

NSW Department of Education



Stroud Behaviour Support and Management Plan

Overview

Stroud Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Our goal is to inspire every child to participate positively in society. We focus on promoting excellence, opportunity and success for every student, every day. We strive to encourage students to learn, be respectful and to feel a sense of belonging in our caring school community.

Principles of positive behaviour support, trauma-informed practice, inclusive practice and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

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

- Trauma Informed Practices (TIP) embedded across school settings by all staff following professional learning by a trained facilitator.
- Second Step – an evidence-informed social emotional learning program, with weekly lessons explicitly taught to all students across the school year.
- School based ‘Maggie the Magpie’ merit system where students are recognised for their commitment to our school values.

Stroud Public School rejects all forms of bullying behaviours, including cyberbullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

Partnership with parents and carers

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

- inviting parent/carer and student feedback through formal and informal means such as school surveys, Tell Them From Me surveys, consulting with the P & C and local AECG consultation

Stroud Public School will communicate these expectations to parents/carers through the school newsletter. 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

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

'Learn, Respect, Belong'.

Learn	Respect	Belong
Be at school, on time, every day	Kind hands and feet	Include others in games and activities
Take part in all lessons and activities	Look after property – school, others' and yourself	Encourage participation
Attempt all activities to the best of your ability	Use manners, listen and speak nicely to others.	Wear school uniform with pride

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.

Stroud Public School takes strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning. See the [Behaviour Code for Students](#) for more details.

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyberbullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide opportunities for students to succeed
- differentiating learning content and tasks to meet the needs of all students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Breakfast Club	School community run a breakfast club program that provides access to a free healthy breakfast and builds strong student-teacher connections.	Staff, students K - 6
Prevention	National Day of Action Against Bullying and Violence (NDA)	Our school participates in the annual National Day of Action against Bullying and Violence (NDA) - in August each year.	Staff & students
Prevention/ Early intervention	Second Step	The social and emotional competencies taught in the Second Step program align with the Personal and Social Capabilities within the General Capabilities criteria of the Australian Curriculum.	Students K-6
Prevention / Early intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit supports our school to prepare, engage and educate the school community about creating and maintaining safe online environments to prevent cyberbullying incidents.	All students, individual students K - 6, families, staff
Targeted intervention	Attendance support	The principal will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals and liaise with the Home School Liaison Officer when required.	Individual students, principal, parents/ carers, HSLO
Targeted / individual intervention	School learning and support	Provides support for students who need personalised learning and support.	Principal, individual students K - 6, families
Individual intervention	Individual Behaviour Support Planning	Planning is done in collaboration with the student and their family with support from Team Around a School where needed. This can include individual behaviour support and risk management plans.	Individual students, staff, LaST, School Counsellor, LWO

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

Identifying behaviour of concern, including bullying and cyberbullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.

Stroud Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a child or young person's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service.

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.

Preventing and responding to behaviours of concern

Stroud Public School uses the following strategies to recognise and reinforce positive student behaviour and behavioural expectations:

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.

Specific positive feedback may not be sufficiently reinforcing for some students, so the school-wide continuum provides the opportunity to pair verbal or non-verbal feedback with a positive, tangible consequence.

The school-wide continuum for acknowledging expected behaviour includes:

- free and frequent (Maggie tokens)– for everyday use by all staff in all settings where students can collectively contribute to ‘Maggie’s Nest’. Once Maggie’s Nest is full, the whole school enjoys a tangible reward, Wheels Day for example.
- Weekly Merit Awards – awarded to students by teachers for specific reasons whereby a student has demonstrated the values of learn, respect and / or belong in the classroom or playground.
- significant and infrequent – ‘Maggie Awards’ where children have individually earned 10 stickers on a chart to reach a level – ‘M’, ‘A’, ‘G’, ‘P’, ‘I’ and ‘E’. These are awarded and celebrated at school assemblies.
- Maggie Awards are recorded on the centralised student management system
- Stroud Shout outs! are also utilised by school staff to notify parents/ carers via an SMS of a positive example of student behaviour or work ethic, achievement or attitude.

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. Staff model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>1. Refer to school-wide expectations and/or emotional regulation visual posters, prompts and/or supports so that the student can self-regulate.</p>	<p>1. Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP.</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>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback</p>	<p>2. Principal/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.</p> <p>Incident review and planning is scheduled for a later time determined by the context and nature of the incident.</p>
<p>3. Tangible reinforcers include those that are:</p> <ul style="list-style-type: none"> • free and frequent • moderate and intermittent • significant and infrequent <p>Intermittent and infrequent reinforcers are recorded on the centralised recording system on School Bytes.</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 a low-level consequence is applied.</p>	<p>3. Principal collects information and reviews the incident from multiple perspectives and determine next steps. Principal records the incident on School Bytes and contacts parent/carer by email or phone. Principal may consider further action eg: formal caution/suspension.</p>
<p>4. All social-emotional learning programs (Second Step) are taught weekly.</p>	<p>4. Teacher records on the centralised recording system by the end of the school day. Monitor and inform family if repeated.</p>	<p>4. Refer to the school's Learning and Support Team or APLaS considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations.</p>	<p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful.</p> <p>In some cases, individual planning and referral to LST may be discussed.</p>	<p>Principal contacts parent/carer to discuss any support and behaviour responses, including referral to the LST, outside agencies or Team Around a School.</p>

Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded in the centralised recording 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.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response policy](#) and [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and procedures
- If a behaviour of concern is also a child protection matter use the [Mandatory Reporting Guideline Tool](#).

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety Guide](#).

Reflection practices

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

Action	When and how long?	Who coordinates?	How are these recorded?
Reflection conversation (problem-solving) – What happened, what did you do, and what could you do instead next time.	Class time and break times as required	Teacher/ principal	Documented in School Bytes

Review dates

Last review date: 30/10/2024

Next review date: Day 1, Term 1, 2025