Overview

Nowra East 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), Restorative Practices and Berry Street Education Model (BSEM).

Partnership with parents and carers

Nowra East PS will partner with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies through consultation with the Nowra East PS P+C.
Nowra East PS will communicate these expectations to families using our communication methods, including our website, ClassDojo, social media and individual student case conferences as required.

School-wide expectations and rules

Nowra East Public School has the following school-wide rules and expectations:

Safe | Responsible | Respectful | Learner

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

- A whole school curriculum, responsive to data that supports the explicit teaching of behaviours.
- Student academic reports include behavioural expectations.
- Fortnightly K-2 and 3-6 + support class assembly recognising and reenforcing behaviours.
- A whole school PBL acknowledgment system
    - Classroom acknowledgement system – ClassDojo
    - Value and Lyrebird Awards
    - Playground reward system
    - Kindness Awards
- Restorative and reflective practices to support student's wellbeing and behavioural needs.

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

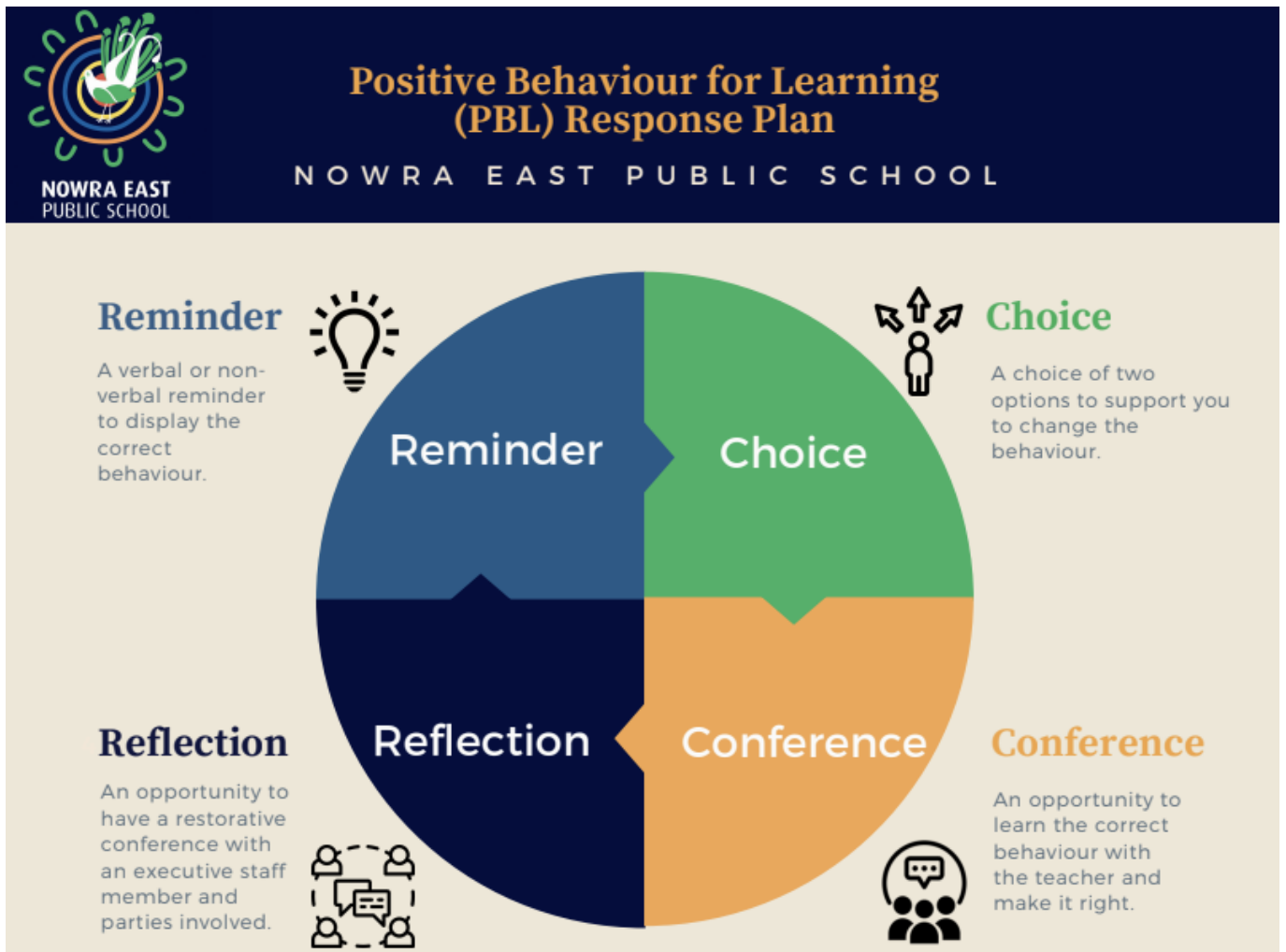| Care Continuum	Strategy or Program	Details	Audience
Preventative	Classroom Management	**Values** - Core values and behaviours underpin our positive school culture **Acknowledgement system** - ClassDojo points accompanied with verbal/non-verbal feedback/Dojo shop - Value awards - Whole class rewards - Positive communication to parents – phone/dojo **Teaching of values/expectations** - Deadly Directions (Explicit, ongoing teaching of expectations) - Morning circles with a fortnightly PBL focus - Co-constructed classroom expectations **Preventative strategies** - Strong teacher/student relationships - Communication with parents - Strategic classroom placement in consultation with previous classroom teachers/AEOs + executive - Whole class visual timetables - Morning circle - Integrating mindfulness, regular brain breaks (energisers) and social/emotional learning into all teaching and learning programs	Community, parents, staff + student

Care Continuum	Strategy or Program	Details	Audience
		- SLSOs in all classrooms - Consistent teacher expectations, routines, modelling and responses to behaviour	
	Cultural Connection	- Gadhungal Marring programs - On-Country experiences - Aboriginal Education Officer support - Personalised Learning Pathways (PLP's)	
	Our Mia Mia	Our Mia Mia preventative measures include - Dental clinics - Hearing screening - Optometry screening	
	Professional Learning	Targeted professional learning for staff: - Classroom management - Playground practices - Restorative Practices - Quality teaching and learning/engagement - Berry Street Education Model (Social and Emotional Learning)	
	Transition	- Transition P-K from Wayeela Cooinda Preschool to Nowra East Public School. - Strong communications and connections with preschools - Parent information expo Preschool – Kindergarten - Orientation sessions Preschool, P-K and 6-7 - Small group 6-7 transition - Partnerships with external agencies to support transition - Support class transition programs - Individualised transition plans for students requiring individualised support	
	Wellbeing Practices	- Staff teams to drive, support and improve attendance, Positive	

Care Continuum	Strategy or Program	Details	Audience
		Behaviour for Learning (PBL) and Aboriginal education. - Berry Street Education Model (BSEM) - Restorative practices	
	Cyberbullying/Anti Bullying	- Whole class lessons/tasks - Participate in "Bullying, no way". - Distributing E Safety Commission booklets to families - Sharing information on social media	
	Playground Practices	Playground Acknowledgements - Playground awards - Whole school rewards	
		Preventative strategies - Consistent expectations in each area of the playground - Rotational weekly teacher supervision of areas to maintain consistent expectations - SLSOs provide additional support on the playground and encourage engagement in activities - Opportunities to participate in organised sports tournaments.	
Early intervention	Classroom Management	- Differentiated learning tasks - Sensory tools - Movement breaks - Individual behaviour and/or management plans - Teaching of social skills - Social stories/role play - Negotiated withdrawal spaces/buddy classes	Community, parents, staff + student
	Playground Practices	- Alternate supported play spaces, for example STEM, Library or referral to top support space	
	Student Wellbeing	- Developing individualised plans in consultation with families, including behaviour response plans, risk management plans and Personalised Learning Pathways (PLP's)	

Care Continuum	Strategy or Program	Details	Audience
	Our Mia Mia	Students accessing external therapies at school: - OT - Speech Pathology - Psychology - Dietician	
	Transition	- Transition to Kinder during term 4 - Year 6 transition to High School - Additional transition visits to local high school for identified students - Individual transition plans for students who accept a support class placement - All students and families are notified of the following year's teacher at the end of the school year. This supports the handover of student data and supports a positive start to the new school year	
	Learning and Support Team	- Referral to the Learning and Support Team - Referral to the School Counselling Team	
	Anti Bullying/ Cyberbullying	- Incursions and support programs - Police liaison officer talks - Participate in "Bullying, no way".	
Targeted Intervention	Classroom Management	- Sensory resources + furniture (blankets/seats) - Modified individual expectations and goals	Parents, staff + students
	Playground Practices	- Supported Play environment – Smaller and quieter area with teaching of positive behaviours and expectations. This area has a smaller number of students with a teacher and a SLSO.	
	Cultural Connection	- Billabong Buddies with Aboriginal Education Officers - Mentoring with Aboriginal external services	
	Our Mia Mia	- Paediatric clinics	
	Wellbeing	- Garden group	

Care Continuum	Strategy or Program	Details	Audience
		- Small group social skills - Check in cards - Social Stories - Drumbeat program	
	Small group tuition	- Targeted intervention for students	
	The Journey Bus	- A 2 week intervention where the school and family enter a partnership to overcome an identified attendance barrier. During this time the school will pick the student up on the bus each morning.	
Individual Intervention	Classroom Management	- Individualised visual timetable or now/next chart - Student "Ready to Learn" plans	Parents, students, staff + service providers
	Learning and Support	- Developing individualised plans in consultation with families, including Individual Education Plans, Behaviour Response Plans and Behaviour Support plans	
	Professional Learning	- Individualised professional learning for staff relating to specific needs of students.	
	Delivery Support Team (Team around the School)	- Develop appropriate behaviour expectations and strategies with other staff members. - Monitor the impact of support for Individual students through continuous data collection. - Provide consistent strategies and adjustments outlined within an individual student support plan.	

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

Positive Behaviour for Learning (PBL) Response Plan
NOWRA EAST PUBLIC SCHOOL

Reminder
A verbal or non-verbal reminder to display the correct behaviour.

Choice
A choice of two options to support you to change the behaviour.

Reflection
An opportunity to have a restorative conference with an executive staff member and parties involved.

Conference
An opportunity to learn the correct behaviour with the teacher and make it right.

(Cycle diagram: Reminder → Choice → Conference → Reflection)

Positive Behaviour for Learning (PBL) Response Plan
NOWRA EAST PUBLIC SCHOOL

Reminder

A verbal or non-verbal reminder to display the expected behaviour. Verbal reminders are given in a calm, matter-of-fact voice, expecting compliance. Teachers may give several reminders, one reminder or no reminders before providing a student with choices, according to the individual needs of the student.

Examples:
- Positively stating the expected behaviour: *"We listen to our friends when they are speaking."*
- Using first, then, next language: *"First we are writing, then we will play a game."*
- Frequent teacher / SLSO check-in or proximity (e.g. teacher moves closer to the student while facilitating a lesson or SLSO sits with the student).
- Hand signals or eye contact.
- Refer to the school values: *"At Nowra East Public School we use our bodies safely."*
- Reteaching the expected behaviour: *"To be respectful during morning circle*

Remember to praise students when their behaviour changes as a result of the reminder.

Positive Behaviour for Learning (PBL) Response Plan
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Choice

A privately delivered (if possible) choice of two positive options to support the student to change their behaviour or regulate their emotions. Choices should never be punitive and shaming language should be avoided. Additionally, it is important to tailor options to the individual students' needs and preferences. This allows students to feel empowered and more in control of their behaviour and emotions, which can lead to more productive learning.

Examples:
- Providing choices to support positive engagement: *"Can you do your best work there or would you like to choose another seat / sit with Student B?"*
- Redirection: *"I can tell that you're not ready to learn yet. Would you like to do a job for me or spend five minutes in the calm space?"* *options derived from students' individual ready-to-learn plan or class ready-to-learn plan.
- Offering sensory tools or movement breaks
- Offering AEO support or check-in where possible: *"Could you please take this basket up to Place A / Person A etc.?"*
- Private, restorative check-in with teacher or SLSO to ascertain the motivation behind the behaviour: *"I have noticed that you are having trouble getting started with your work today. What's up?"* This is followed by comments like *"How can I help you?"*
- Supportive phone call home

If a student continues the behaviour after reminders and being offered choices, privately discuss with student: *I can see that you are having trouble _____. At lunch / recess, we're going to have a conference about what we can do to help you with _____.* OR if there is time and space, and the student is ready to listen, the restorative conference can happen in the moment to avoid exclusion from social connections. This is one example of how you may let students know about the conference - please use your knowledge of individual student needs.

Positive Behaviour for Learning (PBL) Response Plan
NOWRA EAST PUBLIC SCHOOL

Conference

An opportunity to learn the correct behaviour with the teacher and make it right. The teacher involved in the behaviour (playground or classroom) will either have the restorative conference in the moment or ask the student to go to an agreed space at lunch or recess. It is important that the teacher uses positive language when discussing that the student needs to come and see them (e.g. *Please come to my classroom at lunch so that we can talk about what's going on*).

During the conference, it is important to:
- Ask specific questions that encourage reflection and problem solving.
- Actively listen to the student(s) with unconditional positive regard.
- Validate their feelings with statements like, *"I can see you are feeling frustrated"* or *"I can see this has really upset you"*.
- Avoid simply asking *'why did you do that'* as this encourages defensiveness.
- Recognise that there are no quick fixes and changes in behaviour may require further intervention.
- Remember that restorative practice is more than a series of questions and the below outline will not suit every child or every situation.

After the conference, it is important to:
- Praise the student if there has been a change in behaviour.
- Follow up with the student about how any agreed plans or strategies are working. Let them know that you are here to help them.
- Be aware of any trigger events (as identified in the conference) and offer reminders or choices prior to escalation of behaviour.

Positive Behaviour for Learning (PBL) Response Plan
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Possible Conference Discussion Points

Remember that restorative practice is more than a series of questions and the below outline will not suit every child or every situation.

- **What happened?** Value the student's voices and perspectives. Focus on the timeline of events without blame. Understand and identify the triggers.
- **What did you want?** or **What were you thinking about at the time?** Establish the need or thought process behind the behaviour. We all behave to meet specific needs.
- **Is it okay to want / think _____?** Validate the need or the feelings.
- **What have your thoughts been since?** Assess reflection following the incident when emotions have de-escalated.
- **Did what you do work for you?** Identify behaviour of concern.
- **What could you try next time that would work for you?** Identify replacement behaviours.
- **Do you think that might work?** Validate replacement behaviour.
- **Who has been affected by what happened?** The key question to trigger empathy and remorse. Think beyond those directly involved to see the 'ripple effect' of actions and consider the personal impact.
- **In what way have they been affected?** Name or describe the impact and acknowledge the consequences.
- **What do you think you need to do to make things right?** or **What do you think needs to happen to make things right?** Devise agreed, realistic and meaningful resolutions to heal the harm.
- **If the same thing happened again, what would you do differently?** An opportunity for learning and verbalising alternative strategies.

For further information see these fact sheets from the department on Restorative Practice and Affective Questioning, as the conference questions are derived from here.

Positive Behaviour for Learning (PBL) Response Plan
NOWRA EAST PUBLIC SCHOOL

Reflection

An opportunity to have a restorative conference with an executive staff member and parties involved. If the teacher has had a restorative conference with the student(s) and enacted a plan as a result and the student continues the same behaviour, the teacher will discuss the behaviour with the Assistant Principal.

All parties (Assistant Principal, teacher involved and student[s] involved) will then meet at an agreed time to have a restorative conference. This may involve further supportive actions such as:
- The creation of a behaviour management plan or behaviour response plan
- Phone call home
- Referral to OMM or LST
- Alternate placements
- DP check-in target card (classroom or playground)

This reflection step is recorded in student conferences on Sentral by the Assistant Principal.

Positive Behaviour for Learning (PBL) Response Plan
NOWRA EAST PUBLIC SCHOOL

Physical Violence

Incidents of physical violence must immediately be referred to AP, DP or Principal and parent phone calls made to the families of victim and involved students by CT, AP, DP or Principal. Some cases may result in conferences or a different outcome.

Responses to serious behaviours of concern

- The NSW Department of Education Student Behaviour policy and Suspension and Expulsion procedures apply to all NSW public schools.

- 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.

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.

Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Restorative conversations - initial behaviour (With the teacher/staff member addressing the behaviour)	Teacher - immediately following a behaviour - 5 to 10 minutes	Teacher and Assistant Principal	Sentral

Strategy	When and how long?	Who coordinates?	How are these recorded?
Restorative Conversations - ongoing behaviour (With the stage AP)	Assistant Principal - Following behaviour - 5 to 10 minutes	Assistant Principal	Sentral
Restorative conversations - ongoing behaviour or serious behaviours (With stage DP)	Deputy Principal - Following behaviour - 5 to 10 minutes	Deputy Principal	Sentral
Restorative conversations - Serious behaviour or following suspensions (Resolution Meeting)	Parents and students with the Deputy Principal or Principal	Deputy Principal	Sentral

Review dates

Last review date: 31/01/2025 - Day 1, Term 1, 2025

Next review date: 27/01/2026 - Day 1, Term 1, 2026