

## Overview

Noumea Public School is committed to providing a safe and inclusive learning environment, where all students demonstrate positive behaviour and are engaged in their learning. We strive to support the development of safe, respectful learners who are active participants in the school community and beyond.

At Noumea Public School, we have high expectations for student behaviour, in line with the *Behaviour Code for Students*. These are established and maintained through:

- Modelling, explicit teaching and regular revision of inclusive and safe behaviours
- recognition and reinforcement of positive behaviours
- planned responses to behaviours of concern

To support the achievement of this, evidence-based approaches of Positive Behaviour for Learning and trauma-informed practice are implemented consistently across the school. Principles of restorative practice and social emotional learning also underpin this plan. See section '*Whole School Approaches Across the Care Continuum*' for a description of these approaches.

Noumea Public School rejects all forms of bullying and racist behaviours (including online), 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 and racism is less likely to occur.

## Partnership with parents and carers

Noumea Public School values the involvement and support of parents and carers in the development and implementation of the school's Behaviour Support and Management Plan. The school will partner with parents/carers to develop and implement student behaviour management strategies by:

- encouraging formal and informal communication with parents/carers about their child's learning and wellbeing.
- inviting parent/carer and student feedback through formal and informal means, such as *Tell Them From Me* surveys, school surveys and consulting with our local AECG (Pemulwuy AECG).
- using concerns raised through complaints procedures to review school systems, data and practices.

Noumea Public School will communicate school expectations to parents/carers at the start of each year through a written note. Reminders and updates will be posted on the school's Facebook page. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

Our communication with parents and carers will be guided by the principles outlined in the NSW Department of Education's [School Community Charter](#).

## School-wide expectations and rules

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. At Noumea PS we uphold the NSW Department of Education’s Behaviour code for students by teaching and modelling the behaviours we value.

At Noumea Public School we believe that:

- Everyone has the right to feel safe at school
- Everyone has the right to be respected
- Everyone has the right to learn

Safe	Respectful	Learner
We follow teacher instructions	We are kind towards others	We are ready to learn and participate positively
We keep our hands and feet to ourselves	We use appropriate language	We always try our best
We are in the right place, at the right time, in the right way	We listen when others are speaking	We ask for help if needed
We use equipment correctly	We care for school and personal property	We cooperate and collaborate with others

## Approaches, programs and strategies across the care continuum

Noumea PS embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern. This includes the implementation of interventions for all students, as well targeted interventions for groups of or individual students.

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. This includes:

- building relationships with students
- explicitly teaching classroom expectations, and reteaching as needed
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- providing active supervision of students

### Care continuum – multi-tiered system of support

<b>Prevention</b>	Whole-school proactive and prevention approaches aim to establish and maintain safe, respectful learning environments for all students.
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<b>Early intervention</b>	Some students require early intervention to deal with emerging, low-level behaviours of concern. Early interventions provide early support for students or groups of students who are identified as being at risk of developing behaviours of concern.
<b>Targeted intervention</b>	Some students may require targeted support to encourage positive behaviours, particularly if they exhibit more complex and challenging behaviours, or where the frequency of the behaviour of concern may put students' learning and social success at risk if it is not addressed quickly.
<b>Individual intervention</b>	Students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents, Team within a school and Team Around a School. Strategies for these students require individual assessment, planning, implementation, monitoring and evaluation.

### Whole-school Approaches

Approach	Prevention	Early Intervention	Targeted	Individual
<b>Positive Behaviour for Learning (PBL)</b>	X	X	X	X
A framework that includes clearly defined expectations, explicit teaching of expectations across all school settings, consistent positive feedback and acknowledgement system, strategies to respond to inappropriate behaviour, and ongoing monitoring and evaluation.				
<b>Trauma Informed Practice</b>	X	X	X	X
A strengths-based practice that focuses on providing consistent, relationally based and predictable strategies, to support the wellbeing and learning of students who have experienced trauma.				
<b>Restorative practices</b>	X	X	X	X
A teaching and learning approach that focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.				
<b>Social and emotional learning</b>	X	X	X	X
Students are explicitly taught self-awareness, self-control, and interpersonal skills to nurture a positive sense of self, promote respectful relationships and build their capacity to manage emotions, behaviours and interactions with others. This includes the use of Zones of Regulation.				

### Programs

Program	Prevention	Early Intervention	Targeted	Individual
<b>Whole School Programs</b>	X			
Consistent programs to teach students about bullying, racism, whole school expectations and routines – these are explicitly taught at the start of the year and revised every term.				
<b>Got Game</b>	X			
Social & Emotional lessons focusing on self-management through challenging physical and behavioural activities.				

Program	Prevention	Early Intervention	Targeted	Individual
<b>Zones of Regulation</b>	X			
A whole school program that teaches students how to identify and regulate their emotions and provides spaces and opportunities to do this.				
<b>Life Skills Go</b>	X			
Emotional and wellbeing data collection tool that measures student readiness to learn, supported with a comprehensive library of evidence-based and curriculum aligned resources.				
<b>Morning Check-In</b>			X	X
Identified students meet one-on-one with a teacher at the start of the day, complete regulation activities and discuss goals and expectations for the day.				
<b>Transition – Whole School</b>	X			
End of year transition program for all students.				
<b>Transition – Targeted</b>		X	X	X
Targeted orientation and transition programs for Kindergarten and Year 6 students, as well as any students who require an individualised transition to the following year.				
<b>Middle Years Project (MYP)</b>				X
Collaborative approach across sectors (Health, Education, Police), targeting students in Year 5/6 who may have difficulties transitioning to high school.				
<b>EDG Squad</b>				X
Empowerment Development Guidance – an activity-based mentoring program that targets the development of emotional understanding and building trust.				
<b>Learning and Support</b>		X	X	X
Referral to the Learning and Support team				

#### Resources:

Resource	Prevention	Early Intervention	Targeted	Individual
<b>Behaviour Management and Response Plans</b>			X	X
Individualised plans for specific students who require intervention				
<b>WHIN Nurse</b>		X	X	X
Works closely with the school's wellbeing and learning and support team to identify the health and social needs of students and families. The aim of the program is to contribute to improved educational, health, and wellbeing outcomes of children, young people, and their families.				
<b>Integration Funding</b>				X
Helps schools to provide adjustments for students with disability in mainstream classes who have moderate to high learning and support needs – as defined by the Department's disability criteria.				
<b>Social Stories</b>		X	X	X
Social learning tool in the form of a story that describes situations or concepts in a way that is meaningful				

Resource	Prevention	Early Intervention	Targeted	Individual
to a specific student. Social stories enable students to understand a situation and learn how to respond or behave in that situation.				
<b>Positive Behaviour Support</b>	X	X	X	X
Department of Education resource that provides classroom teachers with support to understand and describe what behavioural expectations are, explain why behavioural expectations need to be established, develop and establish behavioural expectations for their classroom.				
<b>Complex Cases/Incident Notification</b>			X	X
Team that can provide risk management advice and support to schools as a result of high-risk taking behaviour exhibited by students.				
<b>School Counsellor</b>				X
Available to individual students				
<b>Racism No Way</b>	X			
<u>Resources</u> developed to support the delivery of anti-racism education in the classroom. They will assist students to engage positively with other peoples and cultures and to better understand Australia's cultural diversity and history.				
<b>Anti Bullying Units of Work</b>	X			
Explicitly teaching students about diversity and respectful relationships can help to prevent bullying in the classroom. The NSW Department of Education provides <u>Units of Work</u> that are adapted by the school to use in classrooms.				

## Planned responses to positive behaviour

Noumea Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Throughout the year, students are recognised when they display positive behaviour, this may include receiving:

- Noumea Stars
- Awards
- Noumea Badge
- Attendance rewards
- Class points
- Verbal acknowledgement

**Noumea Stars** are collected as part of the school's award system and can be given out by any staff member. Stars are placed in a barrel and students are randomly selected for prizes at assemblies.

**Awards** are given to students by their classroom teacher and contribute towards points. These include a Merit Award, Assistant Principal Award and Principal Award. See Appendix 1 for a description of awards and how many points they are worth.

The **Noumea Badge** is a tiered reward system where points are accumulated by students to unlock levels on a Noumea Badge. Students earn points for awards received throughout the year, as well as for having good attendance. See Appendix 2 for information relating to badges.

**Attendance:** Each week the class with the highest attendance from each grade/stage are acknowledge at morning assembly and the school's Facebook page. These classes receive an attendance star. At the end of every term the class with the most attendance stars receives an award (e.g. ice blocks).

Students who achieve an attendance of 95% and above for the term, receive a certificate at the start of the following term and go into a draw to receive a prize e.g. \$50 gift certificate.

Students who achieve 100% attendance for the year receive a certificate and prize at the end of year assembly and attend a reward day at the movies.

Noumea's 90s Club: Students who achieve attendance of 90% or higher are acknowledged every 5 weeks with a reward e.g. dance party, pizza etc and a certificate.

Students receive a Noumea Star every day they attend school.

**Class Points** are given out at key transition times throughout the day, including morning assembly, after breaks, and when classes are moving to and from their learning spaces. These can be given out by any exec member. Points are tallied at the end of the week, and the class with the highest number of points receive ice blocks.

**Verbal acknowledgement** and positive feedback is used by all staff across the school to highlight and acknowledge positive behaviour and enhance students' self-esteem.

## **Planned responses to inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying**

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed, in accordance with the Behaviour Flowcharts (see Appendix 3). Low-level inappropriate behaviour is managed by teachers in the classroom and the playground. Executive staff respond to behaviours of concern, and these are managed by teachers and executive, including by the principal when required.

Negative student behaviours include those that occur:

- 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.

Noumea Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of methods, for example:

- directly observing a student's behaviours, interactions, verbal communications, or work produced
- a person disclosing information
- concerns raised by a parent, community member or agency

### **Inappropriate behaviour**

At times, students may engage in low-level inappropriate behaviours, which may include:

- not completing work

- not following instructions
- unkind language, swearing
- talking back, making rude/silly faces or gestures
- disrupting others, calling out
- minor physical contact
- misuse of school property
- playing unfairly, teasing etc.

Teacher responses to low-level inappropriate behaviour include:

- reminder of expectations
- prompting (verbal or non-verbal)
- redirection (e.g. seat, space)
- time out in or out of the classroom
- adjust task, offer choice
- reteach desired behaviour
- reflect with teacher during break time
- walk with teacher during break time
- restitution
- consequence e.g. loss of privilege, complete unfinished work
- referral to executive, or Learning and Support team

Relevant information will be recorded on Sentral, and parents may be contacted, if necessary, by phone or email.

## **Behaviours of concern**

A **behaviour of concern** is a challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. This may include:

- repeated low low-level behaviours
- continued/persistent disobedience and/or disruptive behaviour
- malicious damage to or theft of property
- verbal abuse
- bullying and cyberbullying
- misuse of technology
- discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity

If a student demonstrates a behaviour of concern, executive must be notified and will assist in following up on and responding to the behaviour. Procedural fairness is demonstrated at all times, including by ensuring that any student involved has a chance to explain what has happened from their own perspective. Where relevant, witness statements are collected and discussed.

All incidents relating to behaviours of concern are recorded on Sentral, along with witness statements or other supporting documentation, as necessary.

Responses to behaviours of concern include:

- restorative conversation with executive
- time out with executive
- removal from space
- lunch time reflection with executive
- parent phone call or meeting
- development of behaviour plan
- Learning and Support Team and/or School Counsellor referral
- appropriate consequence
- formal caution to suspend or suspension

During lunch time reflection with an executive, students will complete a reflection sheet (see Appendix 4), which is uploaded to Sentral and also sent to parents.

Students who use discriminatory language towards others will be referred to the school's Anti-Racism Contact Officer (ARCO). The ARCO will meet with the student to discuss expectations, reteach positive behaviours and assist with restitution.

A **serious behaviour of concern** poses a significant and/or immediate risk of harm to staff or students. This may include:

- being in possession of, using or supplying tobacco, vaping devices, alcohol and e-cigarettes
- being in possession of, using or supplying a suspected illegal/restricted substance
- being in possession of, or using weapons including knives
- using an implement as a weapon
- seriously threatening or engaging in physically violent behaviour
- engaging in serious criminal behaviour related to the school
- engaging in sexual harassment, sexual assault or other sexualised behaviour

If a student demonstrates a serious behaviour of concern, executive must be notified and will respond as immediately as possible. Procedural fairness is demonstrated at all times, including by ensuring that any student involved has a chance to explain what has happened from their own perspective. Where relevant, witness statements are collected and discussed.

Responses to serious behaviours of concern include:

- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- develop or review behaviour plan and/or risk management plan
- removal from space
- reflection and restorative practices with executive
- parent meeting
- appropriate consequence
- liaise with Team Around a School for additional support or advice
- formal caution to suspend, suspension or expulsion
- report to Wellbeing Directorate



The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.

Staff will also comply with reporting and responding processes outlined in the:

[Incident Notification and Response Policy](#)

[Incident Notification and Response Procedures](#)

## Bullying

Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. Conflict or fights between equals, or single incidents that occur, are not defined as bullying.

Noumea Public 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. All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. Our school engages in the following practices to promote proactive and early intervention within a positive school culture:

<b>Term 1</b>	Explicit teaching for students – anti bullying lessons Staff engage in mandatory training refresher courses
<b>Term 2</b>	Reminders at whole school assemblies Police visit – students in Years 3-6 will engage in a police presentation each year around online safety, with a focus on cyberbullying.
<b>Term 3</b>	Reminders at whole school assemblies Bullying No Way national week of action – The school will recognise and promote this day, and students will engage in a range of learning activities around the topic of bullying.
<b>Term 4</b>	Reminders at whole school assemblies

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.

Once identified, within a reasonable timeframe each bully, victim and witness will be spoken with, and incidents or allegations of serious bullying will be fully investigated and documented. Staff, students and their families, identified by others, will be informed of allegations within a reasonable time frame. Students who are identified as the perpetrator will receive appropriate consequences, which may include reflection during break time, participation in explicit lessons to reteach skills etc. Students may receive a formal caution or suspension, in line with the Department of Education's Behaviour Policy.

Students who have been bullied will be offered appropriate support, for example through the school counselling service, regular check-ins with a trusted adult and monitoring interactions between the perpetrator and victim. All confirmed incidents of bullying will be communicated with staff, to help ensure consistent and ongoing monitoring and support for students involved.

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](#).

## Reflection and restorative practices

Students will always have access to the toilet when withdrawal from play is planned as a response to behaviour. If students are purchasing food from the canteen, they are able to do this prior to being withdrawn from play. Because eating time occurs after play time, it does not impact on student access to food. 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?
<b>Restorative Conversation</b> – a structured conversation between the class teacher and student, after student has had time out due to low-level inappropriate behaviour.	Scheduled for either lunch or recess break	Class teacher	N/A
<b>Miss out on play</b> – a structured reflection session in response to ongoing low-level inappropriate behaviour.	Either break, 5 minutes	Class teacher	Sentral
<b>Reflection room</b> – a structured reflection session in response to a behaviour of concern. Student will participate in a restorative conversation with an executive and complete a written reflection.	Second break, up to 20 minutes	Assistant or Deputy Principal	Sentral Reflection sheet provided to parents

## Roles and Responsibilities

### Public Schools, including Directors, Educational Leadership and Delivery Support Team Around a School:

provide proactive and responsive specialist advice and support for schools in the development, implementation and monitoring of the SBSMP

#### Principals:

lead the school community in developing, implementing and monitoring the SBSMP

facilitate the annual review of the SBSMP

ensure consultation with the school community, including school staff, students, parents or carers, in the development, implementation, and review of the SBSMP, as appropriate.

#### School executive, teachers, school learning support teams and school support staff:

contribute to the development, monitoring and review of the SBSMP, as appropriate

implement the processes and strategies within the SBSMP.

#### Parents or carers:

work in partnership with the school to implement the SBSMP, supporting their child to abide by the [Behaviour Code for Students](#), resolving issues about their child's behaviour, and communicating with school staff and the school community respectfully and collaboratively consistent with the [School Community Charter](#).

Consult with the school during the development, monitoring, and review of the SBSMP, as appropriate.

## Review dates

Last review date: December 2024

Next review date: April 2025

## Appendix 1: Noumea Public School Award System

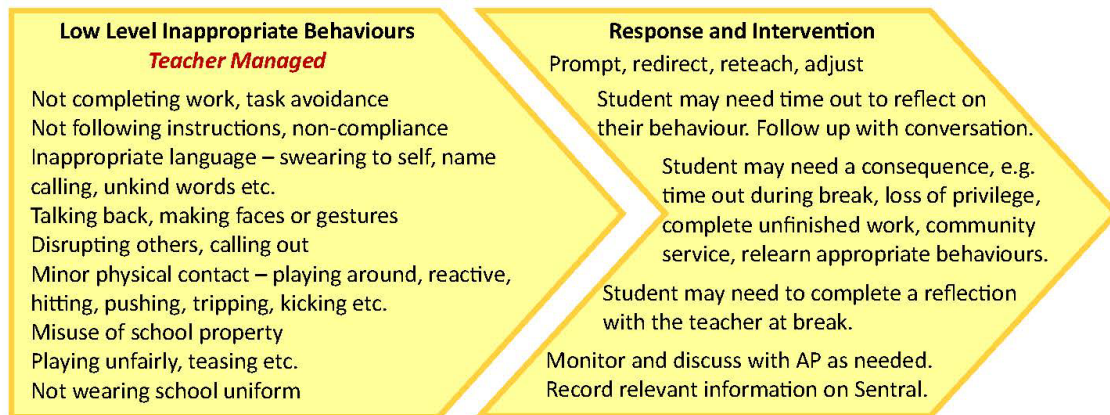
Award	Points earned
Class Teacher Merit Award	Worth <b>1 point</b> 2 to be handed out per class at each K-2 or 3-6 assembly.
Assistant Principal Award	Worth <b>2 points</b> To be handed out twice per term at each Whole School Assembly 1 award per class (1 academic/most improved award or 1 social award).
Principal	Worth <b>4 points</b> To be handed out twice per term at each Whole School Assembly. One per grade. Additional Principal awards may be handed out at the discretion of the Principal.
Certificate of Achievement	Worth <b>4 points</b> 1 award per grade (criteria: academic/most improved or social.
Ultimate Achievement Trophy	Received when a student has reached 'diamond level' plus 15 more points (a total of 90 points). To be handed out at Presentation Day at the end of the year.
Attendance	Worth <b>2 points</b> To be handed out by the classroom teacher at the beginning of terms 2, 3 & 4. <b>Criteria:</b> <ul style="list-style-type: none"> <li>• 2 whole days or</li> <li>• 2 partial days or</li> <li>• 1 partial and 1 whole</li> </ul> (no more than 2 absences in total for the term) ♦ Students receive attendance awards and their name goes into a draw to win an i-pod which is drawn at the start of each term.
Additional Notes	Badges to be issued on the provision that the student has not received a detention between Whole School Assemblies. All awards to be entered on to Sentral

Appendix 2: Noumea Public School Badges



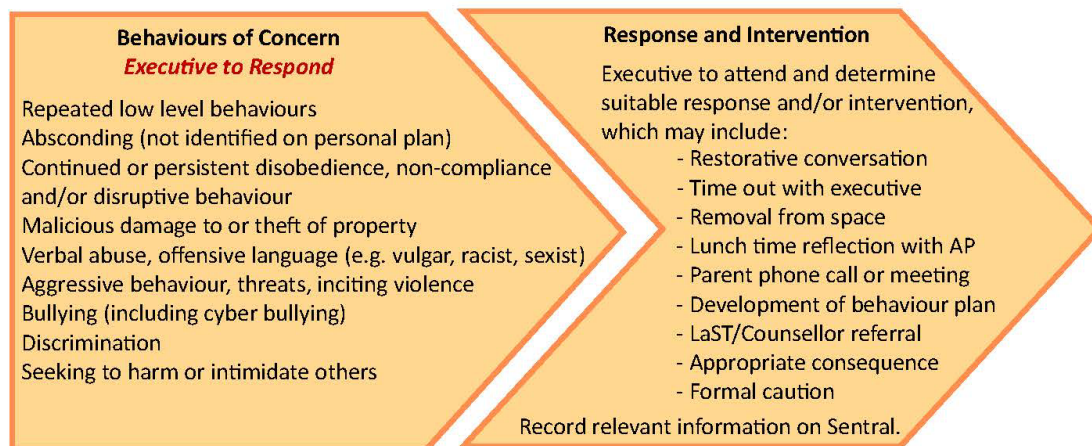
## Appendix 3: Behaviour Management Flowcharts

### Noumea Public School – Behaviour Management



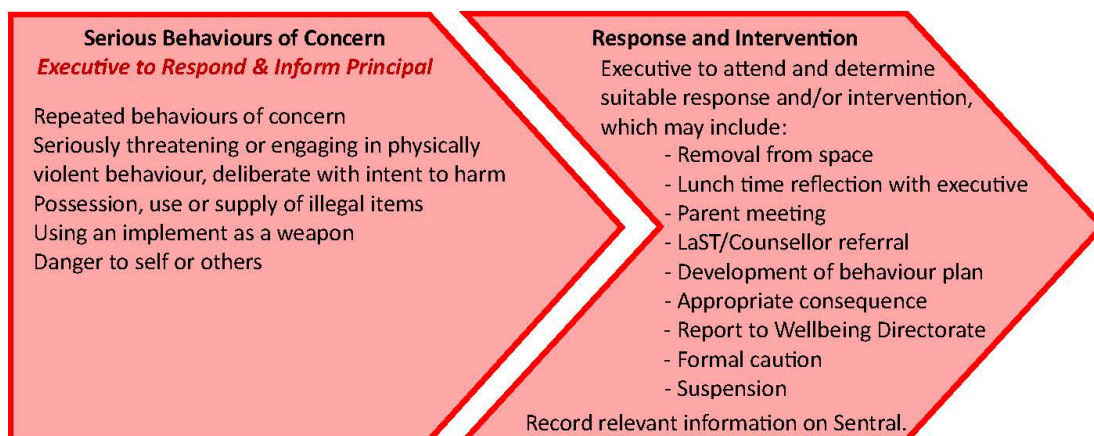
If a student demonstrates a behaviour of concern, teacher should:

- Call the office and request exec support for orange behaviour
- Office will pass the message on to available exec
- Exec will respond as soon as possible



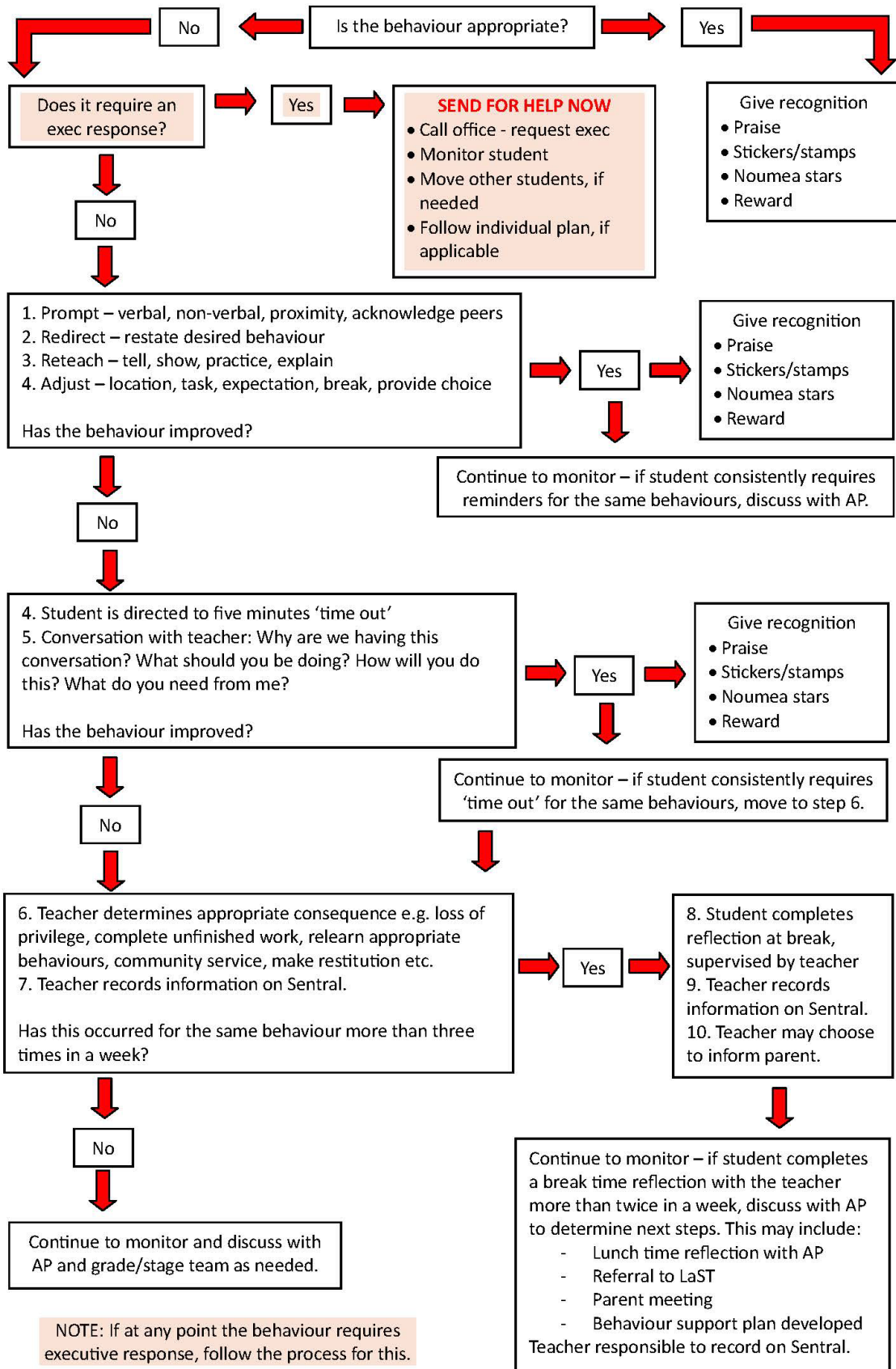
If a student demonstrates a serious behaviour of concern, teacher should:

- Call the office and request exec support for red behaviour
- Office will pass the message on to available exec
- Exec will respond as immediately as possible





## Noumea Public School Behaviour Flowchart



Appendix 4: Student Break Time Reflection Sheet

**Break Time Reflection Sheet**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Class: \_\_\_\_\_

Write or draw what happened

Who has been affected by your actions? How?

What will you do to make things right? When?

What were you thinking and feeling at the time?

What are you thinking and feeling now?

What will you do differently next time?