

Narrandera Public School

School Behaviour Support and Management Plan



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Acknowledgement of Country

Narrandera Public School acknowledges the Wiradjuri People who are the Traditional custodians of the Country on which we learn. We acknowledge their connection to the land, water and sky.

We also acknowledge all Aboriginal people who have made Wiradjuri Country their home. As such we pay our respects to all Aboriginal Elders, past present and emerging.

Overview

At Narrandera Public School, our School Behaviour and Support management Plan is based on a school-wide set of expectations that are applied across all school settings. It is underpinned by the belief that a happy, safe and supportive school provides the best conditions for enthusiastic and hardworking students to achieve their personal best.

Every member of our school community promotes and model's exceptional behaviours in order to create the happy, safe and supportive environment we strive for. We aspire to provide an environment that sparks curiosity, promotes acceptance and establishes a strong sense of 'Parkview' identity.

Parkview Public School aims to produce engaged community members, life-long learners and problem solvers. An inclusive, dynamic and engaging environment, underpinned by best practise quality teaching and learning, sitting alongside clear and consistent behaviour expectations, will ensure success.

Partnerships with parents and carers

Narrandera Public School actively engages our parents and carers when establishing and reviewing expectations for student learning and behaviour within our school.

Regular review of student learning and individual plans are held. Each term, family and community engagement afternoons are held in the community setting.

Parents and community members are invited to provide feedback on a variety of school issues and plans, via surveys, our school P&C, AECG meetings and community gatherings.

Behaviour Code for Students

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe behaviours we value in our students.

The Behaviour Code for Students can be found at: <https://education.nsw.gov.au/content/dam/main-education/going-to-a-public-school/media/documents/translated-documents-/behaviour-code-for-students/english-student-behaviour-code.pdf> This document is translated into multiple languages.

School Wide Expectations and Rules

SCHOOL RULES

Students should...

1. Abide by the school's Welfare Policy.
2. Attend school regularly, be punctual and present notes to explain absences.
3. Follow the instructions of teachers and others in authority.
4. Complete all required work carefully and to the best of their ability.
5. Behave in a responsible, polite and courteous manner.
6. Behave in a manner that shows respect for themselves and for the rights and feelings of others.
7. Behave in a manner that keeps themselves and others safe at all times.
8. Respect and care for school buildings, school property and the property of others.
9. Observe the general standards of dress and uniform requirements of the school.
10. Accept their responsibilities as members of the community.

TEACHER SUPERVISION

The School Playground Routine is designed to allow children to play in safety and to allow everybody a "fair go" with the facilities available.

Play equipment is available from the sports room. Pupils are directly supervised by rostered teachers from 8.30am until 3.10pm. Permission to leave the school grounds can only be given following a written request from a parent/carer.

No direct supervision is rostered before 8.30am. Students who arrive early must wait quietly in the COLA or infants playground. Other students are requested not to arrive at school before 8.30am.

Children are to leave the school grounds as soon as possible after 3.10pm. Direct supervision is only available for students catching a bus. Students who behave poorly while waiting for buses can be denied the option of this type of transportation.

ACTIVITIES IN THE PLAYGROUND

- Organised safe games are encouraged at all times.
- Permission must be given by a teacher to retrieve balls from outside the fence.
- Children given permission to practise shot put, long or high jump or cricket with hard ball outside the nets must be under the direct supervision of the teacher concerned (not duty teacher).
- No fielder will be within four (4) metres of the batter for games like cricket or softball unless supervised by a teacher.
- Students with food or frozen treats need to be seated in designated areas.

OUT OF BOUNDS

- Areas in and around all buildings that are not in view of supervising teachers.
- Bicycle storage area.
- Playing in toilet and ablution areas.
- Fixed equipment is out of bounds unless under the direct supervision of the playground teacher.
- Classrooms/Library unless supervised by a teacher.

AT NPS

BE

RESPECTFUL

RESPONSIBLE

A LEARNER

SAFE

TOGETHER WE ARE STRONGER

Whole school approach to the care continuum

Narrandera Public School embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour, respond to behaviours of concern, including bullying and cyber bullying.

Care Continuum	Strategy/Program	Details	Audience
Prevention	Child Protection NSW	Teaching child protection is mandatory in all NSW schools	K-6
Prevention	Wellbeing officer Hub	School funded wellbeing role providing the school with additional person who is available to connect with students and parents. They are the go-to person for most students, who have multiple scheduled 'check-ins' throughout the term. The school also funds a wellbeing hub 3 days a week to support students and the wellbeing	K-6
Prevention	What works best toolkit	Teachers follow carefully the What Works Best document to support all students.	Everyone
Targeted / Early Intervention	Learning and Support	The Learning and Support team works with the school counsellor, teachers, students and families who need extra support (PLaSPs and Behaviour plans). Where required, the Learning and Wellbeing Team will be contacted.	Everyone
Targeted / Individual Intervention	Attendance	The Principal, Admin staff and AEO closely monitor attendance across the school. School procedures are followed.	Everyone

Whole School Behaviour Management Process

The purpose of whole school behaviour management processes is to create consistency across all classrooms K-6 and clear communication to students about whole school processes to all students. This involves a coordinated approach to behaviour management includes:

1. Consistent expectations: Whole school behaviour management processes ensure that all classrooms K-6 have consistent behaviour management processes. This means students understand behaviour management processes regardless of which classroom they are in. Consistent expectations and processes help students feel secure and supported, which can promote positive behaviour.
2. Consistent consequences: Whole school behaviour management processes ensure that consequences for inappropriate behaviour are consistent across classrooms K-6. This helps to ensure that all students are treated fairly and that inappropriate behaviour is addressed consistently.
3. Collaboration: Whole school behaviour management processes involve collaboration between all members of the school community, including staff, students, and parents. This collaboration helps to ensure that behaviour management processes are effective and that everyone is working towards the same goals.

The whole school behaviour management process is outlined below.

Celebrating Positive Behaviour

In our classrooms we have a fair and consistent approach to behaviour management.

Teachers will establish and apply appropriate negotiated in class expectations and consequences for classroom conduct. These expectations and consequences will be clearly communicated to students and parents. A standard school model is provided as a guide to establishing expected behaviours in classrooms and ensures consistency in all learning spaces across the school.

Students may be rewarded with both intrinsic and extrinsic feedback, as deemed appropriate by the teacher. Teachers in K-2 spaces may use Class Dojo as a positive behaviour system.

End Of Term Reward Days

Students who have displayed pleasing behaviour during each term will be invited to participate in end of term reward activities chosen by Parliament. These activities vary and can be class all whole school based. All children except for those who have received formal cautions in the previous ten school weeks or have been suspended are welcome to participate in End of Term Reward Days.

House Points Reward System

House Points are allocated to every student who receives a Ubeaut on a weekly basis. These points are tallied at school Assemblies and displayed in the hall

Points accumulated from competition in Friday sport are also utilised weekly to come up with the weekly total.

Points gathered at carnivals also contribute to the overall champion house for the year.

Recording Positive Behaviour Award

While not compulsory positive behaviours are tracked and logged on School Bytes.



NPS Award System



SMALL MERIT CERTIFICATE

3x Small Merit Certificates = 1 Middle Merit Certificate
Hand in to classroom teacher



MIDDLE MERIT CERTIFICATE

3x Middle Merit Certificates = 1 Gold Award
Hand in to Front Office



GOLD AWARDS

3x Gold Awards = 1 Banner
Hand in to Front Office

BANNER



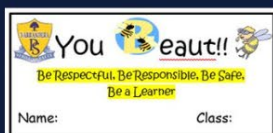
CREDITS = Citizenship/Community Award

20 = Bronze Star

40 = Silver Star

60 = Gold Star

Hand in to the Hub



You Beaut = For following the 4 B's

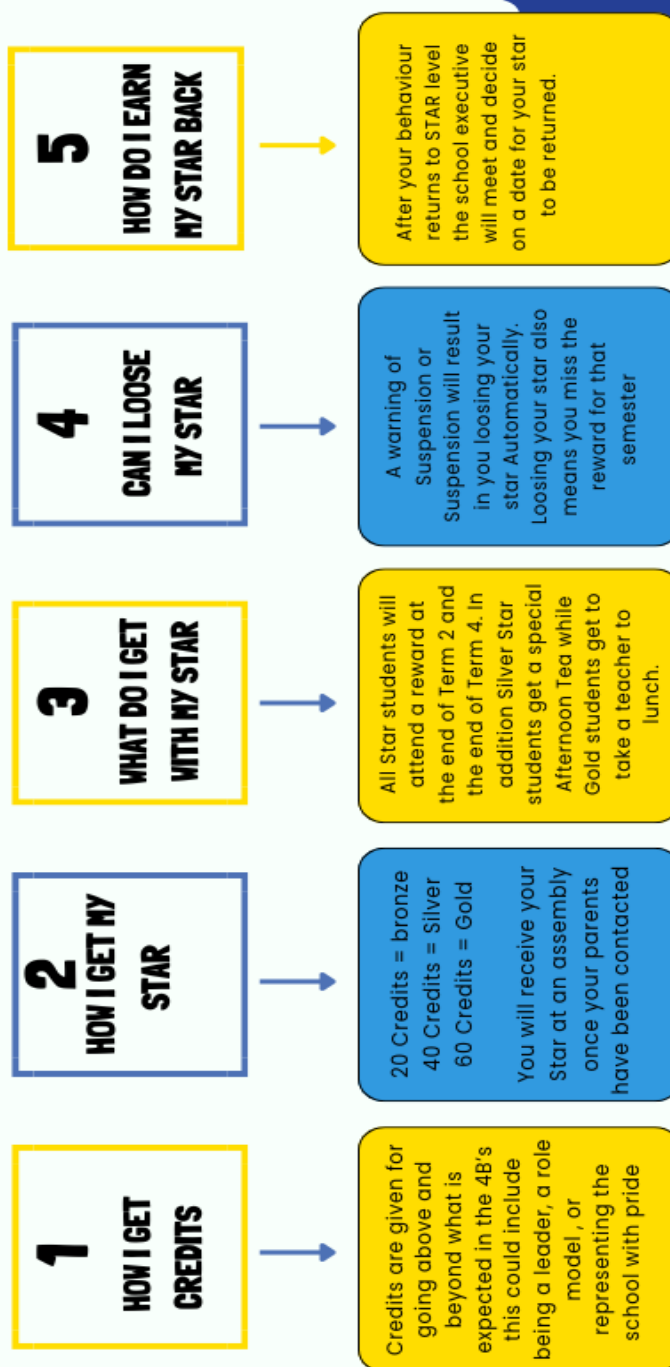
(Be Respectful, Be Responsible, Be Safe, Be a Learner)

Winner drawn at Assembly each fortnight

Hand in to classroom teacher







STAR STUDY POLICY



Behaviour Chart – The following rules are applied to our school Values for consistency when talking to students and parents

Minor Behaviours	
Classroom	Playground
<ul style="list-style-type: none"> ● Not following instructions ● Touching others/property ● Disrupting learning (i.e. distracting, talking) ● Calling out ● Refusing to work ● Silly/inappropriate behaviour ● Not caring for school equipment ● Out of seat/moving around ● Leaving room without permission ● Verbal put downs (teacher discretion) ● Argumentative ● Teasing/Taunting others ● Late to class ● Extended absence from class ● Dishonesty ● Littering 	<ul style="list-style-type: none"> ● Not following instructions ● Touching others/property ● Not caring for school equipment ● Out of bounds ● Littering ● Silly/inappropriate behaviour ● Rough play ● Playing in toilets ● Throwing sand ● Ignoring bell ● Playing on equipment (before bell) ● Verbal put downs (teacher discretion) ● Territorial play ● Argumentative ● Climbing school property ● No hat
Major Behaviours	
Classroom	Playground
<ul style="list-style-type: none"> ● Slander/Racism ● Putting others in danger ● Physical abuse toward students/staff ● Graffiti ● Verbal/written abuse toward students/staff ● Swearing AT students/teachers ● Subversive behaviour ● Deliberate lying about serious issues ● Deliberately damaging property school/others ● Sexual inappropriateness ● Patterned emotional abuse ● Theft ● Persistent defiance/Arguing ● Possession/use of weapon ● Misuse of technology ● Bullying 	<ul style="list-style-type: none"> ● Slander/Racism ● Putting others in danger ● Leaving school grounds ● Graffiti ● Inappropriate use of bathroom ● Swearing AT students/teachers ● Subversive behaviour ● Deliberate lying about serious issues ● Deliberately damaging property school/others ● Sexual inappropriateness ● Patterned emotional abuse ● Theft ● Failure to attend reflection ● Possession/use of weapon ● Physical abuse toward student/staff ● Bullying

Playground expectations

			
<p>Sit down and wait for the teacher to come out on duty at 8.45am</p> <p>When duty teacher arrives hang up bags at classrooms, put fruit and water bottles in rooms. Come back outside to play.</p>		<p>Leave toys from home in bags or classroom.</p>	<p>Follow adult instructions.</p>
<p>Able to play on grass area (between Sacc and Canteen) if an adult is supervising.</p>	<p>Use your manners</p>	<p>Things to do after hanging up bags- playground equipment, skipping, handball, grass area with SLSO.</p>	<p>When the bell goes at 9.10am, go straight to class.</p>
<p>Safe words</p> <p>Safe hands</p> <p>Safe feet</p> <p>Safe movement</p> <p>Walk</p>	<p>Respect others in the Quiet Area</p>	<p>Pack up, put things away when finished - leave area better than you found it.</p>	
<p>Yr 2 enter their building after the bell from stairs and door at front of D block. (Near infants gate)</p>		<p>Put rubbish in the bins</p>	<p>Respect games and equipment.</p>

Library expectations

			
<p>Students enter walking through external door.</p> <p>No student entry to library through internal glass doors.</p>	<p>Food and drinks not permitted in library.</p>	<p>Only enter library with adult permission (no students in library unattended) through external door.</p> <p>Line up outside and wait for adult.</p>	<p>Follow adult instructions.</p>
<p>Safe hands</p> <p>Safe feet</p> <p>Safe movement</p>	<p>Inside voice, quiet voice.</p>	<p>Do not walk through library (in and out glass doors). Please walk around outside of library including recess, lunch, after school and during class time.</p>	<p>Engage with your reading and/or activities.</p> <p>Ignore distractions.</p>
<p>Safe words</p>	<p>Use your manners</p>	<p>Put books/activities away in the right place.</p> <p>Pack up, put things away - leave it better than you found it.</p>	<p>Bring library bags.</p>
<p>Line up, one borrower at a time to borrow.</p>	<p>Respect others in the library</p>	<p>Laptops only in library if directly supervised by a teacher.</p> <p>(Laptops must be used on table.)</p>	<p>Respect books, games equipment. Borrow and return them safely and responsibly.</p>

Whole School Plan for Inappropriate behaviour

Staff also follow a 4 step behaviour system throughout the school. This system ensures consistency around behaviour expectations and provides students with clear consequences when unacceptable behaviour continues.

Step 1: Individualised Minor Behaviours

● Teacher-Led Consequences:

- Time-out ⌚
- 1-on-1 discussion 👤
- Moving seat 🪑
- Apology 🙏
- Missed 'fun' task 🎨 ✖



Step 2: Repeated Minor behaviours

● Teacher-Led Consequences (School Bytes Classroom Teacher - Level 1):

- Time in assigned buddy class 👤
- Parent contact 📞
- Time with teacher at lunch to catch up on missed work 🍽️ 📚
- **Referrals made through Executive to Learning and Wellbeing Team** 🏠
- **Any interactions from Wellbeing staff are brought back through Executive** 🔄



Step 3: Consistent Minor Behaviour

● Teacher/Stage Leader Consequences (School Bytes Classroom Teacher):

- Buddy class 🤝
- Sent to Stage Leader for conversation/time-out 🏠
- Time with Stage Leader at breaks ⌚
- Parent meeting 👤
- **Referrals made through Executive to Learning and Wellbeing Team** 🏠
- **Any interactions from Wellbeing staff are brought back through Executive** 🔄



Step 4: Major behaviours

● Executive Support (School Bytes Executive with CRT Support):

- Removal from class/playground 🚫
- Parent meeting with Executive 🏠
- Resolution before return to class/playground ✅
- Warning of suspension / Suspension ⚠️

Ramifications of Minor and Major behaviours.

When undesirable conduct is exhibited by students and is not modified in accordance with stipulated classroom management strategies, teachers may escalate student discipline as follows:

Principal Intervention may result in further action.

- Formal Detention
- In-School Suspension
- Suspension (short or long)

DEC WHS plans are developed in conjunction with parents and the student to support student behaviour. These include.

- Flowchart for student behaviour support plan
- Student Behaviour Analysis and Prompt Sheet
- Student Behaviour Support Plan

Responses to serious behaviours of concern

Behaviours of particular concern are discussed at Stage Meetings to ensure student is supported with his/her behavioural choices.

LST develop WHS endorsed plans to support behaviour when needed in more continuous or extreme circumstances.

Consistent with the DET's suspension and expulsion procedures, serious incidents will be dealt with on their individual merits. There is provision in the procedures for consistent, defiant and anti-social behaviour to be worthy of the suspension at the discretion of the Principal and Executive.

Bullying Flow Chart

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. There is no justification for the action. The victim has done nothing to deserve such treatment. Conflict or fights between equals or single incidents are not defined as bullying.

Bullying can happen anywhere: at school, in sporting teams, between neighbours. Bullying is behaviour that continues over time and includes:

- be physical (hitting, kicking, pinching),
- verbal (name-calling, teasing),
- psychological (standover tactics, gestures),
- social (social exclusion, rumours, putdowns)
- sexual (physical, verbal or non-verbal sexual conduct)
- cyber-bullying – using technology eg. computers, mobile phones



Attendance Procedures

Here's a flow chart outline for your attendance process:

Attendance Support Flow Chart

1. Daily Attendance Monitoring

- Parents contacted via School Bytes for student absences.

2. Three-Day Absence Check

- If absence continues for **3 consecutive days**:
 - **Action:** Teacher contacts the parents.
 -

3. Weekly Attendance Review

- Every **Friday**, review student attendance:
 - If attendance is under **80%**
 - **Action:** School contacts parents to offer support.
 -

4. Two-Week Follow-Up

- After **2 weeks** of support:
 - If attendance has not improved:
 - **Action:** Send **Letter 1A** offering a meeting and support plan.

5. Monitor Support Plan

- If the support plan is implemented:
 - **Action:** School continues to monitor attendance.

6. Final Follow-Up

- After another **2 weeks**:
 - If attendance has still not improved:
 - **Action:** Send **Letter 1B** and refer to HSLO (Home School Liaison Officer).
 -

7. Offer Support Services

- Throughout the process, offer school-based supports such as:
 - Wellbeing team assistance.
 - AEO (Aboriginal Education Officer) support.

Recording Behaviours of Concern:

Create incident

Step 1: Incident details

Incident:

Created by: Brent Fennessy

Date of incident: 17/03/2025

Location: [Other location](#)

Documents: [Browse ...](#)

Uploaded documents: No documents uploaded

Incident description:

Incident is confidential

Progress: Step 1 (Active) | Step 2 | Step 3

[Close](#) [Prev](#) [Next](#)

Step 1 Record: Details of location , time and incident recorded

Create incident

Step 2: Participant details

Incident: Trial

Participant	Role	Wellbeing category	Wellbeing type	Note
Student	Involved			

[+ Add category](#)

[Add participant](#)

Progress: Step 1 | Step 2 (Active) | Step 3

[Close](#) [Prev](#) [Next](#)

Step 2 Students involved – Details of students the wellbeing category

Create incident

Step 3: Outcomes (optional)

Participant	Role	Outcome	Outcome note
Corey McKinnon	Y6 Involved	Community service	

Incident is resolved

Progress: Step 1 | Step 2 | Step 3 (Active)

[Close](#) [Prev](#) [Submit](#)

Step 3 Incident outcome-recorded including and formal cautions or suspensions