

# Oakhill Drive Public School Behaviour Support and Management Plan

## Overview

Oakhill Drive Public School is committed to explicitly teaching and modelling positive behaviour to ensure healthy, strong relationships with their peers and to support all students to be engaged with their learning. Our vision is:

***Our students will gain the skills, knowledge and attitudes that will prepare them to be creative, connected and collaborative lifelong learners. Our students will be encouraged to become healthy, well-rounded, global citizens that contribute to the common good.***

Key programs prioritised and valued by the school community are underpinned by the principles of Positive Education. This is a whole school approach, where every student becomes aware of their cognitive, social, emotional, physical and spiritual wellbeing.

Between the age of 0-12, parents and family are their child's greatest influence. A positive mindset, sense of self-respect, connections with the community and healthy relationships are skills children learn from birth. Oakhill Drive Public School supports families to build, grow and maintain these important lifelong skills, and social norms, through this plan.

Oakhill Drive Public School adopts a relational approach to addressing mistakes and resolving conflict. When mistakes occur, relationships are impacted upon, and reparation is required. The school follows a non-adversarial set of procedures that aim to stop the behaviour and rebuild relationships.

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

Oakhill Drive Public School has the following school-wide rules and expectations:

<b>RESPECT</b>	<b>RESPONSIBILITY</b>	<b>RESILIENCE</b>
<ul style="list-style-type: none"><li>• Be honest, kind and helpful</li><li>• Listen, communicate and behave with courtesy</li><li>• Accept the rights and differences of others</li><li>• Follow instructions cooperatively</li></ul>	<ul style="list-style-type: none"><li>• Allow others to learn</li><li>• Play and move safely around the school</li><li>• Care for all property and the environment</li><li>• Wear your uniform correctly with pride</li></ul>	<ul style="list-style-type: none"><li>• Persevere</li><li>• Make good choices</li><li>• Show tolerance</li><li>• Strive to achieve your personal best</li></ul>

Oakhill Drive Public School uses the following evidence-based approaches to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Relationships are central and students are at the centre of all decisions.
- Students identify character strengths and are taught to practice optimistic thinking, gratitude, mindfulness and a solution focussed approach.
- Positive relationships are taught through restorative practices, forgiveness, kindness and resilience.
- Explicit lessons are linked to the PDHPE K-6 Syllabus and integrated across KLAs.

Our student [recognition procedures](#) describe how our school expectations are recognised.

## 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
Universal Prevention	Explicitly teach	<ol style="list-style-type: none"> <li>1. Golden Rule K-6, all settings</li> <li>2. School wide expectations</li> <li>3. Playground Tours</li> <li>4. Emotional scaling regulation, solution focused thinking</li> <li>5. Relationship building, circle time, restorative conversations</li> <li>6. Targeted PL for all staff</li> <li>7. Communicate expectations with parents</li> <li>8. Parent workshops to promote and support positive parenting</li> </ol>	K-6 Students Staff Parents
Early Intervention	Explicitly reteach	<ol style="list-style-type: none"> <li>1. Teachers reteach expectation as necessary</li> <li>2. Teachers consult with parents to seek support on a case-by-case basis</li> <li>3. Restorative conversations &amp; circle time by classroom teacher</li> <li>4. Reflection time and regular check- ins with those involved</li> </ol>	K-6 students Staff Parents
Targeted intervention for some students	Learning support Team Grit to Grow (G2G) Panda Patch	<ol style="list-style-type: none"> <li>1. LST monitors, consults and provides support to teacher, student and parents of students who require personalised learning support for behaviour and to children and families who have been impacted by the behaviour.</li> <li>2. Development of behaviour plans and risk assessments</li> <li>3. Development of short/long term goals</li> <li>4. Small group support (G2G 3-6) The aim is to increase stronger connections to school. Students are supported to build</li> </ol>	LST (P/DP/SC/ LaST) APs Teachers

Care Continuum	Strategy or Program	Details	Audience
		<p>on personal and social capabilities, from a strength based approach.</p> <p>5. Guided play (Panda Patch). Students are supported to make stronger social connections with their peers, build turn taking skills, manage disappointment.</p>	
Intensive & Individual intervention for a few students	LST Learning & Wellbeing Team Scaling Emotions	<p>Identified students at risk of suspension are supported through</p> <ol style="list-style-type: none"> <li>1. Consultation with parents</li> <li>2. Referral and consultation with L&amp;W Team from Nirimba Educational Precinct</li> <li>3. Restorative Conversations</li> <li>4. Solution Focused, preferred future, visualisation goal setting</li> </ol>	LST P DP SC

## Reflection and Restorative Practices

Action	When and how long?	Who coordinates?	How are these recorded?
<b>Reflection</b>	<p>After reteaching appropriate expectations some students may require time to reflect on their behaviour and the harm it has caused others or property. Students participate in a conversation and receive counselling from an AP and/or classroom teacher who supports them to have a reflective conversation and, in some instances, document this reflection. The AP/Teacher communicates with parent/s and may share student's written reflection.</p> <p>The AP/Teacher will also communicate with the parents of the impacted child to explain what has occurred. On a case-by-case basis, this child may require further check-ins and support to recover and repair. The school counsellor may become involved.</p> <p>Reflections and sharing with parents occurs upon the completion of an</p>	Stage AP Teacher	SENTRAL

Action	When and how long?	Who coordinates?	How are these recorded?
	Investigation by the school. Reflections occur during break time, in a safe place eg classroom, garden. This is an opportunity to bring students together with an adult, without disrupting learning. Reflection sessions are approx. 20 mins. If additional time is required, the conversation may continue on another day.		
<b>Restorative Conversations</b>	Some students are supported to restore the relationship they have broken. All teachers are trained to facilitate restorative conversations.	AP DP	SENTRAL
<b>Consequences</b>	Students are encouraged to repair the damage their behaviour has caused, by proposing how they can rectify the situation. Some students may require timeout to help them self-regulate. This action is documented in the student's behaviour plan, which has been written in consultation with parent/carer.	Teachers AP DP	Behaviour Plan


## Partnership with parents/carers

Oakhill Drive Public School partnered with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies. Data was collected from parents to determine their attitudes and opinions about behaviour support and management. Research was made available to families to consider, when codesigning and developing our beliefs.

Oakhill Drive Public School communicates these expectations to parents/carers by face-to-face workshops, webinars, leaflets, website and P&C meetings.

Oakhill Drive Public school is committed to supporting positive student wellbeing through:

1. Whole School Approach (outlined in the proceeding pages)

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2. Effective communication with families keeping them informed of next steps, while maintaining respect and confidentiality.
  3. Working collaboratively with students, parents and peers to support children to reconcile their differences, forgive and recover.

### **School Anti-bullying Plan**

Insert a link to the school's existing anti-bullying plan here. Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

### **Reviewing dates**

Last review date: March 2024

Next review date: Term 2 2025