

John Purchase Public School Behaviour Support and Management Plan

This plan is an operational document which outlines school processes and practices, is published on the school website and is made available to all students, parents/carers and school staff.

Overview

John Purchase 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: *Friendly Schools Plus (Social-Emotional Learning)*, *Positive Behaviour for Learning (PBL)*, *Restorative Practices* and *anti-bullying*.

Promoting and reinforcing positive student behaviour and school-wide expectations

John Purchase Public School has the following school-wide rules and expectations:



SCHOOL EXPECTATIONS



RESPECT	RESPONSIBILITY	ASPIRE
<ul style="list-style-type: none">• Care for myself, other people, property and equipment• Speak to others in a polite and positive way• Discuss and resolve conflict• Allow others to learn	<ul style="list-style-type: none">• Attend school, be punctual and be prepared• Wear full school uniform with pride• Be safe• Do what is right• Be responsible for the choices you make	<ul style="list-style-type: none">• Try to achieve your best• Bounce back• Be an active learner• Have a growth mindset• Encourage others

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

- Award system K – 6
- Positive reinforcement
- School expectations are explicitly taught K – 6
- School expectations are reinforced through assemblies, newsletters and lessons
- School expectations are visible across the school
- Explicit lessons from Friendly Schools Plus
- Embedding use of the terminology and expectations in daily interactions
- Teacher training and updates

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	Friendly Schools Plus	<ul style="list-style-type: none"> • Explicit teaching of social and emotional skills as a PDHPE focus in Term 1, across K to 6. • Further lessons, as required, throughout Terms 2 – 4. • Teacher training and updates to facilitate consistency 	All students and classroom teachers
Early Intervention	Positive Behaviour for Learning (PBL)	<ul style="list-style-type: none"> • Explicit teaching of social and emotional skills in PDHPE as required, throughout the year • PBL expectations for classrooms, playground, excursions and extracurricular opportunities are explicitly taught in lessons and displayed across the school, and classrooms, to facilitate a school- 	Staff, students and parents / carers

Care Continuum	Strategy or Program	Details	Audience
		<p>wide positive, safe and supportive environment.</p> <ul style="list-style-type: none"> • PBL expectation of the week, based on feedback and observations • Transitioning new students • Restorative practices • Teacher training and updates to facilitate consistency • Shared with the community through: newsletters, assemblies, presentations and visual reminders 	
Early Intervention	Getting on Track in Time (Got It)	<ul style="list-style-type: none"> • Parent training webinars to share positive behaviour and resilience building strategies 	Parents / Carers Learning & Support Team
Targeted Intervention	Learning and Support	<ul style="list-style-type: none"> • The Learning and Support team works 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 and staff
Individual Intervention	Personal Plans	<ul style="list-style-type: none"> • Integration support with School Learning Support Officers (SLSOs) • Behaviour and risk management plans communicated to staff 	Learning and Support Team Executive

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Reminders, reinstatement of expectations	<ul style="list-style-type: none"> • During the school day • All school-based settings including: classrooms, 	Teaching staff	<p>Not Applicable</p> <p>Repeated behaviours in stage meeting minutes</p>

Action	When and how long?	Who coordinates?	How are these recorded?
	playground, sport and excursions		
Teacher-Directed Time Out	<ul style="list-style-type: none"> • During the school day • As part of individual student behaviour support plan 	Executive Teacher LaST	Impromation
Reflection and Restorative conference	<ul style="list-style-type: none"> • During the school day • According to student need 	Teacher Executive LaST	Executive records Impromation
Individual Student Monitoring	<ul style="list-style-type: none"> • Monitored in playground and/or classroom 	Teacher Executive LaST SLSO	Executive records Impromation
Formal Warning/ Suspension/ Expulsion	<ul style="list-style-type: none"> • As per DoE Student Behaviour Policy and Procedures 	Principal	ERN School Bytes attendance register School Counsellor Guidance File

Partnership with parents/carers

John Purchase Public School partners with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies through newsletters, surveys and/or meetings.

John Purchase Public School will communicate these expectations to parents/carers in newsletters, meetings, information sessions and assemblies.

School Anti-bullying Plan

Here is a link to the school's existing anti-bullying plan here. <https://johnpurchase.schools.nsw.gov.au/content/dam/doe/sws/schools/j/johnpurchase/localcontent/2019-rules-&-policies/2023/2023Anti-BullyingPlan.pdf>



Reviewing dates

Last review date: 24 November 2023

Next review date: November 2024