NSW Department of Education 

# School Behaviour Support and Management Plan

Overview

Zig Zag 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 the school’s community and beyond. We focus on promoting an inclusive and nurturing school environment where “Lifelong Learning” is our mission and we do this by providing opportunity and success for every student.

We value and strive to develop a **Safe, Learning Place** in a caring learning 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 with a consistent and fair response supported by strong relationships with teachers and students being known and valued by all staff members.

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

* PAX Good Behaviour Game
* Life Skills Go
* Peer Support Program
* The Anxiety Project
* Inform and Empower cybersafe learning

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Zig Zag Public School rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive, and respectful learning environment that promotes student wellbeing. School staff actively respond to student bullying behaviour.

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 Zig zag Public School are active participants in building a welcoming school culture that values diversity and fosters positive relationships.

## Partnership with parents and carers

Zig Zag Public School will partner with parents/carers to:

* establishing expectations for engagement in developing and implementing student behaviour management and anti bullying strategies
* inviting parent/carer and student feedback through formal and informal means

(such as Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG)

* using concerns raised through complaints procedures to review school systems, data and practices.

Zig Zag Public School will communicate these expectations to parents/carers through the school’s communication channels. (Newsletter and 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

|  |  |  |
| --- | --- | --- |
| **Expectation – SAFE**  **(respectful)** | **Expectations – LEARNING (responsible)** | **Expectation – PLACE**  **(resilient)** |
| Care for self and others | Follow teacher instructions | Speak and act respectfully |
| Be safe and make safe  choices | Be courteous, use appropriate language | Be honest and truthful |
| Take responsibility for your behaviour | Complete work and try your best | Play co-operatively and follow school rules |
| Keep hands and feet to  yourself | Be in the right place, at the right time | Care for our school |

## 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](https://education.nsw.gov.au/schooling/translated-documents/behaviour-code-for-students).

## Whole school approach across the care continuum

Zig Zag Public School embeds student wellbeing and positive behaviour strategies across the care continuum to promote positive behaviour and to respond to behaviours of concern which may include bullying, racism and cyber bullying behaviours.

Our school embeds evidence-based approaches that support positive behaviour:

* PAX(GBG), trauma-informed practices, and the principles of inclusive practice- including approaches within the anti bully policy and anti-racism plan (RAP)
* Whole School Classroom Behaviour expectations set the tone for engagement with learning and respectful relationships. These practices include:
  + stating and explicitly teaching classroom and school expectations and consequences
  + establishing predictable routines and procedures that are communicated clearly to students
  + encouraging expected behaviour with positive feedback and reinforcement
  + discouraging inappropriate behaviour in line with the “Go for Gold” whole school reward process
  + providing active supervision of students

| Care Continuum | Strategy or Program | Details |  | Audience |  |
| --- | --- | --- | --- | --- | --- |
| Prevention | School responses to  recognise and reinforce positive, inclusive and safe behaviour | **Classroom/Playground**   * Verbal praise * Classroom reward system * PAX reward choice * Playground reward system (ticket)   **Whole School Approach**   * Ziggle Ticket * Merit Awards * Go for Gold rewards * PAX – see hear do monitoring | | All |  |
| Prevention | Life Skills GO  Daily check-in | Life Skills GO, is an emotion and wellbeing data collection tool that measures student readiness to learn, supported with a comprehensive library of evidence-based and curriculum aligned resources | |  |  |
| Prevention | Behaviour & Feelings Chart | School designed behaviour and feelings charts allow for students to track their success throughout the day and providing a regular check in and reflection with the Principal | |  |  |
| Prevention | [PAX Good Behaviour Game](https://education.nsw.gov.au/schooling/school-community/mental-health-programs-and-partnerships/pax-good-behaviour-game) | PAX Good Behaviour Game (PAX GBG) consists of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks | | All |  |
| Prevention | Australian eSafety Commissioner | eSafety webinars and other resources are used to engage students and the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. | | All |  |
| Prevention | Peer Support Program | Peer Support empowers students, builds positive relationships. Develops social and emotional skills and contributes to a positive school culture | | All |  |
| Prevention | [Child protection](https://studentwellbeinghub.edu.au/educators/resources/child-protection-and-respectful-relationships-education/) | Teaching child protection education is a mandatory part of the syllabus. | | All |  |
| Prevention | RAP | A Reconciliation Action Plan (RAP) is a formal commitment to reconciliation. It documents how our school will strengthen relationships, respect and opportunities in the classroom, around the school and with the community. | | All |  |
| Prevention | National days | Participation in various National days promoting positive community messages   * National Day of Action against Bullying * Harmony Day | | All |  |
| Early intervention | The Anxiety  Project | A whole school community approach to managing ANXIETY and building RESILIENCE in Primary School Students. | | |  |
| Targeted intervention | [Learning and Support](https://education.nsw.gov.au/schooling/parents-and-carers/inclusive-learning-support/high-school/how-your-child-can-be-supported-in-high-school/school-learning-and-support-team) | The LST works with teachers, students and families to support students who require personalised learning programs to improve | | |  |
| Targeted intervention | Attendance  Support | Families receive various attendance communications to address barriers to improved attendance and set growth goals | | |  |
| Individual intervention | [Individual behaviour support planning](https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/planning-behaviour-support-for-individual-students) | This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.  Connecting with the Wellbeing Team/ Complex Case Team for support | | |  |

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

Planned responses to behaviour that does not meet school expectations are either teacher or Principal managed.

Staff use their professional judgement and the ZZPS Behavioural flowchart to decide whether a behaviour is Teacher managed or Principal managed.

* **Teacher managed –** low level inappropriate behaviour is managed by teachers in the classroom and the playground.
* **Principal managed –** behaviour of concern which is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions is managed by the Principal.

Behaviour/wellbeing incidents are recorded as a Tracking entry in the Schoolbytes Wellbeing system and are monitored daily by the Principal for patterns of behaviour causing concerns.

The “Go for Gold Behaviour Reward System” uses behaviour tracking as a basis for students receiving awards for good behaviour choices.

### Behaviour Types:



### ZZPS Practise:

|  |  |  |  |
| --- | --- | --- | --- |
| **Responding to levels of behaviour** | **Classroom** | **Non classroom** **setting =** | **Whole School Approach** |
| **PREVENTION** School responses to recognise and reinforce positive, inclusive and safe behaviour | * Verbal praise * Classroom reward system * PAX reward choice * Positive Communication to parents | * Playground reward system (ticket) * Verbal praise/ recognition * Positive Communication to parents | * Ziggle Ticket * Merit Awards * Go for Gold rewards * PAX – see hear do monitoring * Positive Communication to parents |
| **EARLY INTERVENTION** Responses to minor inappropriate | * Redirection * Verbal warning/ reminder/then praise when behaviour is fixed * Non verbal cue * Time out on wall | * Redirection * Verbal warning/ reminder/then praise when behaviour is fixed * Non verbal cue * Time out on wall | * Monitor and enter on school bytes if behaviour continues or breaks school rules |
| **TARGETED** Responses to behaviour of concern | * Name on the board/cross system * Behaviour chart monitoring * Removal from room * Schoolbytes entry – parent alert | VerbalTime off the playground  * Behaviour chart monitoring * Schoolbytes entry – parent alert | Behaviour Tracking  * Loss of Go for Gold |
| **INDIVIDUALISED** Responses to serious behaviour | Ensure safety of other students- removal  * Seek Staff support * Principal action * Schoolbytes entry | Ensure safety of other students- Lockdown procedures  * Seek Staff support * Principal action * Schoolbytes entry | Incident documentation & Parent communicationSuspension warning/suspension |
| **TIME OUT** Reflection and Restorative Practises | Calm down time  * Listening and discussion * Supporting and strategy planning * Goal setting | Calm down time  * Listening and discussion * Supporting and strategy planning  Goal setting | Expectations set  * Boundaries understood * Goal setting |

### School Planning:

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### Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing ITD system.

These may include:

* review and document incident
* determine appropriate response/s, including supports for staff or other students impacted
* refer/monitor the student
* develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
* detention, reflection and restorative practices (listed below)
* liaise with [Team Around a School](https://education.nsw.gov.au/inside-the-department/directory-a-z/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.

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.

The NSW Department of Education [Student Behaviour policy](https://education.nsw.gov.au/policy-library/policies/pd-2006-0316) and [Suspension and Expulsion procedures](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-06) 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](https://education.nsw.gov.au/policy-library/policies/pd-2007-0362)
* [Incident Notification and Response Procedures](https://education.nsw.gov.au/content/dam/main-education/policy-library/public/implementation-documents/incident_proc.pdf)
* [Student Behaviour policy](https://education.nsw.gov.au/policy-library/policies/pd-2006-0316) and [Suspension and Expulsion procedures](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-06).

## **Detention, 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. The maximum length of time will be appropriate to the age/developmental level of the student.

| Strategy | When and how long? | Who coordinates? | How are these recorded? |
| --- | --- | --- | --- |
| Reflection room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)  -Use of PAX sheets for self reflection | Same/next day at either lunch break | Principal | Documented in [Behaviour / wellbeing Schoolbytes system] |
| Alternate play plan – withdrawal from specific play, alternate lunch play with peers or re-location to another area for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention) | Same/next day at either lunch break | Principal | Documented in [Behaviour / wellbeing Schoolbytes system] |
| Restorative practice – [peer mediation](https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/restorative-practices/peer-mediation) | Same/next day at either lunch break | Principal | Documented in [Behaviour / wellbeing Schoolbytes system] |
| Behaviour Monitoring Chart  For classroom and/or playground  -daily check in and self monitoring | Following incident | Principal | Documented in [Behaviour / wellbeing Schoolbytes system] |

## Review dates

Last review date: 1/5/2024 Term 2 2024

Next review date: 3/2/2025 Term 1 2025

### Appendix 1: Consequence flow chart

Appendix 2 : Consequence Anchor chart

Appendix 3: Positive Behaviour Awards – Zig Zag Goes for Gold

Appendix 4: Whole School PAX Implementation

Appendix 5: ZZPS Reward system

Appendix 6: ZZPS: Monitoring, Expectations and Systems

Appendix 7: Anti bullying

Appendix 8: Bullying Response Chart

Appendix 9: Behaviour Management Flowchart

Appendix 10: Care Continuum

Appendix 11: Risk Management Plan

Appendix 12: Behaviour Response Plan