

# Dapto Public School Behaviour Support and Management Plan

## Overview

Dapto 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 Bounce Back, Zones of Regulation, Prep for Success, Child Protection, Aboriginal Education, Anti-Bullying and Anti-Racism programs, Student Leaders, and Life Education.

This plan is consistent with legal and departmental requirements and is based on the principles of procedural fairness and developed within the framework of student welfare. Our School Behaviour Support and Management Plan identifies core rules, values and practices that support quality teaching and learning. The plan sets clear limits, recognises and promotes positive behaviour, as well as applying consequences for inappropriate behaviour.

Our School Behaviour Support and Management Plan defines the rights and responsibilities of students, staff, and parents to ensure the whole school community has a shared understanding of the core rules, values, and expectations of our school.

[Dapto Public School Rights, Roles and Responsibilities.docx](#)

## Promoting and reinforcing positive student behaviour and school-wide expectations

Dapto Public School has the following school-wide values:

- **Be Safe**

The expectation that all students will endeavour to make our school community a safe place for themselves and others.

- **Be Respectful**

The expectation that all students will treat other members of our school community with dignity and respect.

- **Be a Learner**

The expectation that all students will take responsibility for themselves as learners. They should model this behaviour to others.

[Dapto Public School Expectation Matrix.docx](#)

At Dapto Public School, students are expected to:

- Follow the Department of Education Behaviour Code of Conduct
- Always come to the office if late or if leaving before the end of school
- Attend school regularly and be punctual
- Follow the instructions of teachers and others in authority
- Complete all required work carefully, punctually and to the best of their ability

- Behave in a responsible, polite and courteous manner
- Behave in a manner that shows respect for themselves and for the rights and feelings of others
- Behave in a manner that always keeps themselves and others safe
- Respect and care for school buildings, school property and property of others
- Observe the general standards of dress and uniform requirements of the school
- Accept their responsibility as members of the community

## Behaviour code for students

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

The behaviour code for students can be found at:

[Behaviour Code of Conduct](#)

Other Dapto Public School behaviour related policies:

[Dapto PS Bicycle Policy.pdf \(nsw.gov.au\)](#)

[Dapto PS Uniform Policy.pdf](#)

[Compulsory school attendance - information for parents](#)

[Compulsory school attendance - information for schools](#)

[Dapto PS Attendance Policy 2022](#)

Dapto Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations.

### **Purpose:**

- Provide a consistent system for the whole school community
- Promote positive student behaviours in all environments
- Assist students in the management of their own behaviour
- Improve the learning and behavioural outcomes for students
- Provide all staff with direction to manage behaviour effectively and consistently in all school environments

### **School practices:**

- Positive expectations - explicitly taught, consistently and positively reinforced
- Supported with visible reminders of expected behaviours
- Embedded and integrated into all school situations

### **Student achievement is recognised and reinforced in a variety of ways throughout the school.**

- Public acknowledgement through social media and the school website
- In-school acknowledgement through work displays throughout the school, assembly awards, Personal Best reward system, end of year presentations and special awards
- Personal acknowledgement through constructive feedback, peer encouragement, sharing and displaying achievements in class

[Dapto Public School Promoting Positive Student Behaviour.docx](#)



## Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
<b>Prevention</b>	School wide positive behaviour expectations and procedures	Personal Best System Individual classroom incentive systems Assembly/ Presentation Day awards <a href="#">Dapto PS Promoting Positive Student Behaviour.docx</a>	All staff and students
	Explicitly teaching social and emotional programs	PDHPE lessons focusing on positive relationships Bounce Back Zones of Regulation	Classroom teachers
	Balancing proactive <b>prevention-focused, relationship-based,</b> and restorative practices with appropriate behaviour management practices	Positive reinforcement/ Consistent consequences <a href="#">Dapto PS Classroom Based Consequence System.docx</a>	All staff and students
	Embedding inclusion and equity in all aspects of student behaviour support and management	Supporting ALL students to access quality educational experiences <a href="#">Inclusive Education for students with disability (nsw.gov.au)</a>	All staff and students
	Integrated curriculum aimed at connection to Country and community for Aboriginal and Torres Strait Islander students	Embedded into collaboratively planned programs	All staff
	Professional Learning	Staff identified	All staff
<b>Early Intervention</b>	Data-based identification, monitoring and assessment	Planning room data analysis	Wellbeing team Stage teams
	Classroom teacher support/ mentoring	As needed: Classroom behaviour management ODD/ ASD/ ADHD etc.	All staff
	LST support	Academic referrals	All staff
	Parent/carer consultation	Parent, teacher, Executive meetings	Staff and parents/carers
	Counsellor services	DCS updates Testing Student counselling	School counsellor/ targeted students
<b>Targeted Intervention</b>	LST Support	Academic and behaviour referrals	All staff
	Functional Behaviour Assessments to inform Behaviour Management Plan	Executive staff identify possible purpose of behaviour and assist class teacher developing a BMP	Executive Staff, classroom teachers and identified student

	Data-based intervention groups	Playground social skills group, specific SEL groups	SLSOs and teachers
	Parent/carer consultation	Parent, teacher, Executive meetings	Staff and parents/carers
<b>Individual Intervention</b>	Potential Integration Funding application	Monetary support to provide SLSO support	Executive staff, target student
	BMP/ Crisis/ risk management plans	Establish procedures to manage high risk students and situations  Clearly documented plans, created and implemented in consultation with parents/carers	Executive staff, classroom teacher, target student, parents/ carers
	Referral to Wellbeing Team- Warilla Office	District based assistance/ intervention for high-risk students	Executive staff/ Home school liaison officer/ District based services
	Potential referral for special placement in a support class or SSP	District based assistance/ intervention for high-risk students	

### Reflection, planning and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Classroom based warning system	At time of behaviour	Class Teacher	Sentral
Student referred for timeout in planning room	Recess and lunch To be determined by AP	AP	Planning room slip filled in by referring teacher  Behaviour reflection sheet completed by student  Recorded in Sentral  Filed in planning room
Student placed on 5-day monitoring sheet	Student monitored in class and on playground Students must achieve 5 positive days to exit	Duty AP Communicated/ discussed with Stage supervisor	Recorded in Sentral  Student to carry monitoring sheet and have marked off each session
Level 1 and 2	Student monitored in class and on playground  Students must achieve 10 positive days to move down a level	Duty AP/ Stage supervisor in consultation with senior executive staff	Recorded in Sentral  Student to carry level sheet and have marked off each session  Parents notified
Level 3 <b>Formal Letter of Suspension</b>	Student monitored in class and on playground  Students must achieve 10 positive days to move down a level	Duty AP/ Stage supervisor in consultation with senior executive staff Principal	Recorded in Sentral  Student to carry level sheet and have marked off each session  Parents notified
Level 4 Suspension	As per DET Student Behaviour Procedures Suspension 3.1- 3.5.5	Principal	Recorded in Sentral  Parents notified

## Partnership with parents/carers

Dapto Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by consulting with members of the P&C.

Dapto Public School will communicate these expectations to parents/carers at Parent Information Sessions and Parent/Teacher Interviews.

Dapto Public School will consult with local AECG representatives to build and maintain positive relationships.

## School Anti-bullying Plan

[Anti bullying plan.pdf](#)

[Antibullying units of work \(nsw.gov.au\)](#)

## Reviewing dates

Last review date: September 2022

Next review date: 05/04/2023

[education.nsw.gov.au](http://education.nsw.gov.au)

