

NSW Department of Education Oatlands Public School Behaviour Support and Management Plan

Overview



Oatlands Public School is focused on explicitly teaching and demonstrating positive behaviour, ensuring all students are supported in their learning engagement. The school community highly values the following key programs:

- The Resilience Project
- Restorative Practices

Partnership with parents and carers

[Insert school processes for working with families in relation to behaviour]

School-wide expectations and rules

 OATLANDS PUBLIC SCHOOL 		
SAFE	RESPECT	LEARNER
<ul style="list-style-type: none"> Right place, right time Keep myself safe Keep others safe 	<ul style="list-style-type: none"> Respect self Respect others Respect our environment 	<ul style="list-style-type: none"> Be prepared and punctual Stay focused and engaged Strive for personal growth

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 can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour code for students.](#)

Whole school approach across the care continuum

[Add as many rows as required to communicate the strategies and programs the school provides to support positive behaviour. The department's endorsed evidence-based approaches that support behaviour include Positive Behaviour for Learning (PBL), trauma-informed practices, and the principals of inclusive practice. Include approaches for antibullying, including cyberbullying. Additional information can be added as appendices as needed.]

Care Continuum	Strategy or Program	Details	Audience
Prevention	The Resilience Project	The Resilience Project program is an evidence-based comprehensive mental health and wellbeing approach based on Gratitude, Empathy & Mindfulness. Students are taught how to be emotionally literate.	All
Prevention	Child Protection	Teaching child protection education is a mandatory part of the syllabus	Students K - 6
Prevention	Restorative Practices (Circle Time)	Whole school approach to fostering behaviour that is supportive and respectful, with a focus on circle time as a prevention strategy. Restorative practices help build, maintain, and restore positive relationships.	All
Prevention	Interrelate	A provider of relationships and sexuality education for primary students and their families.	Stage 3 students
Early intervention	Got It Program	The Got It Program is a mental health early intervention program for children in the K-2. It focuses on children with behavioural concerns and emerging conduct problems. The interventions include professional development for teachers, specialist assessment, and targeted therapeutic intervention.	Individual students K-2
Early intervention	Restorative Practices	Early intervention through restorative practice focuses on coaching conversations that guide students in understanding their behaviour and its impact. These conversations help students reflect on their actions, learn alternative strategies and develop skills to make positive choices in the future.	All
Targeted intervention	Restorative Practices	Targeted intervention for conflict resolution involves using restorative practices to guide	All

Care Continuum	Strategy or Program	Details	Audience
	(Conflict Resolution)	students through resolving disputes. This includes structured conversations where students reflect on the conflict, understand different perspectives, and work together to find a fair and respectful solution, helping to restore relationships and prevent future issues.	
Prevention / Early Intervention / Targeted / Individual	Breakfast Club	The breakfast club was set up in order to support the social and emotional wellbeing of students in the context of an informal breakfast environment. This program occurs every Monday morning to enable a positive start to the week.	Individual students K-6
Targeted / Individual intervention	First Nations Group	Small group to support students with their wellbeing and cultural connections through dance, art and yarns.	First Nations Students in K-6
Targeted / individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Individual intervention	Individual Learning Plan		Individual students K-6

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

Oatlands Public School identifies behaviours by:

- Directly observing a student’s behaviour, interactions, verbal communications, or work produced (such as written materials, performances, or artworks).
- Reports or disclosures from students, staff or peers about behaviours or incidents.
- Concerns raised by parents, community members or external agencies.
- Feedback from teachers and staff based on classroom or playground observations.
- Reports of incidents or bullying behaviours shared during restorative conversations or circle time sessions.

Planned responses at Oatlands Public School:

Oatlands Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Restorative practices and The Resilience Project consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more

motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
<p>1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.</p> <p>2. 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>3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing ITD system.</p> <p>4. Social emotional learning lessons are taught (TRP and RP) weekly.</p>	<p>1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p> <p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p> <p>3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.</p> <p>4. Teacher records on Behaviour / wellbeing on School Bytes by the end of the school day. Monitor and inform family if repeated. For some</p>	<p>1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.</p> <p>2. Executive/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.</p> <p>3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Behaviour / wellbeing ITD system and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.</p> <p>4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include</p>

	incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying coordinator.	completing a risk assessment and/or collaboratively developing a behaviour support/response plan.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on the school's internal data record system. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- reflection and restorative practices (listed below)
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

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](#).

Detention, reflection and restorative practices

[Include information about food and toilet breaks and the maximum length of time appropriate to the age/developmental level of the student]

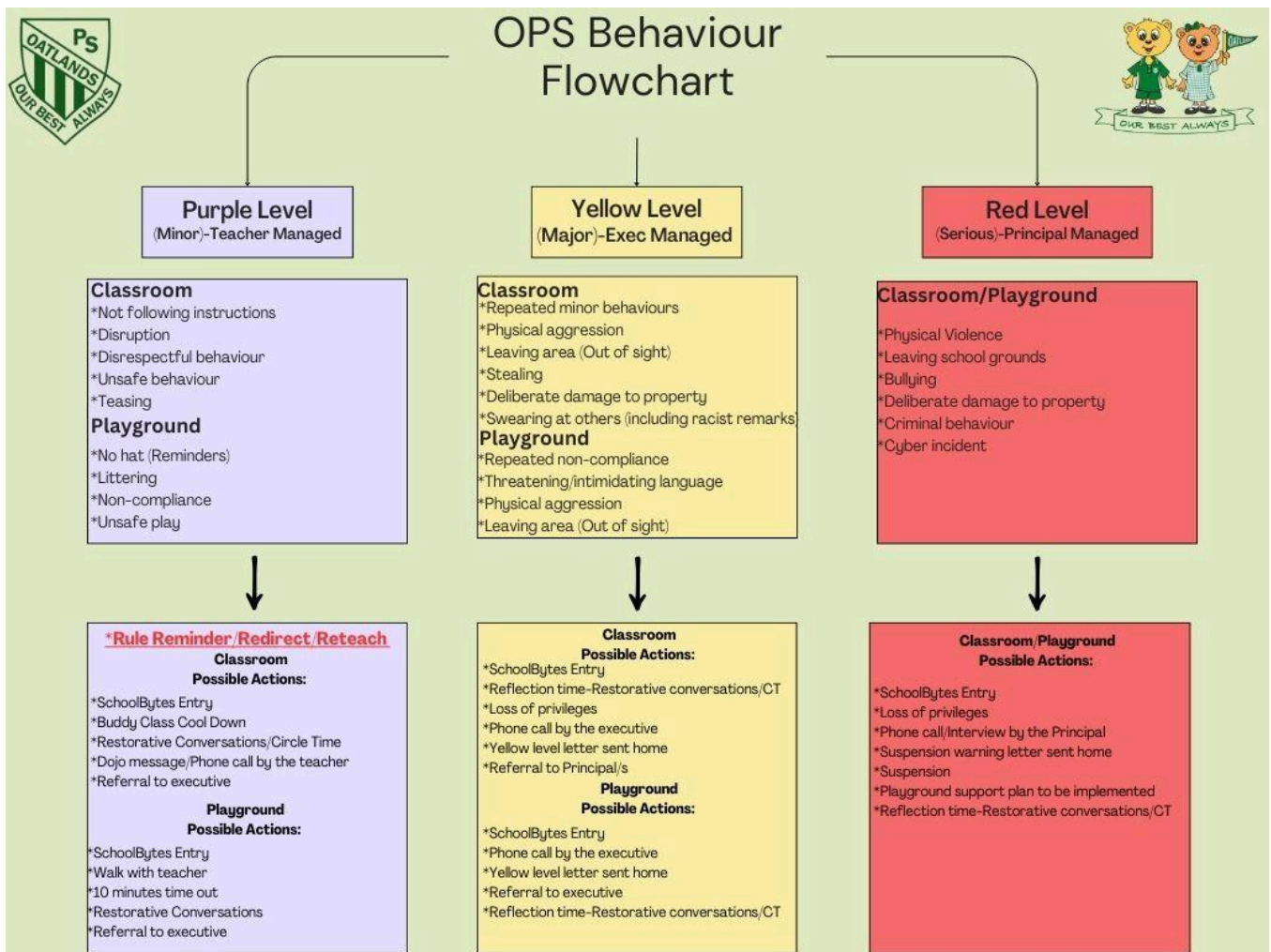
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection – focus on understanding behaviour and identifying better choices through restorative practices. This may involve time away from the playground or classroom, alongside coaching and skill-building to support positive behaviour choices.	Tailored to suit the specific situation and age of student	Classroom Teacher/Executive	School Bytes
Restoration – Involves finding ways to restore relationships. Focuses on making amends and considering better choices for next time.	To occur as soon after event as possible	Classroom Teacher/Executive	School Bytes
Parent Notification	To occur as soon after event as possible	Classroom Teacher/Executive	School Bytes

Review dates

Last review date: [Day 1, Term 4, 2024]

Next review date: [Day 1, Term 2, 2025]

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart (Optional)

