important part of this process is that students learn to become responsible for their own behaviour and that the school actively promotes positive behaviour. Practices and strategies include.

- explicitly teaching and referring to our school-wide expectations frequently within the course of our classroom teaching program
- provision of immediate, frequent, specific, and positive feedback
- using a system of tangible acknowledgements, whole stage & whole school celebrations to encourage positive behaviour for all students
- personal acknowledgement of consistent positive behaviour and citizenship
- establishing predictable routines and procedures that are communicated clearly to students.
- providing active supervision of students
- maximising opportunities for active engagement with learning
- differentiating learning content and task to meet the needs of all learners

CARE CONTINUUM	STRATEGY/PROGRAM	DETAILS	AUDIENCE
PREVENTION	Connection to Culture/s	Active AEOs, Language & dance, Junior & Senior AECG reps EAL/D identified staff- student support	All
PREVENTION	Personalised Learning Pathways (PLPs)	Active documents that are developed in consultation & collaboration with student, families and teachers to identify, organise and apply personal approaches to learning and engagement for success. They contain short term and/or long-term goals. These documents are tailored to student need, regularly reviewed, updated and celebrated.	Aboriginal & Torres Strait Islander students Funded students Students 12 months behind or above in academic growth/outcomes
PREVENTION	Life Skills GO	Life Skills GO, designed in collaboration with educators, is an easy-to-use emotion and wellbeing data collection tool that measures student readiness to learn, supported with a comprehensive library of evidence-based and curriculum aligned resources.	All
PREVENTION	Grow Your Mind (GYM)	Grow Your Mind (GYM) is an award-winning social and emotional wellbeing program for individual teachers and/or whole schools. Evidence-informed, time-flexible, innovative, playful, curriculum-aligned to develop a positive school culture.	All
PREVENTION	Morning Circles	Trauma-informed, pedagogical practice, delivered daily in classrooms to support engagement in learning and wellbeing. An opportunity to review key values and expectations, celebrate any announcements and successes and build upon positive teacher student connections.	All
PREVENTION	Zones of Regulation	A Social Emotional Learning Curriculum and Regulation Program to build safe, supportive environments that foster learning and wellbeing for all.	Support Unit

PREVENTION	Child Protection	Teaching child protection is a mandatory part of the syllabus.	Students K-6
TARGETED INTERVENTION	Connection to Culture	Targeted programs (ICAN Murru, Brospeak, SistaSpeak, MALPA)	Identified students
TARGETED INTERVENTION	Social Skills Programs (RAGE, FIST, Seasons for Growth, Fun Friends)	Small group intervention to support and provide emotional regulation skills.	Identified students
TARGETED INTERVENTION	Learning and Support/Wellbeing team	The LST/Wellbeing teamwork with teachers, students, and families to support students who require personalised learning and support	Identified students
INDIVIDUAL INTERVENTION	Individual behaviour support planning/Case Management	Developing, implementing, monitoring, and reviewing behaviour support, behaviour response & risk management plans	Team within a school & Team Around a School plans

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

Appropriate behaviour is expected always. If a student has demonstrated inappropriate behaviour, teachers will support involvement through re-teaching, pre-correction, and corrective feedback where necessary. Where a student fails to respond to teaching and positive reinforcement and the behaviour problem continues, a school wide system of consequences will be implemented.

School Wide System of Consequences- (Individualised & Contextualised)

- Rule reminder
- Teacher/Executive with student conferences
- Positive incentive
- Reflection card
- Ollie's Nest
- Reset walks.
- Executive support
- Parent/carer contact
- Restorative conversations
- Part Day Exemption plans- in line with DOE policy with support from family
- Formal caution to suspend, Suspension &/or Expulsion

Behaviour Response Across the Continuum

At Dubbo South Public-school support occurs in response to behaviour at various levels of the continuum, with prevention strategies and programs for all students. The table below helps to identify the types of behaviour students might be displaying along the care continuum. The situation or context in which a behaviour occurs determines whether it is acceptable. Some behaviours are not acceptable in any situation; however, all behaviours need to be viewed through the context in which they occur.

PREVENTION	EARLY INTERVENTION	TARGETED INTERVENTION	INDIVIDUAL INTERVENTION
<p>Students engage in developmentally appropriate behaviour, including appropriate risk-taking behaviour.</p> <p>Students respond positively to explicit teaching of expectations.</p> <p>Students accept correction and feedback.</p> <p>Students acquire new interpersonal and social skills that support engagement with learning.</p> <p>Low-level behaviours easily managed by the teacher</p>	<p>Difficulties with concentration</p> <p>Continuous low-level disruptive behaviour, also known as minor behaviours in PBE, may include:</p> <ul style="list-style-type: none"> • calling out • out of seat • low-level teasing • out of bounds • lack of personal space/boundaries • not following instructions • under-developed learning behaviours • incomplete tasks • off task behaviour • lateness • unprepared for learning. 	<p>Under-developed social skills:</p> <p>Sharing and turn-taking. friendship skills & conversational skills.</p> <ul style="list-style-type: none"> • Language and communication difficulties • Self-regulation difficulties • Poor conflict resolution skills • Bullying others or being bullied • Poor attendance 	<p>Behaviours of concern, also known as major behaviours in PBE, are defined as challenging, complex, or unsafe behaviour that requires more persistent or intensive interventions. This may include:</p> <ul style="list-style-type: none"> • continued / persistent disobedient and/or disruptive behaviour. • verbal abuse • physical aggression • severe self-injurious behaviour • malicious damage to or theft of property • severe risk-taking behaviour • shut down response. • bullying and cyber-bullying • misuse of technology • discrimination, including that based on sex, race, religion, disability, sexual orientation, or gender identity.

PREVENTION	EARLY INTERVENTION	TARGETED/INDIVIDUAL
<p>Responses to recognise and reinforce positive, inclusive, and safe behaviour</p> <p>Behaviour expectations are taught and referred to regularly. Teachers model behaviour and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.</p> <p>This includes weekly Grow Your Mind (GYM) and Positive Behaviour Expectations (PBE) lessons targeting school wide expectations and character strengths.</p>	<p>Responses to minor inappropriate behaviour are teacher monitored</p> <p>Refer to school-wide expectations and/or emotional regulation visuals or individual student tools for self-regulation.</p> <p>Targeted lessons (from GYM & Life Skills Go) to respond to behaviour</p>	<p>Responses to behaviours of concern are executive managed</p> <p>Teacher contacts office to seek help from off class executive if required or alternatively notify students' stage leader or executive before end of school day.</p>
<p>Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour</p>	<p>Using indirect responses including proximity, signals, nonverbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p> <p>Using role models to redirect & acknowledge expected behaviour</p>	<p>Executive/CT takes immediate steps to restore safety, which may include exiting student and/or class from classroom/playground. Providing reassurance, offering choice. Incident review and planning is scheduled for a later time determined by executive in context to nature of incident.</p>
<p>Tangible reinforcers that include those that are free and frequent (Ollies- yellow classroom & blue playground) moderate and intermittent (Achievement awards, Student of the week)</p> <p>Recorded on School Bytes system</p>	<p>Use direct responses e.g. rule reminder, follow school-wide behaviour flow chart including choice (First this then that), student conference with low-level consequence applied</p>	<p>Executive collects information and reviews incident from multiple perspectives, including collecting student statements, viewing camera footage to determine next steps. Incident is recorded on School Bytes including action taken</p>
<p>Teacher/Parent Contact</p> <p>Positive phone calls to parents/carers weekly</p> <p>Parent portal for messages to communicate achievements.</p> <p>Recognition of student achievements are given at stage assemblies (3 per term) & whole school assemblies.</p>	<p>Teacher/Parent Contact</p> <p>Teacher contacts parents by phone/email when a range of corrective responses have not been successful.</p> <p>Individual Behaviour Support plan (Student profile) may be discussed.</p> <p>Referral to Wellbeing team may be discussed</p>	<p>Teacher/Parent Contact</p> <p>School executive makes parent/carer contact to discuss support and behaviour responses, including referral to Wellbeing, school counsellor, external agencies, Team Around a School</p>

Responses to serious behaviours of concern

Dubbo South Public School responds to serious behaviour of concern, including students who display bullying behaviour, in line with the Department's policies regarding Student Behaviour, Suspension and Expulsion. Executive staff complete the following process in response to a crisis incident or following a serious behaviour of concern.

- review and document incident- including taking student & teacher statements, reviewing security footage (if applicable)
- determining appropriate response/s, including supports for staff or other students impacted.
- communicate and collaborate with parent/carers (phone, email, parent portal or formal meeting)
- action outcome/ including Formal caution to suspend, Suspension or Expulsion if required.
- consult with Team Around a School for additional support or advice if required.
- document consequence action on School bytes and complete necessary paperwork.
- inform staff of outcome/s (via email)
- refer to Responding to Challenging Behaviour at DSPS- (see Appendix 1) and consult with staff to.
- construct or review/amend existing Individual Behaviour Support Plan & Individual Behaviour Response Plan
- Ensure student has been referred to Wellbeing/LAST team
- log critical incident if necessary; including reporting serious behaviour of concern, staff/student injury or near miss as per the Department Incident Notification Response policy and procedures, including consulting with Director of Education and Leadership (DEL) &/or Media if required.

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](#).

Reflection and Restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour.

Strategy	When & how long?	Who coordinates?	How is the information recorded?
<p>Reflection Room</p> <p>A structured debriefing and planning after a crisis event of behaviour of concern with an individual or group of students</p>	Either the day of incident or following day, at lunch.	Executive staff	<p>Documented on School Bytes system.</p> <p>Parent notified through School Bytes or via phone.</p>
<p>Reset (Walk, Calm cave)</p> <p>Student may exit room to complete a reset walk or check in with nominated staff member.</p> <p>OR</p> <p>May use calm cave/space in own classroom</p>	As needed (Timed and individualised)	Classroom teacher in conjunction with executive	<p>Documented on School Bytes System</p> <p>Teacher notifies parent/carers</p>
<p>Reflection Card</p> <p>Individual student monitoring card</p>	Daily (usually one week in duration)	Executive in consultation with classroom teacher	<p>Documented on School Bytes System</p> <p>Teacher/Executive notifies parent/carers</p>
<p>Ollies Nest</p> <p>Social skills initiative-targeting identified behaviour</p>	<p>Daily (usually one week in duration)</p> <p>Student attends Ollies Nest</p>	<p>Executive managed</p> <p>Classroom teacher supported.</p> <p>SLSO/Teacher delivery of program (Ollies Nest)</p>	<p>Documented on School Bytes system.</p> <p>Executive notifies parent/carers.</p> <p>Letter sent/mailed to parent/carers</p>

Review dates

Last review date: Compiled Term 2, May 2024

Reviewed- Term 4, November & December 2024

Next review date: Term 1, Week 7, 2025

Appendix 1: Bullying Response Flowchart at Dubbo South Public School



