

School Behaviour Support and Management Plan – Orange Public School

Overview

Orange Public School delivers a quality, dynamic learning system providing essential skills in literacy and numeracy while developing students who think deeply and creatively in an innovative, resourceful learning environment.

Partnership with parents and carers

At Orange Public School, we work closely with families to address student behaviour through clear and open communication. We regularly provide updates via meetings, reports, and phone calls to discuss each student's behaviour and progress. Collaboratively, we develop tailored behaviour plans, set shared goals, and offer support resources. This partnership ensures that both our staff and parents are aligned in their approach, fostering a supportive environment that promotes positive behavioural changes and academic success.

School-wide expectations and rules

Expectation - Respectful	Expectations - Responsible	Expectation - Learners
Speak kindly to everyone.	Right place, right time	Use your growth mindset
Treat people how you like to be treated	Play safely in-bound areas	Practise gratitude empathy and mindfulness.
Different teachers, same rules	Take care of our school environment.	Work hard on your learning goals
Show your OPS pride.	Learn from your mistakes.	Use feedback to improve your learning

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.](#)

Whole school approach across the care continuum

Prevention		
Strategy Program	Details	Audience
Body		
Sensory tools	Sensory tools are used to support participation, engagement, and interactions that promote skill development and learning.	All
Flexible seating	Flexible seating can be used in classrooms to support student focus and engagement.	All
Mindfulness activities	Students focus on what they are sensing and feeling in the moment.	All
Take 10	Regulating movements routines are used in the morning to set up the day for success	All
Present, centred ready to learn	Routine that ensures students are at school, anchored in the classroom and in the present moment and feeling like their needs are being met.	All
Relationship		
Attachment	Developing warm, positive, safe relationships between students and staff in a school that is centred on security, comfort and safety and models how to handle stress and adversity.	All
Circles	Circles are a transition routine that includes rhythmic activities, healthy touch, positive affirmations, intention setting and gratitude reflections.	All classes
Unconditional positive regard	A strategy used by staff to ensure all students feels valued, respected and supported regardless of their presenting behaviours.	All classes
Celebrating events	Calendared events such as Harmony Day, World Autism Day, NAIDOC Week and Refugee Week are acknowledged	All classes
Consistency	Whole school processes around disciplined consequences, restoration and debrief must be as closely aligned as possible. Whole school alignment is ongoing, challenging and requires careful and close attention throughout the year. Students notice when staff members are in have inconsistent expectations for learning and behaviour.	Exec to monitor
Consistent, predictable and safe routines	Routines used across the school each including: entry, break times, lunch times, transitions to and from class-to-class, dismissals, circle times and ready to learn strategies.	All
Code of conduct PD	All staff comply with the Code of Conduct which describes standards of professional conduct that promotes adherence to the department's and NSW Public Sector's values. Staff use it to support day to day ethical decision making.	All staff
Whole school relationship	A shared value that all staff members have a shared responsibility for their learning, growth and well-being of all students in the school community. They consider every single student in the school as ours and staff often pair up for mutual support of students who require the most connection.	All staff
Teacher self-care	Providing all staff with access to a range of wellbeing programs, services and support to enable them to manage their personal wellbeing.	All staff
Child Protection program	Age appropriate lessons to teach students to recognise and respond to unsafe situations, seek assistance effectively and establish and maintain respectful relationships.	All
Stamina		
Growth mindset	A strategy to teach all all students to believe that they can improve learning through effort and perseverance.	All
Emotional literacy	A set of lessons to build emotional intelligence by enhancing students' capacity to identify and recognise different emotions, explore shifts in emotions, including shifts in type and intensity and to develop students' capacity in regulating strong emotions.	All
Resilience	Lessons that teach students ways of responding to situations that may show high resilience.	All
Appropriate content	Ensuring that all learning content is related to students' life experiences and understandings to ensure personal attachment to material	All
Engagement		
Age appropriate pedagogies	A strategy used to make sure engagement in learning is supported through developmentally appropriate learning activities.	All staff
Positive movement and Rhythm	Providing opportunities for students to move and use their favourite music during the day to increase their regulatory capacity and positive emotion.	All teachers

Play humour and fun	Providing opportunities to have fun and interact with students, share funny stories, move around and savour accomplishments.	All teachers
Willingness analysis	Reviews conducted to consider all the barriers to education a student may face and strategies to address them. Eg self perception,, regulation, perception, fixed mindset, peer relationships, lack of money	As required
Cultivating wonder	Activities to encourage wonder to allow students to remain open and curious to the world and discover joy in every day items and events	All teachers
Behaviour code for students	Teaching and modelling safe and inclusive behaviours we value at OPS	All teachers
Character		
The Resilience Project	Our whole school wellbeing program teaches and supports emotional literacy, gratitude, empathy and mindfulness.	All staff
Values	A set of lessons to help students discover their own values and live in accordance with them is a pathway to a fulfilling and meaningful life.	Classroom teachers
Character Strengths	A set of lessons that lead students to understand their own character strengths builds students self-worth and how they can contribute best to community.	Classroom teachers
Gratitude	Teaching gratitude toolkits (journals, walls, maps, letters, role modelling) are used in each classroom.	All staff

Early Intervention		
Strategy Program	Details	Audience
Body		
Sensory tools	Sensory tools are used to support participation, engagement, and interactions that promote skill development and learning.	All
Flexible seating	Flexible seating can be used in classrooms to support student focus and engagement.	All
Mindfulness activities	Teaching students to focus on what they are sensing and feeling in the moment.	All
Relationship		
Kinder transition program	Transition to school program for Kindergarten students which help students feel more confident about the step up to primary school, make new friends and expand their social interactions and become familiar and comfortable with new surroundings and routines.	Kinder staff and pre schoolers
Whole school consistency levels	Ensuring the whole school expectations for the consequences levels and consistent.	Exec to monitor
Planned Process praise	A strategy to ensure teachers are praising with a growth mindset. Process praise is specific, describes the students effort, and is seen as true by the student. Person praise is vague, describes the teacher's feelings, can seem untrue or manipulative to students.	All staff
Stamina		
Use of timers	Timers support student's anxiety, resilience and time management when completing learning tasks.	As required
Engagement		
Age appropriate pedagogies	Engagement in learning is supported through developmentally appropriate learning activities.	All staff
Positive movement and Rhythm	Providing opportunities for students to move and use their favourite music during the day to increase their regulatory capacity and positive emotion.	All teachers
Play humour and fun	Providing opportunities to have fun and interact with students, share funny stories, move around and savour accomplishments.	All teachers
Willingness analysis	In a review meeting we wncidering all the barriers to education a student may face and strategies to address them. Eg self perception,, regulation, perception, fixed mindset, peer relationships, lack of money	On demand
Cultivating wonder	Activities to encourage wonder to allow students to remain open and curious to the world and discover joy in every day items and events	All teachers
Behaviour code for students	Teaching and modelling safe and inclusive behaviours we value at OPS	All teachers
Character		
Peer Mediation	The peer mediation program invites students to take responsibility for their actions by working together to find solutions to conflict. Two trained students (mediators) lead the disputants through a structured process.	Targeted students

Targeted Interventions		
Care Continuum	Strategy Program	Audience
Body		
Ready to learn Scales	Ready to learn charts on display and students check in during the day, especially, first thing and after breaks and transitions.	Targets groups
MAPA training	A staff training program to equip staff in utilising management and intervention techniques to deescalate situations in a safe manner.	Staff as required
Staff de escalation strategies	Professional learning opportunities to give staff a repertoire of deescalation strategies to use in emergencies	All staff
Relationship		
Special Kinder transition program	Extra transition for students with special needs to familiarise the child with the new school environment to prepare for school environment to be ready to receive the child, identifying specific professional development training needs to improve the school's capacity support the child.	Kinder staff and targeted students
Process for referral to the LST	Students can be referred for additional supports with learning and wellbeing needs	Targeted students
Transition to primary site program	A program to support our Year 2 students transition to the primary site so the children feel a sustained sense of belonging and a positive attitude to the primary site. A successful transition to the primary is crucial for later transitions, and can improve individual wellbeing, social confidence and academic achievement.	All year 2 students
Transition to high school program	A program to support our Year 6 students transition to high school. Year 6 need a supportive, positive learning environment across both schools that helps them feel confident and motivated. A well-supported student will build on the skills and knowledge they developed in primary school. At the same time, they'll gradually experience new challenges that will prepare them for the different expectations of high school.	All year 6 students
Secret Agency Society Program	A small group intervention program to strengthen a student's understanding of emotions and friendships	Targeted students
Restorative practice	Restorative practice is used as teaching and learning strategy that encourages behaviour that is supportive and respectful behaviour. Restorative practices remove power imbalances by focusing on building positive relationships.	Targeted students
Stamina		
Pro social behaviours teaching	Knowing how to get on with others promotes positive interactions, builds relationships and helps people to feel connected. In small groups, these are taught, practised and reinforced.	Targeted students
Stamina for independent learning	Using tools such as graphing, stamina thermometers through modelling, acknowledging improvement and creating a routine	Targeted students
Engagement		
Conflict resolution skills	Learning to manage conflict reinforces the notion that solutions are possible. It develops skills in pro-social behaviour, negotiation, assertiveness, co-operation and effective communication. It also promotes social and emotional competencies such as empathy, compassion, respect for others and emotional awareness.	Targeted students
Attendance monitoring	Student attendance is closely monitored for patterns and barriers are identified and relationships are established to support engagement	LST
Flow	Teaching children to work with optional concentration, interest and enjoyment by using engaging content, matching their skills to the task, giving clear goals, and giving immediate feedback.	Targeted students
Physical theatre and clowning	Simple fun activities to help engage with vulnerable students.	Targeted students
Character		
Peer Mediation	The peer mediation program invites students to take responsibility for their actions by working together to find solutions to conflict. Two trained students (mediators) lead the disputants through a structured process.	Targeted students

Individual Intervention		
Care Continuum	Strategy Program	Audience
Body		
Zones of regulation	A framework that teaches students strategies for emotional and sensory self management. Used in our support classrooms	Used in support rooms
Relationship		
Golden Statement	Golden statements are used staff to maintain relationships and to empower students with clear expectations for learning. This is simply done by flipping “you will” to “I will” when giving clear instructions.	All staff
Home-school collaboration	Supporting two-way, positive communication and providing updates about learning and collaboratively planning and problem-solving with families	All staff
Review meetings	Parents/carers will attend annual student review meetings to evaluate the current supports and plan future directions.	Support students
Recording events and communication	All events and communications are to be recorded in central wellbeing	All staff
Cool Kids Program	Cool Kids is a cognitive-behavioural skills-based program that teaches children how to better manage anxiety.	Targeted students
Suspension processes	Processes used to support a student during and following a suspension to maximise a positive and restorative return to school.	Students returning from suspension
Engagement		
Differentiated activities	additional learning support is made available where students when required	LST
Personalised learning plans	All students have personalised literacy and numeracy goals.	Class teachers
Support class enrolment processes	Students in our classes are supported to find the best placement to support their individual needs.	LST
Celebrations of success	celebrations of students, staff and school achievements are held regularly and include the wider community	Exec

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

PREVENTION	
Responses to recognise and reinforce positive and inclusive and safe behaviour	
Strategy Program	Details
Understanding Behaviour professional development	provides an understanding of behaviour, and the different factors that can influence it, shows how to support students when responding to behaviour, including challenging behaviour and provides strategies to respond to behaviour escalation.
Trauma informed practice	Better understanding the nature of inappropriate behaviour and self-control. Identify the needs that bad behaviour is attempting to fulfil and working to depersonalize staff responses using script, de-escalation techniques and self-regulation of themselves.
Interception kit	Teaching kit to teach students to know when we are developing emotional reactions and the skills to be in control of these reactions.

Early Intervention	
Responses to minor inappropriate behaviour	
Strategy Program	Details
Leadership team wellbeing analysis	Leadership team consider wellbeing data and analyse patterns if staff ever escalate situations? How can they be supported to effectively remove triggers or deescalate situations?
Staff self-regulation support	Are staff able to self-regulate well? How do staff handle reactivity, especially during times of high pressure or at the end of the term? Addressing this involves strategies like 5-finger breathing, cultivating a Zen mind, and practicing empathy.
Behaviour support planning cycle	Behaviour support planning to assist teachers to provide additional support and guidance to identified students.
Professional Learning- Classroom management	This eLearning provides the fundamentals to help teachers establish essential good classroom practice.

Target Individualised	
Responses to behaviours of concern	
Strategy Program	Details
De-escalation Maps	Individually developed with students with social and emotional needs to teach them to identify stress and ways to de escalate.
Walk and talk procedures	Students are supported to regulate through movement and active listening by a trusted adult.
Coregulation strategy	Supporting students to build self-regulatory capacity by modelling and doing it with a teacher or an SLSO.
Self-regulation plans	Identifying personal triggers and developing strategies to manage stress effectively. Techniques such as mindfulness exercises, deep breathing, and regular reflection help maintain emotional balance. Regular practice and support from teachers and SLSOs to ensure consistent application and feedback.
Design and implementation of individual support plans	Individual support plans support the cognitive, physical, social, emotional and spiritual needs for students with complex emotional and social needs.
Responding to students' mental health	Procedures to be followed when a child reports intent to self harm.
Target goal and strategies plan	Plan made collaboratively with students and parents to teach positive strength-based replacement behaviours
Student monitoring	Initial indicators of disengagement (poor attendance, sick days, drops in class performance, behavioural changes) are quickly addressed through targeted individual interventions and external referrals where appropriate
Function behaviour assessment	Functional behaviour assessment (FBA) supports teachers to identify when, where and the likely reasons (why) behaviour(s) of concern are occurring. This information is used to develop an individual student behaviour plan which includes strategies that address why the behaviour is occurring.
Design and implementation of an individual behaviour support plan	An individual plan that uses the FBA and identifies effective strategies already in place and setting specific termly goals. This plan outline tailored interventions and supports to ensure a safe and positive environment for each student. Develop SMART goals in collaboration with the student and caregivers to foster strength-based, positive replacement behaviours.
Behaviour response plans	A behaviour response plan for when a student's behaviour escalates to a crisis point and interferes with the safety of staff, the student and those around them. The response plan will guide the actions of others to respond consistently, to reduce the distress of the individual and to keep everybody safe.
Behaviour contracts	The behaviour contract sets out the expectations of the student and teacher (and sometimes parents) in carrying out the response plan.
Student voice behaviour response plan	A student voice behaviour response plan includes students in creating their behaviour strategies, ensuring their perspectives are considered. This approach fosters ownership and leads to more effective behaviour interventions.
WHS Risk Management Procedures	The NSW Department of Education's student behaviour risk management involves identifying risks, assessing the risk, controlling the risk and review. evaluating students' behaviour to identify risks, assessing the risk level and determine appropriate support measures and regularly reviewing.
Leadership team wellbeing reviews	School-wide wellbeing reviews assess whether student disciplining procedures effectively reduce poor behaviour and reactivity. They evaluate if these processes address students' motivations or serve a restorative function. Effective reviews focus on creating a supportive environment that fosters positive behaviour changes.

OPS Anti Bullying Strategy

Orange Public School uses a comprehensive, community-wide approach to tackle bullying, drawing on research, evidence-based practices, effective teaching methods, and strong partnerships. The school's multi-faceted strategy emphasises visible leadership, inclusion, student voice, and collaborative support to both prevent and address bullying. Bullying incidents are reported in several ways including: direct observations of a student's behaviours, interactions, communication, or work produced, disclosures of information or concerns raised by a parent, community member or agency.

The leadership team plays a key role by actively promoting the school's core values of respect and responsibility. School leaders regularly review and evaluate school data to inform their decisions, ensuring they effectively meet the evolving needs of students and families. They also engage in and provide professional development for staff to ensure consistent implementation of the school's

wellbeing and positive behaviour support plan. The school uses a systemic, tiered approach to wellbeing and behaviour support, tailored to meet the diverse needs of staff, students, and families.

Orange Public School fosters supportive and caring relationships and focuses on teaching students alternative behaviours to replace aggressive or disrespectful reactions. The school has adopted the Berry Street Education Model, which explicitly teaches concepts like growth mindset, emotional intelligence, resilience, values, character strengths, hope, and gratitude. As a partner with the Resilience Project, the school also teaches a social and emotional learning program designed to build these skills.

Student voice is central to all the school's strength-based approaches to social and emotional learning and wellbeing practices. Students contribute to de-escalation plans, targeted goals and strategies, and behaviour support plans. The school also runs student-centred programs such as peer support, mentoring, and student leadership to promote relationship building and model responsible social behaviour.

Orange Public School collaborates closely with the broader school community, including the P&C, AECG, families, and various community organisations, services, and agencies. The leadership team and staff proactively work to build these relationships, aiming to create a shared understanding of how to best support students' wellbeing and safety.

The school supports students' needs through evidence-based practices, including trauma-informed care and social and emotional learning, to encourage positive behaviour. A tiered support system across the care continuum is in place to address the diverse needs of the school community.

Responses to serious behaviours of concern

- Orange Public Schools uses the formal caution for the student and their parents or carers to understand the impact of the student's behaviour or behaviours of concern and to engage them in positive behaviour supports and strategies. (There will be circumstances where a principal may determine that a student must be suspended without first issuing a formal caution to suspend due to immediate and significant risks to students or staff, or unacceptable risks posed to teaching and learning, that cannot be mitigated with the student at school.)
- Orange Public School uses suspension is used for unacceptable behaviour when a student may need to be removed from the school for a period of time. The suspension period is to allow the school to implement appropriate supports during the student's absence to address the student's complex and challenging behaviour or behaviours. This is to ensure a successful return to school, and mitigate any unacceptable risks posed to teaching and learning, and the health, safety and wellbeing of staff and/or students.
- OPS uses the Suspension Guide to support students and their caregivers during and following a suspension to maximise a positive and restorative return to school.
- 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.

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](#).

Detention, reflection and restorative practices

Orange Public School reflection rooms are used for persistent breaking of rules, interruption to the learning of others; behaviours that are unsafe or unkind to others or behaviours that are verbally abusive or physically harmful to others.

The Reflection Rooms are managed by Assistant Principals on each site. The students are with the Assistant Principal during the 30 minute recess break. They bring food and are taken to the toilet during the session. During the time the Assistant Principal works with the student to develop an individualised de-escalation plan, teaches self regulation strategies and/or develops a student voice target and strategies plan which is made collaboratively with the student to teach positive strength-based replacement behaviours. Reflection room attendance is marked and recorded on Sentral.

Review dates

Last review date: Trial period

Next review date: Day 1, Term 4, 2025