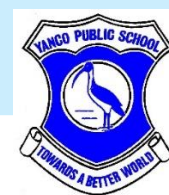


Yanco Public School Behaviour Support and Management Plan



Overview

Yanco Public School strives to ensure students are valued and supported in an inclusive learning environment. The school culture prioritises explicit quality educational experiences and has high expectations for all students.

Yanco 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.

Partnership with parents and carers

Yanco Public School actively partners with parents and carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by presenting our updated Behaviour Support and Management Plan at P&C Meetings and seeking parent input and feedback.

School-wide expectations and rules

YANCO PS BEHAVIOUR EXPECTATIONS	
ALL SETTINGS	
RESPECT	<ul style="list-style-type: none">• Be polite• Be honest• Take care of property• Allow personal space
RESPONSIBILITY	<ul style="list-style-type: none">• Follow instructions• Right place, Right time• Wear school uniform• Report problems
CARE	<ul style="list-style-type: none">• Be friendly• Look after school environment• Keep hands and feet to self
EXCELLENCE	<ul style="list-style-type: none">• Do your best• Cooperate• Learn from mistakes

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 [NSW DoE Behaviour code for students](#). This document translated into multiple languages is available here: [Behaviour code for students translated](#).

Behaviour Expectations and Behaviour Matrix

The purpose of a school behaviour matrix is to create a positive, productive learning environment by clearly outlining the school's expectations for behaviour across all school settings. This

- Provides clarity and consistency for behaviour expectations
- Promotes a positive school culture
- Fosters student accountability

YANCO PUBLIC SCHOOL EXPECTATIONS	RESPECT	RESPONSIBILITY	CARE	EXCELLENCE
ALL SETTINGS	Be polite Be honest Take care of property Allow personal space	Follow instructions Right place, Right time Wear school uniform Report problem	Be friendly Look after school environment Keep hands and feet to self	Do your best Cooperate Learn from mistakes
CLASSROOM	Follow teacher instructions Let everyone learn Use manners Keep COLA clean	Be organised Be an active listener Stay on task Stay seated while eating	Allow others to talk Hang bags and hats on hooks	Do your best Take risks Participate
COLA			Eat your own food	Put rubbish in bins
BELL TIME	Move quietly Line up	Be on time Wait for your teacher	Pack up equipment Walk to class	Move on the bell
TOILETS	Allow privacy Keep toilets clean Be quiet	Flush Turn taps off Report problems to teacher	Wash and dry hands Use soap Leave food outside	Use at correct time Leave when finished
CANTEEN	Use manners Say "Please" and "Thank you"	Stand in line Look after your money	Wait your turn Put rubbish in bin	Make healthy choices
PLAYGROUND	Play by the rules Look after equipment	Wear a hat Keep hands and feet to self Be seen by teacher	Play safely Share the area Include others	Be a sport Play fairly
ASSEMBLY	Sit quietly Clap at the right time Listen	Recite school pledge Sing school song Sing National Anthem	Use manners Speak clearly	Be proud of your achievements Acknowledge others
BEFORE AND AFTER SCHOOL	Say "Hello" and "Goodbye" Walk with bikes	Sign in / sign out Obey the law Right place Right time	Use the crossings Go straight home	Be ready for the day
FRONT OFFICE	Be polite Respect private conversations	Be patient Make questions clear	Walk quietly Close doors	Read the school newsletter Return all notes
BUS	Follow teacher instructions	Wait patiently	Wait in correct area	Cooperate

Whole school approach across the care continuum

At Yanco Public School, teachers, parents and the community members work in effective partnerships to build the capacity of students to demonstrate motivation and enthusiasm to deliver their best and continually strive for improvement.

Care Continuum	Strategy or Program	Details	Audience
Prevention	PDHPE Curriculum	Child Protection and Anti bullying lessons taught as part of the PDHPE curriculum	Students K-6
Prevention	Crunch and Sip	Students participate in daily Crunch & Sip during the morning session in order to promote healthy eating practices and help with learning and concentration in the classroom.	Students K-6
Prevention/ Early intervention	Boys to the Bush	Boys in Year 4-6 complete a 5-week program that is aimed at connecting students with community, support engagement in learning and increase resilience	Boys Year 4-6
Prevention/ Early intervention	Salvation Army Program	Students K-6 participate in Social Skills and Self Esteem building programs, building skills of cooperation, resilience and positive communication	Students K-6
Prevention/ Early intervention	Wellbeing chaplaincy program	Students work in class with the school chaplain as they build their capacity to overcome challenge and persevere with tasks	Students K-6
Early intervention	Got It	An early intervention mental health program linking health and education	Students K-2
Targeted intervention	Learning and Support	Learning and support plans are created and acted upon with regular sessions for feedback and review planned with students and families.	Individual
Targeted intervention	Links to allied health	School, parents, students and allied health work to ensure consistent support is provided in response to plans in place	Learning and wellbeing team
Targeted/ individual intervention	Attendance support	School, students and families work together to improve attendance and engagement at school	Attendance team Families
Individual intervention	School Psychologist sessions	School counsellor/ psychologist works with student/ families and school to create a plan that supports positive interactions at school.	Individual
Individual intervention	Individual behaviour support plans	Behaviour support plans are co designed, co-created and regularly reviewed in response to risk and positive behaviour goals.	Individual

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 the expectations of the Yanco Public School Behaviours of Respect, Responsibility, Care and Excellence are managed by the teaching staff or Principal where required.

- Teacher managed – low level inappropriate behaviour is managed by the teachers in the classroom and playground
- Principal managed – behaviours of concern are managed by the executive

Responses to serious behaviours of concern

Responses to serious behaviours of concern, including students who display bullying behaviour are recorded on Sentral- wellbeing section.

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
- 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](#).

If a behaviour of concern is also a child protection matter use the [Mandatory Reporting Guideline Tool](#).

Reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned in response to behaviour. The maximum time varies at the school dependant on the age and development of the student. The teacher/ executive member who is with the student uses the time to develop/ revise plans with the student as required including but not limited to behaviour response plans and alternate play arrangements.

Celebrating Positive Behaviours

In the Classroom

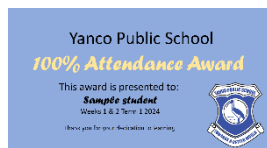
Each class develops a class-based reward system based on pre-teaching of whole school rules at the start of each school year. These include individual, group and whole class systems and they are shared with the entire school community to ensure consistency across the school. Rewards range from free choice, extra play and time with the Principal.

Whole school awards

Students are awarded achievement awards by all staff within the school, and these can be accumulated to allow students to strive towards a GOLD Award by the end of Year 6.



Celebrating Attendance and Engagement



100% attendance is celebrated through the issue of regular attendance awards that can be accumulated towards end of year goals.

On Time in Line tokens are given out daily for those at school by the morning bell and fortnightly raffle winners are selected with small prizes awarded.

Celebrating with Community

Through the Yanco Public School Facebook page and the fortnightly **Ibis** Newsletter students learning and achievements are celebrated and shared with the community. This is in line with DoE [Social Media procedures](#)



Review dates

Created July 2024

Next review date: Week 5, Term 1 2025

Behaviour Response Flowchart



Yanco Public School

Respect, Responsibility, Care, Excellence

Behaviour Flowchart



Prompt - Redirect - Reteach - Choice - Relocate - Conference - Restore

Step 1 - Prompt

- **Indirect strategies:** consider teacher proximity, using non-verbal cues, praise other students displaying desired behaviour.
- **Prompt/pre correct** expected behaviour: Remember to ... or "Who can tell me...?" "I am looking for ...", "I can see 5 students showing whole body listening. I wonder who they may be. Can I see more?"

Step 2 - Redirect

- **Indirect strategies:** use few words, clearly restate the desired behaviour. Emphasise the 'what' Eg. *Please begin your writing.*

Step 3 - Reteach

- **Re-teach:** review expectations more thoroughly. Label behaviour, unpack it, give the student the immediate opportunity to practise by demonstrating it to you. Praise them once they do this, Eg. *"It is important that you have a go at this activity. By being involved I will know what you can do, and what I can help you with. It is okay if there are things you can't do yet."*
- Ensure work is accessible for the students independent ability or support is available for high challenge tasks.

Step 4 - Choice

- **Choice:** give two alternatives, the preferred/desired choice, or a less preferred choice (both must suit the adult). Provide praise when the student chooses wisely. Eg. *"You can get on task and work here with your group, or you work by yourself in the quiet area."*
- Verbal warning
- Document on Sentral as minor behaviour, if noticing a pattern in your classroom.
- In the instance of repeated minor behaviour, contact home will be made by the class teacher or executive where required.

Adult response must be:

Calm - Consistent - Brief - Immediate - Respectful - Private

Minor	Major
Managed by the adult present. Repeated minor behaviour in a short time span may require a 'major' response.	Managed by the adult present Or follow immediate response plan. Contact the Office for executive assistance.
undesirable comments	inappropriate or aggressive language
undesirable physical contact	violent and inappropriate physical contact
not following instructions	bullying
property misuse	theft
deliberately delayed to class	vandalism
	technology misuse
	leaving school grounds

Step 5 - Relocate

- Relocate to a buddy class for 5-10 minutes: contact the office if student refuses to go to the buddy room. Office will contact school executive to assist.
- Class teacher to document student behaviour and consequence in Sentral.

Step 6 - Conferencing

- Class teacher or (where necessary) school executive to have a restorative conversation with the student about their behaviour and choices they made.
- Discuss the problem, teach the expected behaviour and explore reasons.
- Make a behaviour plan with the student. What are some preventative strategies? How can they practise the strategy?
- Record the conferencing and plan/s on Sentral. Class teacher or executive to contact the parent.

Immediate Response

- Stay Calm and Evacuate students from the classroom.
- Call the Office for executive assistance.
- School executive to manage the escalated student and document on escalation on Sentral.
- Class teacher or additional staff member to support the class.

Playground Duty

- Teacher on Duty to manage **Minor behaviours**, record behaviour on Sentral and inform the class teacher.
- Request executive assistance for Major behaviours. School executive to manage and communicate with home. Teacher on duty will need to record behaviour observation on Sentral.

Bullying Response Flowchart

