

Oaklands Central School - School Behaviour Support and Management Plan

Overview

Oaklands Central School is committed to explicitly teaching and modelling positive behaviour, and to support all students to engage in their learning.

Our goal is to inspire every child to participate positively in society. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe and respectful learners in a caring learning community.

The principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

Our processes are founded on the idea that students must learn to take responsibility for their own actions and to ensure all staff respond to these challenges consistently, to support students to acknowledge harm and learn from their behaviour.

Our new Strategic Improvement Plan will incorporate high expectations and a focus on student wellbeing.

To achieve our mission, key approaches and programs prioritised and valued by the school community are:

- Respect for self and peers
- Respect for school staff
- Restorative Practice

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents involve interpersonal conflict or wrongdoing.

Oaklands Central School rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

Partnership with parents and carers

Oaklands Central School will partner with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including for bullying behaviour by:

- inviting families and student feedback through formal and informal means, (e.g. through Tell Them From Me Surveys, school surveys and consulting with the school’s P & C Association)
- using concerns raised through complaints procedures to review school systems, data and practices.

Oaklands Central School will communicate these expectations to parents/carers through the school newsletter, website and provide links to information and resources in the [Behaviour support toolkit](#).

Oaklands Central School upholds the value of a partnership between parents, carers and the school. A close partnership leads to better social, emotional and educational outcomes for students. The principles that guide this partnership are:

1. All families and the Oaklands Central School community have the common goal of achieving our best for our students
2. All children should be encouraged to achieve their full potential
3. Families are the first and continuing educators of their children
4. Effective school communities are nurturing and supportive of education
5. Families and schools value quality teaching and respect the professional judgements of teachers
6. The school community value diversity within the community
7. Family/School partnerships are based on respect and mutual responsibility for education
8. Good partnerships between parents, carers and schools improve student motivation and learning

By working towards these principles, parents, carers and Oaklands Central School are looking to improve the social, emotional and educational outcomes for all students.

Parents and carers play an important role in the school community. The [School Community Charter](#) informs parents and carers on how to engage with NSW public schools.

School-wide expectations and rules

Oaklands Central School community has developed a statement of core values that play an integral approach to education at the school. These core values underpin the interactions between members of our school community, supported by our school behaviour procedures. Our core values are respect, resilience and responsibility.

Oaklands Central School has the following school-wide expectations and rules:

To be respectful, responsible, resilient learners.

Respectful	Responsible	Resilient
Be kind and value others	Be safe	Seek help, accept advice
Use appropriate language	Be equipment ready	Manage issues, recognise
Work co-operatively	Be on time	Overcome challenges
Accept differences	Be ready to learn	Be aspirational, be your best

Oaklands Central School’s primary focus in classroom spaces is learning. Values influence how students learn, the way that they learn and what they learn. In the process of learning students develop key skills. Some of the broad goals include developing:

- knowledge and understandings from the key learning areas
- skills and competencies in communication, problem solving, planning, organisation and research
- literacy and numeracy skills
- confidence in using new technologies
- safe and healthy lifestyles
- ecologically sustainable practices
- core values
- employment related skills.

Values influence the way students think, speak and behave. There has always been a strong focus on the importance of values in relation to the achievement of the educational goals and outcomes of public schooling. Some of these broad goals include:

- a love of learning
- high standards
- care and respect for self and others
- care and respect for families and communities
- respect for work
- fairness and social justice
- a pursuit for excellence
- being active citizens of Australia and the world
- appreciating Australia's history and multicultural society.

Whole school and class reward systems

Our students will be respected, valued, encouraged, supported and empowered to succeed. We will foster engagement in learning by setting high standards of behaviour and discipline. Teachers at Oaklands Central School recognise, encourage and show appreciation for appropriate behaviour in several ways.

Whole school awards – Weeks 5 and 10 (Terms 1, 2 & 3) and Week 5 (Term 4)

Students are recognised for their achievements through Class Awards handed out at Whole School Assemblies. These assemblies occur twice a term. The awards recognise students who demonstrate achievement in class including, excellent assessment results, improvement in meeting outcomes, consistent engagement in learning tasks, overcoming learning challenges or other high-level achievements as nominated by teachers.

Star Student Awards - Weeks 5 and 10 (Terms 1, 2 & 3) and Week 5 (Term 4)

A student from each class in Primary and each stage in Secondary is chosen for the Star Student award. They are recognised for consistently displaying the school's core values of respect, responsibility and resilience. They receive a Star Student Award certificate.

Parent Contact

Upon such occasions a parent/carer will be contacted to share news of good and appropriate behaviour and learning success.

Optional personal teaching awards

Teachers may hand out personal class awards such as a prize box, raffles, free time.

Merit System – Sentral

Oaklands Central School supports students through a student reward system. Students are awarded merits by classroom teachers for demonstrating the core values of respect, responsibility and resilience. Students will be informed by the teacher when they are awarded a merit point. Students are eligible for 4 merits per week for attendance, learning, uniform and behaviour. All teachers are expected to award merits by Friday of each week.

Each week every student who has not been placed on detention or been involved in a negative incident will be awarded one merit. This is to recognise most of our students who behave well consistently. Students will be recognised with 1 merit for positive behaviour.

Respect

What it looks like:

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships. Value the interests, ability and culture of others
- Look after your school and your community
- Take care with property

- Follow instructions
- Respect the environment
- Show good sportsmanship
- Resolve issues fairly

Responsibility

What it looks like:

- Be punctual
- Take pride in your uniform
- Hats on in Term 1 and 4
- Help others by supporting their learning
- Take care of the classroom
- Offer support to visitors and staff
- Following classroom and playground rules
- Be an active learner
- Attend school every day (unless legally excused)
- Be prepared for every lesson
- Aspire and strive to achieve the highest standards of learning

Resilience

What it looks like:

- Work to the best of my ability
- Persist when learning gets difficult
- Manage distractions
- Strive for personal goals
- Take pride in achieving success
- Show progress in learning over time
- Bounce back from disappointments – bad times don’t last
- Solve problems
- Know when to seek help.

Each week every student who has worn the school uniform each day or provides a note for being out of uniform will be awarded a merit. This is to recognise many of our students who do follow school uniform rules.

Students will also be awarded a merit for attendance. If students are absent for an unjustified reason, they will not be eligible for the merit that week.

Students are also able to be rewarded a merit for their application to learning in the classroom. This is to recognise students who consistently complete learning tasks and have a go at all learning opportunities.

This means that by simply correctly following school / classroom rules and wearing uniform and having regular attendance students will have 70 merits by the end of each semester, placing them on Gold Level. If students are away there is a 10-merit leeway, e.g. for sickness.

Each week a printout of merit points for student will be printed and for each roll class, allowing students to track their merit points. Students start on green level at the start of each semester and work through levels based on merit points. Levels are shown below:

Gold	70 merits	Certificate and end of Semester Reward Day
Silver	40 merits	Certificate and canteen/food voucher
Bronze	20 merits	Certificate and pen or equivalent
Green	0 merits - start level	

Rewards Day Students who achieve Gold Level in the merit program will be eligible to attend an Awards Day held in the last week of each semester.

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 \(nsw.gov.au\)](#)

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies across the care continuum and responds to behaviours of concern, including bullying and cyberbullying behaviour. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

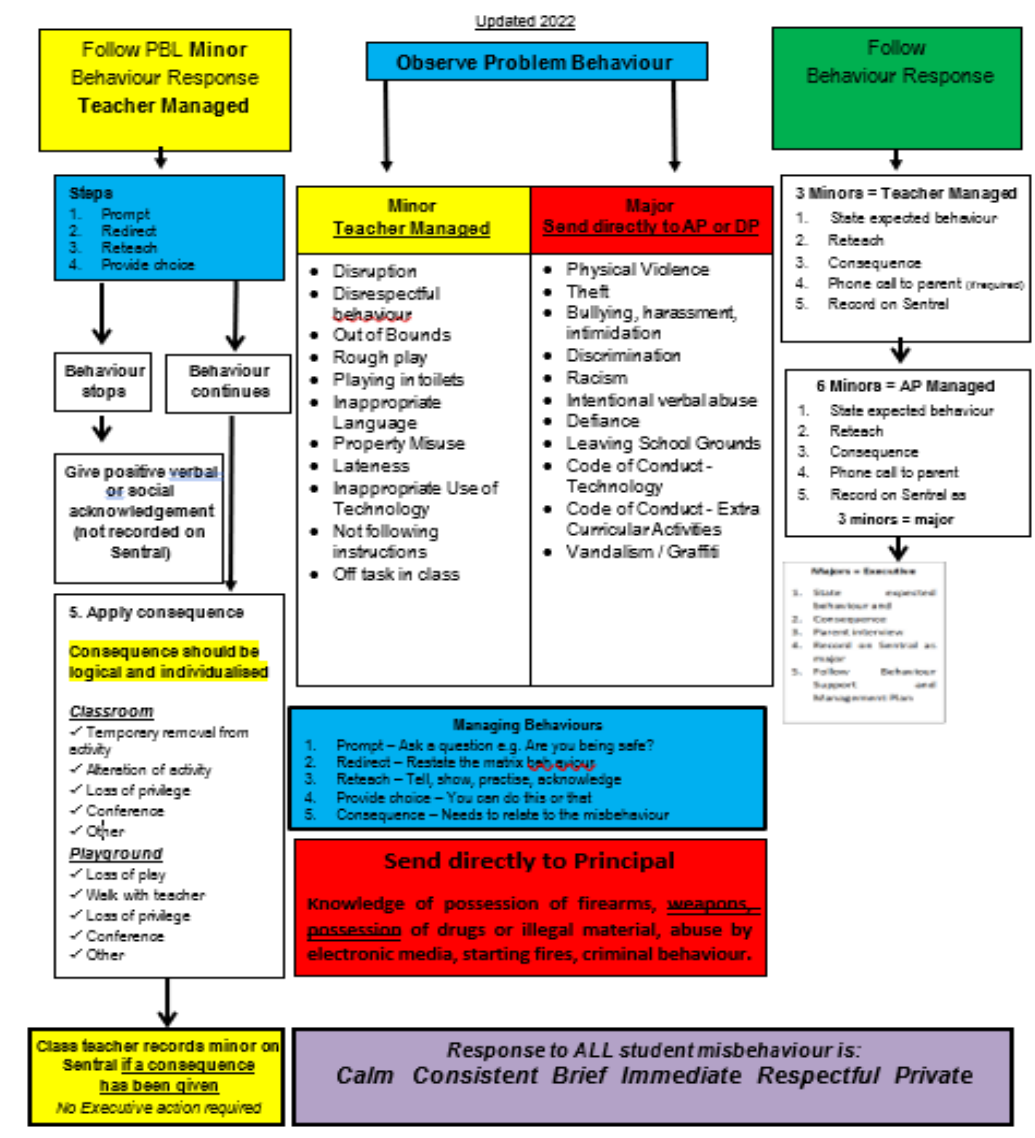
- actively supervising students
- differentiating learning content and tasks to meet the needs of all learners
- discouraging inappropriate behaviour
- encouraging expected behaviour with positive feedback and reinforcement
- establishing predictable routines and procedures that are communicated clearly to students
- explicitly teaching classroom expectations
- maximising opportunities for active engagement with learning
- providing active supervision of students
- providing carefully sequenced engaging lessons that provide options for student choice
- stating and explicitly teaching classroom expectations.

Care Continuum	Strategy or Program	Details	Audience
Prevention/ Early / Targeted / & Individual intervention	Restorative Practice	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations.	Staff, students K-12, families
Prevention	Chaplain Program	Students engage in social and emotional wellbeing lessons, which are reinforced by staff regularly, including at year and whole-school assemblies.	Staff, Wellbeing team, students K-12, families
Prevention	PDHPE curriculum and Child Protection	The development of self-management skills enables students to take personal responsibility for their actions and emotions. Teaching child protection education is a mandatory part of the syllabus.	Students K-10
Prevention / Early Intervention / targeted / individual	Australian eSafety Commissioner Toolkit for Schools	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyber-bullying incidents.	Students K-12, staff, families
Prevention	Communication with parents	To increase parental understanding of how our school addresses all forms of behaviour.	Staff, students K-12, families
Prevention	National Day of Action Against Bullying and Violence (NDA)	Our school participates in the annual (NDA) – Term 3 each year.	Staff, students K-12

Prevention	Transition Year 6 into 7 and Kindergarten	Focusing on a safe and successful movement from primary to high school and into infants.	Incoming Kindergarten and Year 7 students
Targeted / individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	Staff, individual students K-12, families
Targeted intervention	Leadership programs	These include Student Representative Council, library and peer mentors.	Students K-12
Individual intervention	Attendance monitoring	Address barriers to improve attendance and set growth goals.	Students, Year Advisor
Individual intervention	Individual behaviour support planning	This may include developing, implementing monitoring and reviewing behaviour support, behaviour response and risk management plans.	Students, parent/carer, LaST, HT Wellbeing

Discipline Procedures

Good discipline optimises and supports student learning and is based upon a fair and consistent approach to classroom behaviour management. Teachers will use a consistent class warning system based on the “traffic light system” that allows students time to rectify inappropriate behaviour. Persistent inappropriate behaviour results in a classroom time out and, if needed, supervisor time out. If a student is sent to a supervisor's classroom, parents may be informed of the situation via a phone call home. Regular phone calls within the same school term will require parents to attend a meeting with the class teacher AP / HT or Principal. The following flowchart outlines the school's classroom management procedure.



Whole school classroom expectations

Teachers will display classroom expectations, consequences (traffic light system- focused learning, make better choices and time out) and rewards for their class in a clearly observable area of the room.

Each classroom will have a copy of the Responsibilities and Rights poster displayed. Students should be referred to their responsibilities when being warned for behaviour. Warnings about behaviour should be specific, state the desired behaviour and warn students of the consequences of continued inappropriate behaviour. Classes will also have an overview of the reward system/merit levels for students to aspire to.

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

Student Behaviour

Student behaviour is guided by school and community expectations as well the legal obligations designed to protect our community. All members of the school community have responsibilities and rights which all school community members are expected to respect. When responsibilities are carried out and rights are practiced, students and the community feel safe, valued and respected.

The rights and responsibilities followed at Oaklands Central School are designed in partnership with students, parents, staff and the school community.

Behaviour Management

Effective strategies for the management of student behaviour and the maintenance of a safe working and learning environment include WHS procedures, student welfare procedure, curriculum and environmental management. These require balancing the needs of students with disruptive or challenging behaviour with the learning needs of other students.

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground. See table on page 10.
- **Executive managed** – behaviour of concern is managed by school executive. See table on page 10.

Oaklands Central School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

Strategies to manage behaviours causing concern

<ul style="list-style-type: none"> • Behaviour Management Plan • Time out • School Learning Support Officer (SLSO) assistance in class and/or playground • Daily reports home • Time out / Detention • Suspension • Outside agency assistance • Expulsion 	<p>Targeted and individual interventions</p> <p>Few students need these procedures</p>
<ul style="list-style-type: none"> • Teacher/Peer mediation • Time out • Formal and informal discussions with Principal and/or parents/carers • Conflict resolution strategies • Counselling (school based or private) • Consistent implementation of school welfare procedures • Restorative reflections sheets • 'Safe place' to go to as agreed to by student and teacher when needed 	<p>Early and Targeted intervention</p> <p>Some students need these more direct problem-solving strategies</p>
<p>Integration of all Key Learning Areas with a focus on Personal Development, Health and Physical Education:</p>	

<ul style="list-style-type: none"> • Teaching and Learning programs – role modelling and explicit teaching of social and emotional learning skills • Planned responses to behaviour trends • Accommodations and Adjustments for some students • Personal or Individual Learning Plans • Child Protection Program • Specific targeted programs, eg: Bounce Back, “Stop Think Do” social skills program • Life Skills • Anger Management • Sexuality and sexual health S2 and S3, K-12 Drug Education, Stage 4/5 PDHPE • Conflict resolution skills • Leadership Opportunities • Code of Conduct • School Merit System • Consistent classroom rewards and consequences • Effective classroom management strategies • Inclusive and explicit practices that promote positive student behaviour • Appropriate curriculum and teaching methods • Access to support systems • Culture of positive behaviour • Student Representative Council • Whole School meetings • Good relationships and mutual respect 	<p>Proactive prevention</p> <p>Effective curriculum components</p> <p>A positive and effective learning and social environment for all students</p>
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All students need to develop prevention strategies

Oaklands Central School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour are teacher managed.	Responses to behaviours of concern are executive managed
<p>1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p>	<p>1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student’s stage supervisor or executive ASAP and before the end of the school day.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>2. Executive/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.</p>

<p>3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing ITD system.</p>	<p>3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.</p>	<p>3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Behaviour / wellbeing ITD system and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.</p>
<p>4. Social emotional learning lessons are taught (PAX GBG and Positive Living Skills) weekly.</p>	<p>4. Teacher records on Behaviour / wellbeing ITD system by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.</p>	<p>4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies.</p>	<p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.</p>	<p>Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.</p>

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on our OCS Sentral. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

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.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service.

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](#)

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety Guide](#).

Detention, reflection and restorative practices

Toilet and food breaks are always included when students are withdrawn from the playground as a planned response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Alternate break plan – withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	Next break	School executive	Behaviour / wellbeing ITD system
Restorative practice – peer mediation, circles or restorative conversations in groups	Scheduled as soon as all involved are available	Year Advisor/HT Wellbeing	Behaviour / wellbeing ITD system wellbeing module

Review dates

Last review date: Week 6 Term 3 2024

Next review date: Term 3 2025