

Long Flat Public School Behaviour Support and Management Plan



Achieving Our Personal Best

LONG FLAT PUBLIC SCHOOL

PROUD Learners

5077 Oxley Highway, Long Flat 2446
02 6587 4255

Overview

The NSW Department of Education is committed to creating quality learning opportunities for children and young people. This includes strengthening their cognitive, physical, social, emotional and spiritual development. Parents/carers can entrust their children to the principal, executive, teachers and school staff with confidence that Long Flat Public School (Long Flat PS) will deliver on this agenda.

At Long Flat PS we believe that the school environment, and the world in which our students will grow and function, continue to change and develop. For this reason it is essential that we are responsive to numerous influences as we deliver high quality education now and into the future.

Our understanding of wellbeing is contemporary and forward focused. Wellbeing, or the lack of it, can affect a student's engagement and success in learning. At Long Flat PS we understand the potential wellbeing has, to bring about positive change, what is required to foster wellbeing, and how it can become a powerful force in students' learning and development.

The themes that will drive wellbeing at Long Flat PS now and into the future are **Connect**, **Succeed** and **Thrive**. Our commitment to our students, parents and members of the community is that our school will be a supportive teaching and learning environment that enables the development of healthy, happy, successful and productive individuals.

In turn, our students will be expected to contribute to their own wellbeing, the wellbeing of their peers and the collective wellbeing of their community. In this way, in partnership with our parents/carers we believe we will equip our students to be active and positive contributors to the society in which they live.

At Long Flat PS we strongly believe that student wellbeing is enhanced when schools connect with and draw on the expertise, contribution, and support of their community. Developing and maintaining strong, high-quality relationships based on communication and collaboration with our school community, will maximise how our students **connect, succeed** and **thrive**.

Promoting positive student behaviour

Long Flat PS and all 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.

We understand that teachers play an important role in providing learning experiences and opportunities that develop and shape the character and wellbeing of our students. Maintaining a strong wellbeing focus and providing experiences that develop character by promoting mindfulness (self-regulation and behaviour), curiosity, courage, resilience, ethics and leadership, will benefit our students as they grow and develop.

We will do this through a sharp focus on:

- supporting students to connect, succeed and thrive at each stage of their development and learning; and
- providing opportunities that are age appropriate, rigorous, meaningful and dignified; and to do this in the context of productive relationships that support students to learn.

To this end, we will ensure that Long Flat PS is a healthy, safe, positive learning environment, informed and guided by legislative and policy requirements. We will focus on the development of quality teaching and learning, with high levels of engagement and success; celebrating successes regularly.

At Long Flat PS many strategies are implemented to promote appropriate behaviour and enhance effective learning. These strategies include:

- Providing appropriate curriculum to meet the needs of each student, by;
 - implementing all Department of Education and Training and Board of Studies syllabi and curriculum.
 - providing quality teaching practices.
 - providing all staff with regular training through professional development meetings and providing opportunities to attend in-services and workshops.
 - further enhancing the teaching/learning practices across all Key Learning Areas through the support of regional personnel in implementing current teaching practices within the classroom setting.
 - collaboratively planning, implementing, and reviewing Personalised Learning Pathways for all Aboriginal students.
- Supporting students to achieve success, through:
 - K-6 peer support activities
 - Drug Education
 - Child Protection Program
 - specialised Learning and Support Teacher
 - student Leadership and voice
 - School Counsellor
 - Learning Support Team
 - voluntary parent/community members
 - School Learning Support Officers
 - excursions

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- visiting performers
 - parent/grandparent class helpers
 - managing funding support resources
 - various sporting opportunities (PSSA, Gala Days, representative teams, etc)
 - various creative opportunities (assembly items, dance festivals, choir, musicals, art/craft shows, radio presentations, etc)
 - opportunities to develop public speaking skills
- Having school expectations which are fair, clear and consistently applied.
 - Providing opportunities with parents/carers to discuss their role in promoting acceptable student behaviour, through:
 - informal parent/teacher discussions.
 - parent/teacher interviews.
 - inclusion in Learning Support Team meetings (where appropriate).
 - formal disciplinary meetings.
 - Providing opportunities to develop self-discipline, self-evaluation, communication and conflict resolution skills, e.g. teacher-lead restorative justice practices, mediation, activities with partner high school students, involvement in school leadership, etc.
 - Promoting national pride and developing a sense of common purpose in students through:
 - celebrating national days and events.
 - providing opportunities to appreciate Australian literature, music, art and drama.
 - promoting Aboriginal perspectives within the curriculum.
 - recognising and respecting the national flag, anthem and emblems.

School-wide expectations – how we reinforce positive behaviour

The NSW Department of Education and the Long Flat school community recognise the importance of the teaching of Values to our students. In partnership with our local community, including the students, parents/carers and teachers, five expectations have been identified to make up our 'Long Flat Public School Behaviour Expectations'.

The following five expectations will underpin the academic and wellbeing practices and procedures throughout our school; **PROUD** Learners.

Participate safely

Respect others and property

Own our behaviour

Use manners

Do our best

These five expectations are the standard for what we expect all Long Flat PS students to aspire to demonstrate at school at all times.

The expectations have been condensed into three main categories for use within the classroom. PROUD Learners are:

Safe, Respectful and **Engaged**

Behaviour code for students

In line with the Department's Behaviour Code for Students, our students are expected to:

- attend school every day, unless they are legally excused.
- be in class on time and prepared to learn.
- maintain a neat appearance and follow the school uniform policy.
- behave safely, considerately, and responsibly including when travelling to and from school.
- follow class rules, speak courteously, and cooperate with instructions and learning activities.
- treat staff, other students and members of the school community with dignity and respect.
- care for property belonging to themselves, the school, and others.

Whole school approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Team-Time Tuesday	Every student nominates 2 trusted adults within the school. Once a week, students meet with their trusted adult to 'check in.'	Students
Prevention	Child Protection	Every student participates in Department of Education Child Protection lessons, designed to develop protective strategies and body/ emotional awareness.	Students
Prevention	Positive Behaviour for Learning explicit teaching	Students are explicitly taught expected behaviours in all school settings during PBL lessons (Positive Behaviour for Learning)	Students
Early intervention	Morning Muster	Weekly meetings held by staff to discuss student wellbeing/learning, with strategies designed to support students.	Teachers
Early intervention	Low Level Behaviour tracking	School wide collection of behavioural data, allowing teachers and executive to monitor and support children who are displaying unacceptable behaviours.	Teachers / Executive
Targeted intervention	Learning and Support Teacher (LaST) intervention	LaST team meetings are held regularly, identifying students requiring additional support. Students on Risk Management Plans (RMP)/Individual Behaviour Support Plans (IBSP) are discussed and reviewed.	Teachers / LaST At risk students
Individual intervention	Individual Behaviour Support planning	IBSP developed identifying current behaviours, triggers and a comprehensive plan of support strategies.	Teachers/LaST Executive Student Parents/Carers

Executive reflection

Action	When and how long?	Who coordinates?	How are these recorded?
Reflection with executive staff (or delegate)	During lunch time, for 20 minutes or less	Assistant Principal / Principal	Reflection summary sheet is completed and emailed to supervisor and classroom teacher.
Communication with student and parent/carer (plus support person if required)	Brief meeting, preferably face-to-face	Assistant Principal / Principal	Meeting minutes recorded and saved. Copy of minutes provided to parent/carer.
Issue a written Formal caution	If behaviour of concern persists, the principal can issue a formal caution of suspension, in writing or email, to the parents or carers. A formal caution is valid for up to 50 school days from the date the caution is issued.	Principal	Be documented on the department's in-house data system.
Suspension	Up to 5 consecutive school days for students in Kindergarten to Year 2. Up to 10 consecutive school days for students in Year 3 to Year 6.	Principal	Be documented on the department's in-house data system.
Expulsion	Consideration for expelling a student will be undertaken on the following grounds: <ul style="list-style-type: none"> serious behaviour or behaviours of concern where behaviour interventions and risk management strategies, including suspensions, have not been successful. 	Principal and the Director, Educational Leadership	Be documented on the department's in-house data system.

School Anti-bullying Plan

Long Flat Public School [Anti Bullying Plan](#) is outlined on our school website.

<https://longflat-p.schools.nsw.gov.au/about-our-school/school-planning-and-reporting/anti-bullying-plan.html>

Professional Learning

Program	Details	Audience
Smiling Minds	An evidence-based approach to supporting the mental health and wellbeing of children in the classroom, school and home environments.	Teachers / Students
Restorative practices	Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions.	Teachers
What Works Best: Classroom Management	What works best in practice supports teachers to implement evidence-based themes, including classroom management. It provides strategies and case studies against eight key teaching practices that are known to improve student outcomes.	Teachers
School Psychologist	The school psychologist provides professional learning, guidance and support to our school, across a range of academic and wellbeing areas.	Teachers
Department of Education professional learning opportunities	Teachers at Long Flat PS regularly access on-line or face-to face professional learning.	Teachers

School Behaviour Support and Management Plan

School Behaviour Support and Management Plan	
Date completed:	22 February, 2024
Completed by:	Tracey Bromfield
Position(s):	Principal
Next Review date: Our plan is reviewed each year and published on our website	On or before 22 February, 2025
Next review date with school community input: We will undertake a review that includes broad community consultation every four years (or earlier as needed) in line with the implementation of our school's school <i>Strategic Improvement Plan</i>	On or before 22 February, 2025
Principal Name:	Tracey Bromfield
Principal approval date:	22 February, 2024