

Orama Public School Behaviour Support and Management Plan

Overview

Orama 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 GLAD Mindfulness and Reflection Strategy, Positive Behaviour for Learning techniques and Zones of Regulation.

Promoting and reinforcing positive student behaviour and school-wide expectations

Orama Public School has the following school-wide values and expectations:

Our students are:

- Kind
- Careful
- Courageous

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

- Creating and maintaining a positive classroom climate.
- Using structured instruction to engage students in learning.
- Explicitly teaching students our values and how they apply in varying locations and contexts.
- Offering pre-corrections to remind students of expectations.
- Using active supervision in the classroom and playground.

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
Prevention and Early Intervention	GLAD and Zones of Regulation	All students are guided through exercises to reflect on their learning and wellbeing needs through the Grateful, Learned, Achieved and Delightful (or Deadly) process. This program aims to share perspective and success with students. Students gain an understanding of their emotions and reactions through the Zones of Regulation program.	Whole School
Prevention, Targeted Intervention, Individual Intervention	Zones of Regulation and Positive Behaviour for Learning	Evidence and value based, whole school approach to support students' mental health and wellbeing. Individual, group, or whole school approaches address needs and concerns through restorative approaches.	Whole School and Individual Students
Prevention and Early Intervention	Positive Behaviour for Learning	A dignified approach to support students' social-emotional needs and skills. Each student and situation is approached in a needs-based practice.	Whole School and Individual Students

*Insert more rows as required.


Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Lunch time activities-student is asked to undertake a reflective activity such as gardening or chess.	During play break for 10 to 15 minutes	Teacher and/or Principal	Wellbeing entry on Sentral

*Insert more rows as required.

Partnership with parents/carers

Orama Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by establishing kind, careful and courageous relationships with the whole school community.



Orama Public School will communicate these expectations to parents/carers by the newsletter and P&C Meetings in term 1, 2023.

School Anti-bullying Plan

The school's Anti-Bullying Plan can be found [here](#). Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

Reviewing dates

Last review date: 27 January 2023

Next review date: January 2024