

Putney Public School Behaviour Support and Management Plan


Overview

Putney 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 'The Resilience Project', prioritising student wellbeing through the concepts of gratitude, empathy and mindfulness, as well as the 'You Can Do It!' wellbeing program. We connect with outside agencies such as Relationships Australia, The Northern Centre and department services to ensure best practice in supporting student mental health and wellbeing.

Promoting and reinforcing positive student behaviour and school-wide expectations

Putney Public School has the following school-wide expectations:

	Be Safe	Be Respectful	Be Responsible	Be an Active Learner
In the Toilets	<ul style="list-style-type: none"> - We wash our hands - We walk in the toilet block - We are sensible - We tell a teacher when we feel unsafe 	<ul style="list-style-type: none"> - We respect the privacy of others - We promptly leave the toilets 	<ul style="list-style-type: none"> - We keep the area clean - We flush the toilet when we have finished - We take responsibility for our own actions 	<ul style="list-style-type: none"> - We return straight to class - We go to the toilet during playtimes
Technology Room	<ul style="list-style-type: none"> - We move around the room in a sensible manner 	<ul style="list-style-type: none"> - We take care of equipment - We do not eat or drink in this area - We follow instructions 	<ul style="list-style-type: none"> - We return all equipment - We charge all devices - We log off the computers correctly 	<ul style="list-style-type: none"> - We are active and supportive class members - We are engaged in our learning
Computer Lab	<ul style="list-style-type: none"> - We move around the room in a sensible manner 	<ul style="list-style-type: none"> - We take care of equipment - We do not eat or drink in this area - We follow instructions 	<ul style="list-style-type: none"> - We return all equipment - We charge all devices - We log off the computers correctly 	<ul style="list-style-type: none"> - We are active and supportive class members - We are engaged in our learning
Moving Around the School	<ul style="list-style-type: none"> - We walk in two lines - We walk up and down stairs one step at a time and keep to the left 	<ul style="list-style-type: none"> - We move quietly around the school - We stand aside for adults 	<ul style="list-style-type: none"> - We are considerate of others learning - We walk in a quick and sensible manner 	<ul style="list-style-type: none"> - We move to where we need to be
Library	<ul style="list-style-type: none"> - We move around the library in a quiet and sensible manner 	<ul style="list-style-type: none"> - We listen to the librarian/teacher and follow instructions - We take care of all books and equipment - We do not eat or drink in this area 	<ul style="list-style-type: none"> - We ask when we need help - We return books and equipment to the correct area 	<ul style="list-style-type: none"> - We are active and supportive class members - We are engaged in our learning
Canteen	<ul style="list-style-type: none"> - We line up quietly behind the yellow line - We move to the window when asked 	<ul style="list-style-type: none"> - We use our manners - We quietly wait for our turn - We place all rubbish in the bin 	<ul style="list-style-type: none"> - We put our orders in before school - We keep our money safe - We only buy food for ourselves - We move back to the playground quickly 	<ul style="list-style-type: none"> - We make our food choices while waiting
In The Playground	<ul style="list-style-type: none"> - We sit to eat our food - We always wear a school hat - We play in the right area - We do not use sport balls on the artificial grass - We tell a teacher when we feel unsafe 	<ul style="list-style-type: none"> - We follow teacher directions - We share equipment and spaces - We are kind to others 	<ul style="list-style-type: none"> - We clean up after ourselves - We think before we act - We take responsibility for our own actions 	<ul style="list-style-type: none"> - We play by the rules - We move to lines promptly when the bell rings



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

- **The Resilience Project** - Explicit, weekly lessons are provided as part of the PDHPE syllabus with a focus on gratitude, empathy, mindfulness and emotional literacy. All students are provided with an activity journal.
- **You Can Do It!** - The wellbeing skills of resilience, persistence, getting along, organising and confidence are explicitly taught, with YCDI language used in the playground and classrooms. Students are provided with a YCDI passport and are encouraged to work towards bronze, silver and gold awards as they progress through their years at Putney Public School. Assembly awards are also given to one student per class who displays whole-school, fortnightly target YCDI keys.
- **Class Dojo** - Students who display YCDI skills and who are adhering to school expectations receive regular dojo points in the classroom and during library and RFF. Students work towards gaining stamps on their YCDI passports.
- **Parry Panda Red Tickets** - All teachers are provided with red tickets in their playground bags. Support teachers (RFF, Library, Learning Support, EALD) also have red tickets. Students are encouraged to display the school expectations and YCDI values to earn a red ticket. Tickets are placed in a box and a weekly draw is announced over the PA system, with five students per week winning a prize.
- **Restorative practices** - Students and teachers will use restorative questions and justice circles to address conflicts in classrooms and on the playground. Year 6 Peer Mediators will be trained in Term 1 to support restorative practices in the playground.

Behaviour Code for Students

The Behaviour Code for Students can be found at the following link: [Behaviour Code](#). High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Whole School Approach - Care Continuum



Care Continuum	Strategy or Program	Details	Audience
Prevention	<ul style="list-style-type: none"> - Discussion of school and classroom expectations - Whole school positive behaviour for learning strategies - Teacher modelling with consistent, whole-school language and behaviour management strategies - PDHPE curriculum - Zones of Regulation - Restorative practice resources 	Preventative interventions aimed to establish safe, respectful learning and play environments for all students.	Students, staff and parents.
Early Intervention	<ul style="list-style-type: none"> - Class teacher discussion with parents and student - Escalated to Assistant Principal for lunchtime reflection sessions - Behaviour and meeting minutes logged on Sentral - Restorative practice resources 	Early intervention approaches address emerging, low level and potentially disruptive behaviours that may escalate if not addressed.	Students who challenge school expectations, staff and parents.
Targeted Intervention	<ul style="list-style-type: none"> - Escalated to Learning and Support Team - Meetings with parents, teacher and AP - Individual Behaviour Support Plan - Specialist allied health and behaviour support intervention (eg. Friends Resilience, Relationships Australia). - Restorative practice resources 	Targeted interventions are designed for students identified as at risk of developing negative behaviours unless support is provided.	Students at risk of developing negative behaviours, staff, LST, parents and counsellor.
Individual Intervention	<ul style="list-style-type: none"> - Discussions with APLA - Intense, individual interventions and behaviour support plans in consultation with parents and external supports - Specialist allied health and behaviour support intervention (eg. Friends Resilience, Relationships Australia). - Individual Behaviour Support Plan - Student Behaviour Contract - Restorative practice resources 	Individual interventions address more challenging or complex student behaviours and involve individual assessment, implementation monitoring and review.	Students with complex and challenging behaviour needs, staff, LST, parents, counsellor and APLA.

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Low	<ul style="list-style-type: none">- Reminders of expectations- Restorative questioning	Class/duty teacher	
Mid	<ul style="list-style-type: none">- Discuss expectations- Restorative questioning- 5-10 mins recess/lunch time	Class/duty teacher	Sentral
High	<ul style="list-style-type: none">- Lunch time reflection sessions x 2- Restorative justice circle/questioning- Parent phone call and/or meeting	Assistant Principal	Sentral Reflection Sheet
Serious	<ul style="list-style-type: none">- Lunch time reflection sessions x 3- Restorative justice circle/questioning- Parent meeting- Referral to LST / Counsellor- Possible suspension discussion with Principal	Assistant Principal Principal	Sentral

Partnership with parents/carers

Putney Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by:

- communicating behaviour expectations, detention, reflection and restorative practices in Parent Information Sessions at the start of each school year.
- uploading Putney's Behaviour Management and Support Plan, Anti-Bullying Plan, Digital Device Policy, Student Behaviour Code and Department policies to our school website.

Putney Public School will communicate these expectations to parents/carers through the Black and White Newsletter and Sentral Parent Portal.

School Anti-bullying Plan

Refer to the [Bullying of Students – Prevention and Response Policy](#) and to Putney Public School's anti-bullying plan: [Putney PS Anti-School Bullying Plan](#).

Last review date: 11 Jan 2023