

William Bayldon Public School

Behaviour Support and Management Plan

Overview

William Bayldon Public School is committed to explicitly teaching and modelling positive behaviour and supporting all students to be engaged with their learning. Key initiatives prioritised and valued by the school community are Positive Behaviour for Learning (PBL), Second Step Social and Emotional Learning and Berry Street Education Model.

Promoting and reinforcing positive student behaviour and school-wide expectations

William Bayldon Public School has the following school-wide rules and expectations.

We are always:

Respectful

Students understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience. Students have a strong sense of fairness, justice, and respect for the dignity of themselves, others and the community.

Students will:

- Show empathy, compassion and respect to the needs and feelings of others.
- Accept and appreciate adult and peer differences.
- Interact with others, having regard for them by behaving courteously.
- Appreciate their own culture and personal history and that of other students.
- Care about the school's, their own and others' belongings
- Be tolerant and accepting of others



Responsible

Students make informed learning and behaviour choices. They are accountable for their decisions and must take responsibility for and ownership of their choices and actions. They act with integrity and honesty.

Students will:

- Think before acting and consider several possible alternatives and consequences prior to acting.
- Take responsibility for their actions and the consequences which accompany them.
- Tell the truth and act honestly.
- Have courage to always do the right thing.
- Have a personal commitment to act to make a positive difference to others and the environment.
- Be prepared for learning and try their best in all they do.

Cooperative

Students co-operate in all situations as members of the William Bayldon School community. They actively and willingly work together to achieve a common purpose and contribute to an environment that fosters teamwork and collaboration.


Students will:

- Listen to each other and work well together
- Be thinking, caring learners
- Celebrate personal success and the success of others
- Recognise the strengths and skills in others
- Encourage everyone to join in
- Do what is right for themselves and the group
- Cooperate with all adults within the school

Learners

Students exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions. Students have metacognitive knowledge, skill and the will to think about their thinking.

Students will:

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- Use a range of strategies to solve problems and develop options and alternatives to consider.
 - Empathise with others, predicting how others are thinking and anticipate potential scenarios and outcomes.
 - Plan for, reflect on and evaluate own thinking skills and strategies for solving problems.
 - Ask a range of questions from alternative views to fill in the gaps between what they know and don't know.
 - Use and apply their knowledge and experience from the past to new situations.
 - Listen attentively.

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

- Prevention strategies and the modelling of positive behaviour are always utilised to avoid inappropriate student behaviour.
- Explicit weekly lessons for all students on positive behaviour and social and emotional wellbeing.
- Class dojo points for frequent recognition of positive student behaviour.
- Awarding bronze, silver, gold and platinum awards to students demonstrating their use of positive behaviour at weekly assemblies.
- Awarding Win bins for students demonstrating the school's PBL expectations.
- Participation in the weekly "Bayldon Barbie"

- Recognition at Principals Awards of Excellence.
- Recognition of awards at annual presentation days.
- Visits to other classrooms. Assistant principals and principals to provide positive feedback to students.
- Postcards to parents about positive student behaviour.
- Articles in the newsletter.
- 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
Prevention	Class Expectations and Routines	Teachers develop a set of class expectations and routines with their class at the commencement of each school year. The class expectations compliment and follow the school expectations. Class routines are an explanation of the expected ways of doing things within the classroom. Positive recognition when students follow this.	Teachers and students
Prevention	Teacher/student mentoring program	Students meet with a chosen adult in the school every week to discuss their progress, how they are going and feelings towards school.	All staff and students
Prevention	PBL explicit lessons	Teachers provide explicit lessons based on the PBL school expectations of Respectful, Responsible, Cooperative learners.	All staff
Prevention	Second Step	A school-home-community approach to helping young people achieve to the best of their ability and experience positive social-emotional well-being.	Teachers
Prevention	Student Support Learning Officers	Student support officers work in schools to enhance the wellbeing and learning outcomes of students. SSOs support the implementation of the school's whole-of-school approach to wellbeing, helping students develop social and emotional skills	SLSOs

Care Continuum	Strategy or Program	Details	Audience
		through targeted strengths-based programs and strategies that build resilience, coping skills and positive relationships. They also have a pivotal role in working collaboratively with external and other government agencies in their support of students and their families.	
Prevention	Berry Street Education Model strategies	<p>All classes participate in evidence-based practices to support students to self-regulate, co-regulate, de-escalate, and build positive relationships. These include, but are not limited to:</p> <ul style="list-style-type: none"> • Morning circle routines. • Ready to learn plans • Mindfulness • Breathing techniques • Brain breaks • Growth mindset • Student voice in planning and learning 	All staff
Prevention	Connecting to Country	Connecting to Country professional learning for principals, teachers, and all department staff. Connecting to Country is an Aboriginal community cultural awareness teaching program. This program provides a much-needed cultural conduit between the States teaching fraternity and Aboriginal peoples and communities. Teachers are offered a unique opportunity to engage directly with Aboriginal Australians at the local community level.	All staff
Prevention	Staff Professional Learning	All staff engage in ongoing professional learning using the department's Universal Resources Hub, Berry Street Education Model training, PBL training, and annual Connecting to Country training.	All staff
Early Intervention	Classroom and playground management	<p>Class teachers support and guide individual students</p> <ul style="list-style-type: none"> • Re-direct student to task • Discussion with student about appropriate behaviour • 'Time out' from activity in a supervised area • Removal from activity • Picking up papers in the playground during recess and/or lunch time 	Teachers

Care Continuum	Strategy or Program	Details	Audience
		<ul style="list-style-type: none"> Walking with teacher on duty Move to another playground area Restitution Writing apology letters 	
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	School Counselling Service	School counselling service – This link provides more information about the school counselling service. School counselling staff support students by providing a psychological counselling, assessment, and intervention service.	School Counsellor
Early Intervention	Student learning support officers	Student Learning Support Officers work in schools to enhance the wellbeing and learning outcomes of students. SLSOs support the implementation of the school's whole-of-school approach to wellbeing, helping students develop social and emotional skills through targeted strengths-based programs and strategies that build resilience, coping skills and positive relationships. They also have a pivotal role in working collaboratively with external and other government agencies in their support of students and their families. SLSOs will support with the implementation of Ready to Learn plans.	SLSOs
Targeted Intervention	Ready To Learn Plans	In consultation with students, an individualised ready to learn plan will be developed with strategies to support students to recognise triggers and provide de-escalation and self-regulation strategies. These plans are developed while the student is calm. The Ready to Learn plans help students identify strategies they can apply as preventative measures to return them to the ready to learn zone. These are used repeatedly until they become an automatic	Teachers and students

Care Continuum	Strategy or Program	Details	Audience
		student response and are revised as required.	
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 consultation with the parent/carer.	Principal, LST
Individual Intervention	LST ILP	The Principal and LST will develop an individual learning plan for identified students 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
Individual Intervention	Risk Assessments and Adjusted Learning	The Learning and Wellbeing team will create in consultation with the delivery support team and parents/carers, risk assessments to support the safe attendance of students at school where behaviours have been deemed 'at risk'. Strategies and supports will be developed, recorded and communicated with families. These will be reviewed and adjusted as needed.	Principal, LST, Delivery Support Team, Health and Safety, parents

Reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Reflection space This could be guided or self-directed. It may involve a student removing themselves, with permission in order to self-regulate. It could also involve a guided reflective conversation with a staff member.	As needed	All staff	Incidents and actions are recorded on Sentral.

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

Partnership with parents/carers

William Bayldon 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
- Parent teacher interviews on request
- Ongoing consultation with the Coffs Harbour Aboriginal Education Consultative Group (AECG)
- Focus group meetings for parents/carers each term

William Bayldon Public School will communicate these expectations to parents/carers by:

- Providing ongoing information in the weekly school newsletter and school website
- Ongoing communication via online platforms e.g., Dojo, See-Saw
- Parent portal
- Parent/Carer information sessions
- Individual parent/carer meetings

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: March 27 2024

Next review date: March 27 2025