

# Berkeley West Public School Behaviour Support and Management Plan

## Overview

Berkeley West Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are Positive Behaviour for Learning (PBL) practices which have been implemented over several years.

### Promoting and reinforcing positive student behaviour and school-wide expectations

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

- to ...

#### BWPS Non-Classroom Expectations

VALUES	Be Respectful	Be Responsible	Be safe
<b>All Settings</b>	<ul style="list-style-type: none"> <li>• Follow teacher instructions</li> <li>• Wait quietly</li> <li>• Use friendly words</li> <li>• Care for others</li> </ul>	<ul style="list-style-type: none"> <li>• Report problems</li> <li>• Move on the bell</li> <li>• Follow the rules</li> <li>• Tell the truth</li> </ul>	<ul style="list-style-type: none"> <li>• Walk on the concrete</li> <li>• Keep hands and feet to yourself</li> <li>• Stay in bounds</li> </ul>

#### BWPS Classroom Expectations

VALUES	Be Respectful	Be Responsible	Be safe
<b>All Settings</b>	<ul style="list-style-type: none"> <li>• Show Respect to others and their property</li> <li>• Hands up to ask or answer a question</li> </ul>	<ul style="list-style-type: none"> <li>• Be prepared, organised and on task</li> <li>• Listen to instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Keep hands and feet to yourself</li> <li>• Act safely</li> <li>• Follow instructions</li> </ul>

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

- to ...

### Behaviour code for students

The behaviour code for students can be found at <https://education.nsw.gov.au/content/dam/main-education/policy-library/associated-documents/behaviourcode.pdf>. 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	PBL/Sketchy system	Reward system that reinforces expected behaviours across all school settings. When students display the appropriate behaviours they are given a 'sketchy' and told why they are receiving it. These are then collected by students to be used at the end of each term at the 'Sketchy' shop. A whole school count is also kept with the aim to collect enough to receive a whole school reward at the end of each term and an extra special reward at the end of the year. The number to be collected is decided by the school wellbeing team at the beginning of each year and shared with the students.	All students- all school settings
	Anti-Bullying program/ 'Say No to Bullying' Week	Lessons explicitly taught and supplementary resources used by all classroom teachers to deliver the aims of the schools documented anti-bullying plan	All students- all school settings
	'8 Effective Classroom Practices @ BWPS'	<p>School Wide PBS (PBL) research has identified eight classroom practices that have been shown to increase the likelihood of appropriate behaviour and decrease unacceptable behaviour while increasing academic learning time. These practices are as follows:</p> <ol style="list-style-type: none"> <li>1. Classroom Environment and Expectations</li> <li>2. Classroom Procedures and Routines</li> <li>3. Encouraging Expected Behaviour</li> <li>4. Responding to unacceptable behaviour</li> <li>5. Active Supervision</li> <li>6. Opportunities to Respond</li> <li>7. Activity Sequencing &amp; Choice</li> <li>8. Task Difficulty</li> </ol> <p>Together, these eight practices impact academic learning time and ultimately student achievement while ensuring a positive and welcoming learning environment. They represent facets of classroom teaching under the teachers' control that have been identified as evidence-based practices to maximise learning for all students while minimising discipline problems.</p>	All students- all school settings
	PAX Good Behaviour Game	Classroom management system. PAX means peace, productivity, health and happiness, and is what the PAX Good Behaviour Game helps create and strengthen in each classroom. PAX GBG consists of proven behavioural strategies used daily by teachers with students. The 10 evidence-based and trauma informed	All students- All classrooms

		strategies build self-regulation in children, strengthen peer networks, reduce impulsivity and teach pro-social decision-making in children. The 'peaceful' classroom environment supports learning, wellbeing, participation and confidence.  PAX is implemented in all classrooms, taught in term 1 and strengthened throughout the year.	
	Social Skills Program	Respectful Relationships- taught Term 1 as per PD/H/PE scope & sequence	All students
	Class Dojo strategy	Positive reinforcement for expected behaviours. Teachers adjust the expectations of this system depending on the age and stage of their students.	All students- Classroom based
	Smiling Minds	Mindfulness program	All students
	Student Wellbeing Team	Cross-section of staff meeting regularly (every 2-3 weeks) to review current and emerging wellbeing and behaviour issues in the school	All students
	Learning and Support Team	Cross-section of staff meeting regularly (every 2-3 weeks) to review current and emerging learning and wellbeing needs of referred students	Students with additional learning/behaviour needs
Early Intervention	School counselling/Psychology Service	School counselling staff support students by providing a psychological counselling, assessment and intervention service.	Students & families requiring additional support
Targeted Intervention	Trauma Informed Practice	Staff have completed professional learning to build capacity in supporting students with a trauma background or affected by trauma.	Affected students
	Breakfast Program	Breakfast is available x3 days/week for any students requiring it to enhance physical wellbeing.	Students- as required
	Introduction to Functional Behaviour e-learning	This eLearning provides the foundations understanding behaviour and that all behaviour is functionally related to the environment. By understanding why and when behaviours occur educators can develop, implement and evaluate interventions that better meet the needs of the student.	All teachers to support students as required
Individual Intervention	Personalised Learning and Support Plans	Created yearly in consultation with teachers and students then communicated to and parents. These are then reviewed each semester.	Students with additional learning/behaviour needs
	Personalised Learning Pathways	Created in consultation with students, teachers and parents. Personal learning goals are set and reviewed each term.	Aboriginal students
	Student profile document	Created by teachers and updated as needed or at the end of each year in preparation of handover to a new teacher.	Students with additional learning/behaviour needs
	Casual teacher communication /check-in system	Teachers implement this Casual Communication Sheet to support casual teachers and provide success for students who struggle with change to routines. This check-in system helps students cope with change, as they are informed of the change that will occur and the expected behaviours with the different teacher. They must check-in with the teacher at each class break time and are made accountable for their behaviour.	Students with additional learning/behaviour needs

	Trusted Teacher strategy	Students with additional need choose a teacher that they relate to and trust to be their 'trusted' teacher. This teacher is available to them as needed.	Students with additional learning/behaviour needs
	Risk management plans	Created by executive to identify any behaviours that may pose a possible risk of harm to students.	

## Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Reflection	2 <sup>nd</sup> half of school-lunch break- no more than 25 minutes	Assistant Principals	Sentral- student wellbeing module
Teacher-directed time out	As required only be used after other de-escalation strategies and teaching practices have been tried- no more than 15 minutes	Class teachers in consultation with Assistant Principals	Sentral- student wellbeing module

## Partnership with parents/carers

Berkeley West Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by regularly consulting with parents/carers at monthly Parents and Friends (P&F) meetings. The school will also consult with the local Juborsay AECG at designated Community of Schools meetings established for this purpose.

Berkeley West Public School will communicate these expectations to parents/carers by posting this document on the school website (Schools Website Service) at- <https://berkeleyw-p.schools.nsw.gov.au/>. Ongoing feedback and review regarding the school's 'Student Behaviour and Support Management Plan' will also be sought through the BWPS P&F and parent focus groups.

## School Anti-bullying Plan

[https://berkeleyw-p.schools.nsw.gov.au/content/dam/doi/sws/schools/b/berkeleyw-p/download-box/BWPS\\_Anti-Bullying\\_Plan\\_and\\_Procedures\\_2022.pdf](https://berkeleyw-p.schools.nsw.gov.au/content/dam/doi/sws/schools/b/berkeleyw-p/download-box/BWPS_Anti-Bullying_Plan_and_Procedures_2022.pdf)

## Reviewing dates

Last review date: 16/12/2022

Next review date: 1/12/2023

[education.nsw.gov.au](https://education.nsw.gov.au)

