

Dora Creek Public School Behaviour Support and Management Plan

Overview

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

Our vision is to foster a learning environment where students, staff and community form meaningful collaborative partnerships that inspire high expectations and authentic engagement through quality teaching and learning in a supportive, inclusive environment; where the focus is upon well-being, excellence, connectedness, and personal growth. – school vision

Ensure that all students are equipped with the tools to aspire to continually improve, meaningfully connect with their learning, develop an inner drive to succeed, and demonstrate knowledge and understanding that supports them to achieve a minimum of one year's growth for one year's learning. - Strategic Direction 1

Promote a common purpose and shared pursuit of excellence, underpinned by high expectations, connectedness and authentic partnerships in students, teachers, and the school community. To ensure that every student is engaged and challenged; so that every student, every teacher, and every leader in our school improves every year. – Strategic Direction 2

Key programs prioritised and valued by the school community are Positive Behaviour for Learning, Dhinewan Mentoring, Rock and Water, PCYC programs and Seasons for Growth.

Promoting and reinforcing positive student behaviour and school-wide expectations

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

- To be Safe, Respectful and Engaged Learners



WE ARE SAFE, RESPECTFUL, ENGAGED

POSITIVE BEHAVIOUR FOR LEARNING

EXPECTATIONS MATRIX



	All Settings (Including off site)	Learning Spaces	Canteen	Assemblies	Arrival & Departures	Toilet	Fixed Equipment	Playground	Movement
SAFE 	<ul style="list-style-type: none"> Right place, right time Stay where you are visible Hands and feet to yourself Use SPOT strategy Have teacher permission when needed 	<ul style="list-style-type: none"> Sensible seating Walk, walk, walk No teacher, no entry Be cyber safe 	<ul style="list-style-type: none"> Keep hands and feet to yourself in lines Walk to and from the canteen Wait for friends away from the canteen area 	<ul style="list-style-type: none"> Walk in two lines Sit quietly Leave an aisle 	<ul style="list-style-type: none"> Remain seated until instructed Walk to lines Sit and stay in your bus line 	<ul style="list-style-type: none"> Walk to and from the toilet Flush, wash and leave Keep food outside the toilet area Play - free area 	<ul style="list-style-type: none"> Wait for a teacher to arrive Walk on and around fixed equipment Follow fixed equipment safety rules Go the right way 	<ul style="list-style-type: none"> Stay in bounds Hands and feet to yourself Walk on hard surfaces Follow sun safe rules Leave sticks on the ground Eat under COLA areas 	<ul style="list-style-type: none"> Walk in 2 lines Walk at all times Be aware of traffic on driveways and near the crossings Use pathways
RESPECTFUL 	<ul style="list-style-type: none"> Be an active listener Follow instructions Manners matter Care for property and environment Treat others the way you want to be treated 	<ul style="list-style-type: none"> Respect others opinions and right to learn. Manners matter Consider feelings of others 	<ul style="list-style-type: none"> Line up quietly Wait your turn Use your manners 	<ul style="list-style-type: none"> Enter and leave quietly Listen and look at the school leaders or speaker Say thank you when receiving awards Clap politely 	<ul style="list-style-type: none"> Follow teacher and bus driver instructions Collect your belongings and leave verandahs clear Speak quietly and politely in bus lines and on the bus Greet and thank the bus driver 	<ul style="list-style-type: none"> Leave it clean and dry Allow others privacy Use toilet paper, taps and bubblers correctly Wait for your friend outside Keep walls graffiti free Report any problems to teachers on duty 	<ul style="list-style-type: none"> Follow teacher instructions Use kind words Wait for your turn 	<ul style="list-style-type: none"> Include others Follow teacher instructions Speak politely Return borrowed equipment Rubbish in the bins provided Play for fun 	<ul style="list-style-type: none"> Follow teacher instructions Walk quietly Knock, enter and wait quietly by the door Hang bags in class area
ENGAGED 	<ul style="list-style-type: none"> Be a team player Do your best Think ahead and be prepared Listen carefully and speak clearly 	<ul style="list-style-type: none"> Three before me Check in Cooperate and participate in class activities Regulate yourself 	<ul style="list-style-type: none"> Order lunch before the morning bell Have your money ready 	<ul style="list-style-type: none"> Be on time Remain settled and focused at all times Listen actively 	<ul style="list-style-type: none"> Help younger students Remain seated while on the bus 	<ul style="list-style-type: none"> Use the toilet during recess and lunch Quick and quiet 	<ul style="list-style-type: none"> Move off the equipment when you hear the bell, or when asked to by a teacher 	<ul style="list-style-type: none"> Share to be fair Follow the rules of games Try new games Move to lines quickly after the bell 	<ul style="list-style-type: none"> Sit quietly in class area when the bell rings Return to class promptly

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

- Weekly Positive Behaviour for Learning lessons targeting expectations and values at our school.
- Visual tracking system to monitor behaviour expectations in each classroom.
 - Reach
 - Ready to Learn
 - Reset
 - Reflect
- Recognition of positive student behaviour with
 - Classroom dojos
 - Playground spotted recognition
 - Weekly tracking booklet

- iv) Fortnightly assembly awards
- v) Fortnightly FriYAY days
- vi) Term Celebration Days
- vii) Principal Awards

Behaviour Code for Students

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>. 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	Attendance	BLUB procedures.	
Prevention	Events	Harmony Day Healthy Harold Interrelate	
Prevention	Rock and Water	A series of exercises and games are practised to develop confidence and self-reflection. The games are martial arts based, and students learn to block, hit strike shields, stand strong, negotiate using “rock” or “water” verbal approaches, walk away from a fight, consider alternatives to aggression, and develop understandings about who they are, their intuitive feelings and their personal direction.	Stage 2 and Stage 3
Prevention	Dhinewan Mentoring	High-quality mentoring program in culture, leadership, and wellbeing to empower students to be confident, resilient and motivated to reach their goals and aspirations.	Whole School

Care Continuum	Strategy or Program	Details	Audience
Prevention	PCYC	Uses fitness to build rapport with PCYC whilst linking physical, emotional & social wellbeing, nutrition and building resilience skills.	Stage 3
Early Intervention	PBL Tier 1	Positive Behaviour for Learning (PBL) Tier 1 Schoolwide and classroom systems of support that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture.	Whole School
Targeted Intervention	Learning and Support Team	The Learning and Support teamwork with teachers, students and families to support those students who require personalised learning and support. Including instructional leadership, development of risk assessments and the development of short- and long-term goals.	Individual students, families, staff
Individual Intervention	Access Requests Integration Funding		
Individual Intervention	Seasons for Growth	An innovative, evidence-based change, loss and grief education program that draws on the metaphor of the seasons to understand the experience of grief. It builds the knowledge and skills necessary to strengthen social and emotional wellbeing following significant loss	Individual students, families, staff
Individual Intervention	Interrelate Connect Mentor	Connecting and supporting students and their families to deal with challenges. Liaising with school and providing a one-on-one mentor for students.	Individual students, families, staff

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Teacher-directed time-out Reflection time in another classroom – planned behaviour intervention to prevent an escalation of behaviour. Students on Individual Behaviour Support plans may have an alternative venue.	When student is unable to engage in learning in the classroom. To de-escalate a situation. 5-10 minutes With Timer – No work	Classroom Teacher	In Sentral as a Minor
Self-directed time-out Enables the child to remove themselves from	When student needs time away to prevent a situation from	Classroom Teacher	In Sentral as a Minor

Action	When and how long?	Who coordinates?	How are these recorded?
a situation or environment causing stress. Students on Individual Behaviour Support plans may have an alternative venue.	escalating. 5 -10 minutes With Timer – No work		
Reflection Classroom at lunch time to support the student(s) to reflect on their behaviour and make more positive choices.	1:20pm – 1:40pm 20 minutes	Assistant Principal or Exec Staff	In Sentral as a Major

Partnership with parents/carers

Dora Creek Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies. Our school uses the department's [School Community Charter](#) to ensure all of our communication is collaborative and respectful.

Dora Creek Public School will communicate these expectations to parents/carers by placing information in our school Newsletter, via School Stream and Facebook.

Dora Creek Public school is committed to working with our local Itji-Marru AECG and P&C to build collaborative relationships and a shared understanding of how to support student learning, safety, and wellbeing. Using existing communication channels with the school community will support broader engagement and feedback.

School Anti-bullying Plan

Insert a link to the school's existing anti-bullying plan here. Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).



Dora Creek Public School

Anti-Bullying Support Plan

Name		Date	
<i>This plan is to assist the student overcome any difficulties that may occur if there are incidents of bullying involving other students at school.</i>			
Support people			
Teacher			
Parent/ Caregiver			
Student			
When should an incident be reported?			
If an incident occurs, what should be done?			
Information to be provided to the teacher? <ul style="list-style-type: none"> When did the incident occur? Who was involved? What happened? How did you deal with the matter? 			
What will the teacher on duty, or the teacher receiving the report do?			
<i>If there are any serious incidents of concern, these should be reported immediately to the class teacher or the mentor teacher.</i>			
Principal responsibility <ul style="list-style-type: none"> Provide assistance, advice and support for the teachers working with the student Monitor reported incidents and where appropriate apply consequences to students involved following school and DoE anti-bullying guidelines Discuss with the student how reporting confidence and self-confidence regarding the plan is going Follow up on procedures being put into place by staff 			
Parent/ caregiver responsibility <ul style="list-style-type: none"> Discuss any reported incidents with the student Reinforce the strategies outlined on this plan and the schools anti-bullying plan Communicate with the school when deemed necessary for further follow up Monitor wellbeing and gain expert support if needed 			
Student		Parent/ caregiver	Principal

Reviewing dates

Last review date: January, Term 1, 2023

Next review date: January, Term 1, 2024