

# Nana Glen Public School Behaviour Support and Management Plan

## Overview

Nana Glen 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 Emotional Assertiveness, Challenge Learning, Got iT and Second Step.

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

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

- **Respectful**

We listen attentively, are honest and thoughtful in our actions.

- **Responsible**

We make positive choices, demonstrate resilience and are responsible for our actions.

- **Kind**

We value our community; we support each other and show empathy.

- **Safe**

We move sensibly around the school, care for ourselves and each other and are mindful of others personal space.

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

- Prevention strategies and modelling of positive behaviour are utilised at all times to avoid inappropriate student behaviour.
- Explicit lessons through key programs for all students on positive behaviour and social and emotional wellbeing.
- Awarding of merit awards to achieve bronze, silver, gold and platinum awards to students demonstrating their use of positive behaviour at weekly assemblies.

- Recognition of awards at Annual Presentation Days.
- Visits to other classrooms, Assistant Principals and Principal to provide positive feedback to students.
- Articles in the newsletter and Facebook.
- Explicit explanation by teachers of high expectations and reasons for acknowledging positive behaviour.

## 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
<b>Prevention</b>	Class rules	Teachers develop a set of class rules and routines with their class at the commencement of each school year. The class rules compliment and follow the school rules. Class routines are an explanation of expectations and ways of doing things within the classroom. Positive recognition when students follow rules.	Teachers
Prevention	Learner Qualities	The school has agreed on 10 Learner Qualities that promote positive behaviour through positive qualities that empower students to engage in their learning.	Teachers and students
Prevention	Emotional Assertiveness	Whole school program to promote an understanding of emotions and how they can influence our behaviour. Teachers provide explicit lessons on the four main emotions and strategies to enable students to utilise their emotions to be successful.	
Prevention	Second Step	Intensive explicit lessons are taught K-6 on social and academic success. These lessons are aimed at developing	

Care Continuum	Strategy or Program	Details	Audience
		student inter-personal skills and strategies for dealing with real life situations.	
Prevention	Staff PL	All staff engage in ongoing professional learning using the department's Universal Resources Hub, Emotional Assertiveness, GOT iT, and annual Connecting to Country training.	All staff
Early Intervention	Classroom and playground management	Class teachers support and guide individual students <ul style="list-style-type: none"> <li>– Re-direct student to task</li> <li>– Discussion with student about appropriate behaviour</li> <li>– 'Time out' from activity in a supervised area</li> <li>– Removal from activity</li> <li>– Walking with teacher on duty</li> <li>– Move to another playground area</li> <li>– Restitution</li> </ul>	Teachers
Early Intervention	Learning Support Team referral	Co-ordinates the student learning support services and programs in the school K-6. The Learning Support Team considers the learning needs of individual students (and students with common learning patterns in year levels and across the school) and co-ordinates services and programs to ensure maximum use of both human and physical resources.  Recommendation may include referral for school counselling or access to specialist support	Teachers and Learning Support Team
Early Intervention	Got It Program	This is a specialised early intervention program for students K-2 who display emerging conduct problems such as aggression, defiance and disruptive behaviour, and a family component.	K-2 students Families Staff
Targeted Intervention	Student Individualised Plan	In consultation with parent/carer an individualised plan will be developed with short- and long-term goals.	Teacher, LST, Parent/Carer, Student
Targeted Intervention	LWO and/or APLA support	The Learning and Wellbeing Officer and/or Assistant Principal Learning Assistance will be consulted for advice and support on suitable interventions for individual students and plan collaboratively reviewed and adjusted in	Principal LST/APLaST

Care Continuum	Strategy or Program	Details	Audience
		consultation with the parent/carer.	
Individual Intervention	LST ILP	The Principal, classroom teacher and LST will develop a personalised plan for student informed by staff, parents, medical practitioners and agencies. The plan will be monitored and evaluated weekly	Principal, LST Delivery Support Team, Parents
Individual Intervention	Team Around a School	Specialist supports will be accessed. An individualised plan developed in consultation with the parent/carer.	Principal, LST Delivery Support Team, Parents

\*Insert more rows as required.

### Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Detention – If students receive a behaviour slip that is sent home to inform parents of behaviours, a detention is conducted where students reflect on their behaviour, supervised by an executive.	1-2 days per referral	Principal	Incidents and actions recorded on School Bytes

\*Insert more rows as required.

### Partnership with parents/carers

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

- Consultation at Parent Information Evenings
- Ongoing consultation with the P&C and Coffs Harbour AECG
- Consultation meetings
- An annual school survey.



Nana Glen Public School will communicate these expectations to parents/carers by:

- Providing ongoing information in the weekly school newsletter and school website
- Parent Information evenings
- P&C and Coffs Harbour AECG meetings
- Individual parent/carer meetings on request.

### **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](#) and [Anti-bullying Plan](#).

### **Reviewing dates**

Last review date: 1/12/22

Next review date: 1/12/23