

Dawson Primary School Behaviour Support and Management Plan

Overview

Dawson 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 community and beyond. We focus on promoting relationships, opportunity and success for every student, every day. We value kindness, integrity, and strive to develop safe, respectful learners 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 through effective role modelling, explicit teaching, and planned responses.

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

- PBL (Positive Behaviour for Learning)
- Zones of Regulation
- Child Protection
- School Breakfast Program
- Peaceful Kids
- PSSA
- Aboriginal Programs

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, cyber bullying and racism is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

Partnership with parents and carers

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

- building positive partnerships with parents/carers through informal and formal conversation and communication about their child's learning and wellbeing
- 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 Pemulwuy AECG

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

Dawson Public School will communicate expectations to parents/carers through the school newsletter and School Bytes communication system. 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 Community Charter \(nsw.gov.au\)](http://SchoolCommunityCharter(nsw.gov.au))

Dawson Public School positive behaviour for learning has the following school-wide classroom expectations and rules:

|  CLASSROOM  | | | |
|--|--|---|--|
| Safe | Responsible | Cooperative | Respectful |
|  <ul style="list-style-type: none"> • We walk in the classroom. |  <ul style="list-style-type: none"> • We keep our learning environment clean and tidy. |  <ul style="list-style-type: none"> • We work together to achieve goals. |  <ul style="list-style-type: none"> • We listen to each other. |
|  <ul style="list-style-type: none"> • We use equipment for its purpose. |  <ul style="list-style-type: none"> • We look after our equipment and belongings. |  <ul style="list-style-type: none"> • We take turns. |  <ul style="list-style-type: none"> • We listen to and follow the teachers instructions. |
|  <ul style="list-style-type: none"> • We are in the right place at the right time. |  <ul style="list-style-type: none"> • We take ownership of our learning. |  <ul style="list-style-type: none"> • We share ideas and equipment. |  <ul style="list-style-type: none"> • We use our manners. |

Dawson Public School positive behaviour for learning has the following school-wide playground expectations and rules:

|  PLAYGROUND  | | | |
|---|---|---|--|
| Safe | Responsible | Cooperative | Respectful |
|  <ul style="list-style-type: none"> • Walk on hard surfaces. |  <ul style="list-style-type: none"> • We put our rubbish in the bin. |  <ul style="list-style-type: none"> • We include others and play by the rules. |  <ul style="list-style-type: none"> • We use appropriate language. |
|  <ul style="list-style-type: none"> • We are in the right place at the right time. |  <ul style="list-style-type: none"> • We use the toilet for its purpose. |  <ul style="list-style-type: none"> • We share the equipment and space. |  <ul style="list-style-type: none"> • We give each other personal space. |
|  <ul style="list-style-type: none"> • We keep our hands and feet to ourselves. |  <ul style="list-style-type: none"> • We look after and return equipment. |  <ul style="list-style-type: none"> • We listen to the teachers and leaders. |  <ul style="list-style-type: none"> • We follow instructions. |

VALUE: **Responsible**

EXPECTATION: We take **responsibility** for whatever we do.

| RIGHTS | RESPONSIBILITIES |
|---|---|
| Students have the right to: <ul style="list-style-type: none"> opportunities to be responsible. opportunities to accept responsibility for their actions. have others accept responsibility for their actions. | Students will: <ul style="list-style-type: none"> attend school every day. arrive at school and class on time. be in the right place at the right time. organise themselves and their belongings. seek help from teachers when needed. stop when asked to stop. |

VALUE: **Respectful**

EXPECTATION: We **respect** each other and our school.

| RIGHTS | RESPONSIBILITIES |
|--|---|
| Students have the right to: <ul style="list-style-type: none"> be respectful as an individual. be listened to. have their property respected by others. have their school respected by others. | Students will: <ul style="list-style-type: none"> speak and behave courteously to all students, teachers and community members. treat one another with dignity. value the interest, ability and culture of others. resolve conflict respectfully, calmly and fairly. take care of their own property, other's property and school property. wear the school uniform with pride. |

VALUE: **Safe**

EXPECTATION: We are **safe** together.

| RIGHTS | RESPONSIBILITIES |
|--|--|
| Students have the right to: <ul style="list-style-type: none"> feel safe. be safe. | Students will: <ul style="list-style-type: none"> act and play safely at all times. cooperate with all staff by following instructions not bully, harass, intimidate or discriminate against anyone in our school. be sunsafe. stop when asked to stop. |

VALUE: **Cooperative**

EXPECTATION: We **cooperate** by working hard and helping each other to learn.

| RIGHTS | RESPONSIBILITIES |
|---|---|
| Students have the right to: <ul style="list-style-type: none"> learn. make mistakes. access the curriculum | Students will: <ul style="list-style-type: none"> cooperate with others. develop positive, respectful relationships and think about the effect on others before acting. engage with their learning always try their best, but know its okay to make mistakes. seek learning challenges that help them grow. follow classroom expectations celebrate their own learning and the learning of others. |

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](#).

Whole school approach across the care continuum

Dawson Public 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, cyber-bullying and racist 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
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide differentiated learning content and tasks to meet the needs of all learners.

| Care Continuum | Strategy or Program | Details | Audience |
|----------------------------------|---|--|---------------------------|
| SOCIAL-EMOTIONAL LEARNING | | | |
| Prevention | Positive Behaviour for Learning | Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. | All |
| Prevention | Zones of Regulation | Emotion regulation involves recognising, managing and expressing emotions in adaptive ways, and allows students to learn, socialise and engage in daily activities. Supporting students to develop emotion regulation strategies helps build their resilience and coping skills, giving them the resources to cope and succeed when faced with challenges. | All |
| Early Intervention | Peaceful kids | Small group intervention to support and increase the coping strategies of students | Individual students K – 6 |

| Care Continuum | Strategy or Program | Details | Audience |
|------------------------------------|---|--|--|
| | | who are feeling anxious, stressed or who have poor resilience in a small group environment at school. | |
| CURRICULUM | | | |
| Targeted / Individual intervention | Learning and Support | The LST works with teachers, students and families to support students who require personalised learning and support. | All |
| Targeted / individual intervention | Attendance support | The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals. | Individual students, attendance co-ordinator |
| Individual intervention | Individual behaviour support planning | This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans. | Individual students, parent/carer, LAST, AP |
| Prevention | Child protection | Teaching child protection education is a mandatory part of the syllabus. | Students K - 6 |
| ANTI-RACISM | | | |
| Individual intervention | ARCO | Any incidents of racism are addressed and recorded by the ARCO and discussed with the principal. Parents of students involved are contacted. ARCO follows up and supports both parties as appropriate | All |
| Prevention | Diversity Explicit Teaching | Explicitly teaching students about diversity and respectful relationships to prevent bullying. | All |
| Preventative | Anti Racism | As part of the NSW Department of Education's Anti-Racism Strategy 2024-2025, our school will focus on three key areas: Setting Firm Foundations, Building Capacity, and Strengthening Anti-Racism Systems. We will establish a clear anti-racism vision, engage staff, students, and the community in promoting diversity, and appoint an Anti-Racism Officer. Professional development will ensure staff are equipped to address racism, while student programs will encourage empathy and respect. We will implement reporting systems, track progress, and integrate support services to create a lasting, inclusive school culture for all students. | All |
| ANTI-BULLYING | | | |

| Care Continuum | Strategy or Program | Details | Audience |
|---|---|---|----------|
| Prevention | Anti-bullying performance | Anti-bullying performance from external providers to promote positive messaging. | All |
| Prevention | Bullying No Way: National Week of Action (NWA) | Our school participates in the annual National Week of Action against Bullying and Violence in August each year. | All |
| Prevention / Early Intervention / Targeted / Individual | Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying | The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents. | All |
| OTHER | | | |
| Prevention | School Breakfast Club | The School Breakfast program has been shown to improve students' nutrition and eating habits, their mental and physical health, as well as learning, concentration and school attendance. The program runs in on Tuesday, Wednesday and Thursdays and is one way school is helping to ease cost-of-living pressure on families and ensure all children can have a healthy start to their day. | All |
| Preventative | Aboriginal Programs | School wide strategies to achieve outcomes for students, including Aboriginal and/or Torres Strait Islander students P-6 and increase knowledge and understanding of Aboriginal histories and culture. | All |
| Preventative | PSSA | School sport is delivered within an educational context, with a focus on the education and development of students. | 3-6 |

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

Identifying behaviour of concern, including bullying, cyberbullying and racism

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. See Appendix 1.

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

- directly observing a student'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. The principal has 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.

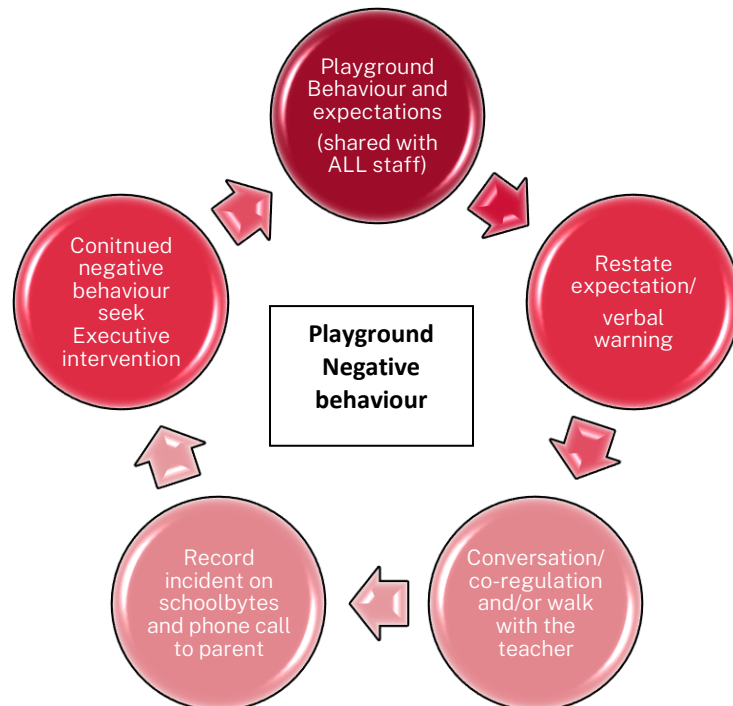
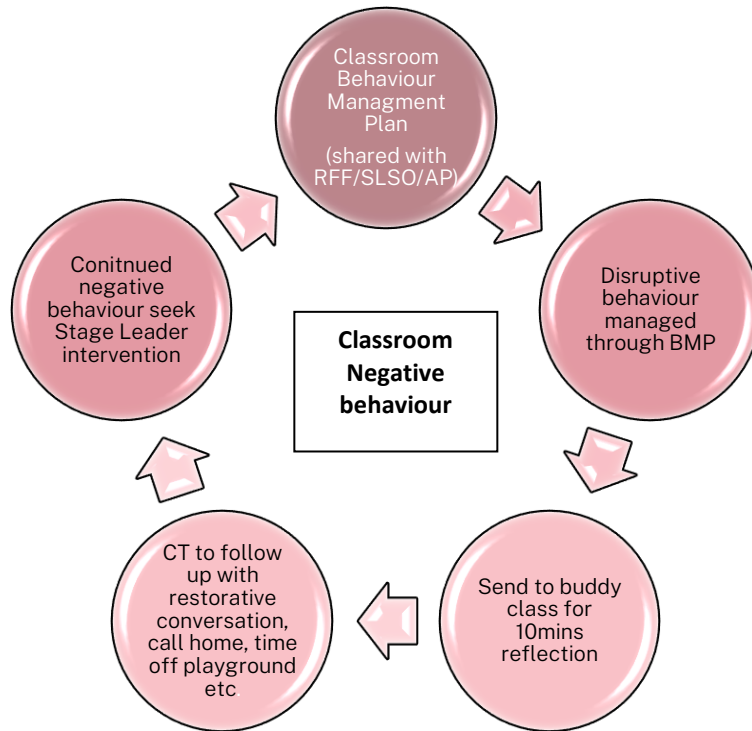
Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

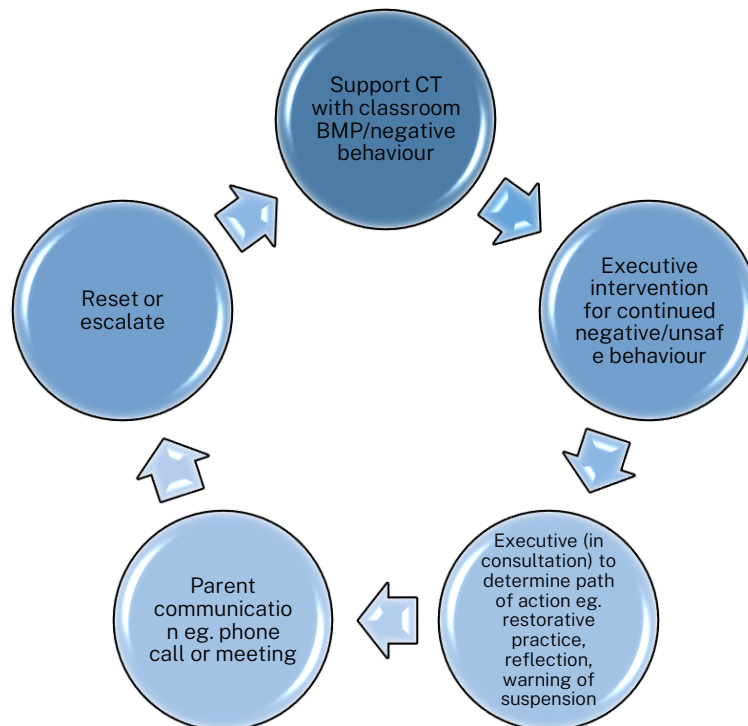
Dawson's Behaviour Matrix

| Minor Behaviours – Teacher managed & entered | | Major Behaviours – Executive managed & entered | |
|--|--|---|---|
| <p>Off task behaviour</p>  <ul style="list-style-type: none"> - Not engaging in learning activities - Task refusal, task avoidance - Calling out - Wandering around the room etc. <p>Leaving class without permission</p> <p>Property misuse</p>  <ul style="list-style-type: none"> - Low intensity misuse of school or personal property, including littering or not picking up paper around you. <p>Absconding</p>  <ul style="list-style-type: none"> - Leaving main group in the classroom and absconding within line of sight. <p>Physical contact</p>  <ul style="list-style-type: none"> - Non-serious but inappropriate physical contact e.g. rough play <p>Playing in out of bounds area</p>  <ul style="list-style-type: none"> - Toilet, out of sight areas, behind double storey block. | <p>Disruption</p>  <ul style="list-style-type: none"> - Low intensity but inappropriate interruption to learning - Talking over the top of the teacher - Continually talking to other students - Purposely disrupting other students when working <p>Disrespect</p>  <ul style="list-style-type: none"> - Brief or low-intensity failure to respond to teacher request - Refusing to do work - Answering back to teacher - Towards other students (verbal & nonverbal) <p>Inappropriate language</p>  <ul style="list-style-type: none"> - Telling a lie, giving someone a hard time through teasing, name calling, put downs, lack of manners & courtesy <p>Technology misuse</p>  <ul style="list-style-type: none"> - Inappropriate but low intensity misuse of technology (phone, iPod, camera, computer, iPad, etc) | <p>Repeated on going off task behaviours</p>  <ul style="list-style-type: none"> - Off task behaviours occurring for long periods of time or repeated over time (long duration, high frequency) <p>Disruption</p>  <ul style="list-style-type: none"> - Sustained or intense disruption of learning <p>Technology misuse</p>  <ul style="list-style-type: none"> - Misuse of technology (phone, iPod, camera, computer, iPad, etc) which is sustained or (potentially) harmful to others - Including misuse of social media at home <p>Physical Aggression</p>  <ul style="list-style-type: none"> - Serious physical contact where injury may/has occurred e.g. hitting, punching, kicking, fighting <p>Absconding -</p>  <ul style="list-style-type: none"> - Leaving the classroom and not within line of sight. | <p>Abusive language</p>  <ul style="list-style-type: none"> - Verbal aggression such as swearing, prolonged name calling, threats, continued intimidation including social media, prolonged use of putdowns <p>Theft</p>  <ul style="list-style-type: none"> - Having possession of or removing property belonging to someone else <p>Repeated defiance/disrespect -</p>  <ul style="list-style-type: none"> - Repeated refusal to follow reasonable requests/directions <p>Property damage</p>  <ul style="list-style-type: none"> - Substantial destruction or disfigurement of personal, school or others property e.g. graffiti |

Teacher managed – inappropriate behaviour is managed by teachers in the classroom and the playground to be recorded on School Bytes.

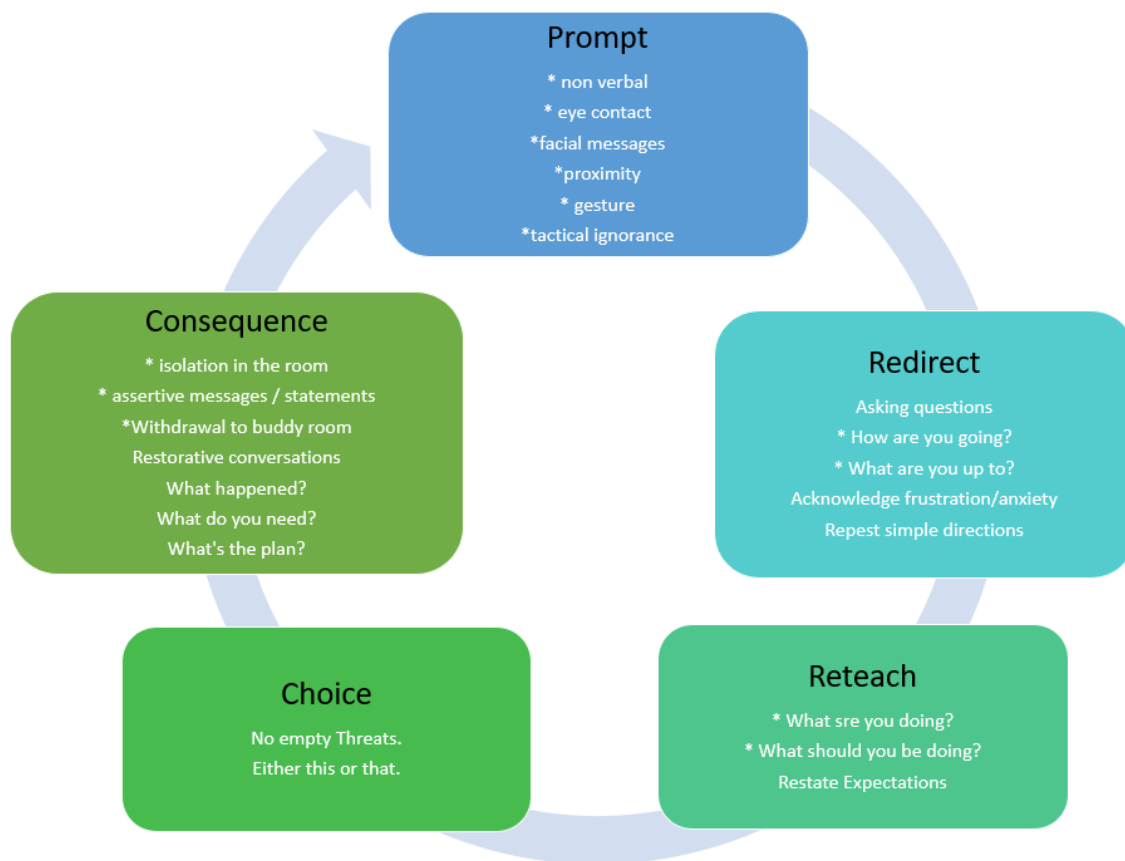


Executive managed – behaviour of concern is managed by school executive and recorded on School Bytes.



Dawson Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Utilising the co-regulation cycle, staff support students to maintain expected behaviours, make better choices and remain focussed on their learning through providing them opportunities for success.

Cycle of Co-Regulation



| | Prevention On task/work behaviours | Early Intervention Off task/non-work/negative behaviours (safety is manageable) | Targeted/Individualised Off task/non-work/negative behaviours (safety is NOT manageable) |
|-------------------|--|---|--|
| CLASSROOM | <ul style="list-style-type: none"> individual classroom management plans are developed which are classroom specific, established by teachers in consultation with students for both positive and negative behaviours behaviour expectations are explicitly taught and referred to regularly teachers model behaviour and provide opportunities for practice | <ul style="list-style-type: none"> utilise the cycle of co-regulation slso's (school learning support officers) | <ul style="list-style-type: none"> IEP (Individual Education Plans) RMP (Risk Management Plans) BMP (Behaviour Management Plans) BSP (Behaviour Support Plans) |
| PLAYGROUND | <ul style="list-style-type: none"> Explicit teaching of behaviour and expectations PBL signage Playground Tokens | <ul style="list-style-type: none"> utilise the cycle of co-regulation slso's (school learning support officers) | <ul style="list-style-type: none"> alternate play/engagement programs |

| | | | |
|--|---|---|---|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Positive Reinforcement</p> | <ul style="list-style-type: none"> • positive reinforcement of behaviour includes <ul style="list-style-type: none"> ○ free and frequent CYBG (Caught you being Good) for students demonstrating school and classroom expectations and engagement in their learning ○ merit awards celebrating behaviour and learning achievement ○ principal morning teas ○ sharing achievement in newsletters | <ul style="list-style-type: none"> • Classroom based positive behaviour initiatives eg. Rewards charts | <ul style="list-style-type: none"> • Rewards chart aligned to individual (BMP) behaviour management plan |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Attendance</p> | <ul style="list-style-type: none"> • School wide attendance policy | <ul style="list-style-type: none"> • School based attendance plans | <ul style="list-style-type: none"> • HSLO & ASLO interventions |

Responses to serious behaviours of concern

Escalation for students displaying serious behaviours of concern which may include bullying, violence, aggression or continually persistent behaviour which poses unacceptable risk to another person's learning and or wellbeing. Processes used may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- communication and collaboration with parents/carers (phone, email, parent letter, meeting)
- 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
- consequences may include: timeout, reflection and restorative practices
- liaise with [Team Around a School](#) for additional support or advice
- formal caution to suspend, suspension.

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](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour Policy](#) and [Suspension and Expulsion procedures](#)

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](#).

Timeout, Reflection and Restorative practices

Timeout – The student is directed to a space in the classroom/playground or nearby where the student can be supported and monitored by the teacher. It is for the shortest possible time and may include explicit instruction of replacement behaviours, measures to check progress and personalised student feedback to support the development of replacement behaviours.

Reflection – At times it may be necessary to apply fair, reasonable and proportionate disciplinary strategies such as reflection to address inappropriate student behaviours. A staff member will supervise the student from the beginning of play time. Students will be given time for toileting and

food during eating time. The reflection will be conducted by a member of the school executive and parents will be contacted in an appropriate and timely manner to discuss the incident and the reflection.

Restorative Practice – Through the use of effective questions that focus on specific behaviours of concern or incident without blaming, relational questions are used to draw out who and how people were affected. These may include:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who was affected by what you have done? In what way?
- What do you think you need to do to make things right?
- If the same thing happens again, how could you behave differently?
- What supports do you need?
- Who can you go to for support?

Review dates

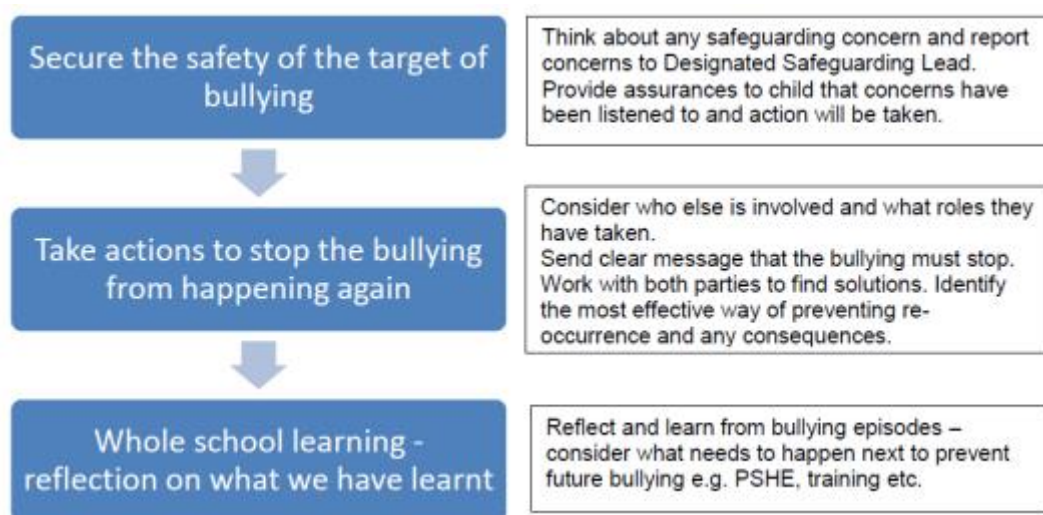
Last review date: 16/08/24: Day 16, Term 3, 2024

Next review date: 30/01/25: Day 1, Term 1, 2025

Appendix 1

Bullying Response Flowchart

The following flowchart explains the actions Dawson Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.



We monitor and review all bullying incidents to determine any patterns or trends that may require further action.

Appendix 2

Managing reports of racism - flowchart



The person receiving the report (teacher, Anti-Racism Contact Officer (ARCO), member of staff, principal or manager) receives and acknowledges the report, identifies concerns, clarifies expectations and provides support.

