

North Haven Public School

Behaviour Support and Management Plan

This plan is an operational document which outlines school processes and practices, is published on the school website and is made available to all students, parents/carers and school staff.

Overview

Research Base:

North Haven Public School's approach to supporting student's social and emotional development, including the teaching of responsible behaviour is based on '*Choice Theory*' (*William Glasser*). Students are explicitly taught, consistently guided and supported to learn how to satisfy their own needs in a responsible manner.

At NHPS we recognise that all behaviour is purposeful and that students will always behave in ways that attempt to satisfy their own personal needs. It is our role to support students, through care and genuine curiosity, helping them to understand what needs they are attempting to satisfy and teach them how this can be done in a responsible and productive manner.

Key understandings:

Behaviour is internally motivated and thus we limit the use of external systems exclusively to motivate (punish) and reward (bribe) students.

Consequences (e.g. missing out on a school event, playground withdrawal) are utilised only when they are clearly outlined as part of a plan (of which the student and family are aware) and/or when there is a risk associated with the student participating. Appropriate consequences of behaviour are always clearly explained and conferenced with students.

Alternate behaviours need to be taught with ongoing support, feedback and encouragement offered to the student.



Whole School Strategies

NHPS staff are committed to working continuously on a common approach as this has proven to promote a caring environment, positive behaviour and social and emotional wellbeing for all.

Key understandings

The success of all school programs is promoted through connection, dedication and a commitment to positive relationships.

All school programs reflect and align with the school vision.

All intervention involves methods of working with others to evaluate and plan actions that promote connection, acceptance, responsibility and engagement.

Targeted support and teaching

Equity is providing for students' needs and thus what one student requires is different to another. Therefore, we do not have a one size fits all approach to supporting students and managing behaviour. Whilst there are common procedures throughout the school, support interventions will vary from student to student.

Key understandings

All students requiring individual support are referred to the Learning Support Team (LST) and a record of intervention and support maintained.

All parents / carers of students requiring individual support are notified and included in the planning and implementation of support and kept informed of progress.

Promoting and reinforcing positive student behaviour and school-wide expectation

At NHPS we recognise that all behaviour is purposeful and that students will always behave in ways that attempt to satisfy their own personal needs. It is our role to support students, through care and genuine curiosity, helping them to understand what needs they are attempting to satisfy and teach them how this can be done in a responsible and productive manner.

Choice Theory as well as our CARE ethos underpin our school culture and the behaviour we seek from both students and staff eg What's OK, Not OK.

Students must be taught expected behaviour and given opportunities to practise. Whole-school consistency ensures that students know the behaviour expectations, no matter where they are in the school. Some examples include:

Lining up under the COLA or outside classrooms

Entering and exiting classrooms and other learning spaces

Going out for breaks with all necessary items eg hats, drink bottles, money for canteen.

How games are played eg handball, soccer and football

Routines and procedures eg returning computers, using whiteboards

How to speak to teachers and friends

The first few weeks of school are spent teaching students what is expected and allowing them to practice the necessary skills.



Behaviour Code for Students

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/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	What's OK-What's Not OK'	School expectations and values based on the NSW Public School Behaviour Code and CARE	Whole School
Early intervention /Prevention	Explicit teaching of Choice Theory and Self-Regulation	Explicit teaching and circle time sessions developing student understanding of emotional self-regulation using theory developed by psychiatrist William Glasser.	Whole School
Early intervention /Prevention	Zones of Regulation	A proactive, skills-based approach to understanding and self-regulating emotions. Simple, common language to understand, talk about, and teach regulation. A consistent, metacognitive pathway to follow for regulation. Connected to Total Behaviour – Choice Theory.	Targeted Students/ Whole School
Early intervention	Learning Conversations and PL with parent/carer and student involvement	Learning Conversations involving parent/carers, students and teachers to discuss student developed learning and wellbeing goals.	Whole School Community
Targeted intervention	Problem Solving Conversations with Choice Theory questioning	Structured conflict resolution conversations, using questioning prompts based on restorative practice and Choice Theory.	Whole School
Targeted intervention	Learning Support	The Learning and Support team work with teachers, students and families to support those students who require personalised learning	Individual students, families, staff

Care Continuum	Strategy or Program	Details	Audience
		and support, including instructional leadership, development of risk assessments and the development of short- and long-term goals.	
Individual intervention	Individual plans such as IEPs and Behaviour Support plans	Individual Plans are developed with specific individualised strategies to support student wellbeing and learning through consultation with parents/carers, students, teaching and learning support staff.	Individual students, families, staff

Reflection and Restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Teacher Directed Student Time-out/Buddy Class	Time-out /buddy class of a pre-determined short timeframe. Used to prevent an escalation of behaviour and support the teaching of appropriate behaviour and skills, such as self-regulation.	Teacher and Learning Support staff	Date and time of breaks recorded by CT.
Student Self-directed Student Time-out	Self-directed time-out enabled by a student removing themselves from a situation or environment causing stress. Time frames and individual strategies identified and agreed to as part of a behaviour	Student in consultation with Teacher and Learning Support staff	Date and time of breaks recorded by CT



Action	When and how long?	Who coordinates?	How are these recorded?
	support response.		
Restorative Conversation and Reflection	Conversations will take place with involved teachers/Principal and students at the first convenient time and conclude when goals of the conversations have been met. This may be over multiple sessions. Conversations that occur at break times will allow for adequate play, eating and bathroom breaks.	Teachers involved and other staff as appropriate	Conversations recorded by CT

Partnership with parents/carers

North Haven Public School partner with parents/carers in establishing expectations for parent engagement to develop and implement student behaviour management strategies including Behaviour Support Plans, Review Meetings, Learning Conversations and teacher phone calls.

The school community is involved through parent sessions, regular updates and feedback through the school P&C, sharing of focus areas and information through the school newsletter, social media and school events/celebrations.

School Anti-bullying Plan

[Anti-bullying plan 2025 rtf](#)

Refer to the <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316> and <https://education.nsw.gov.au/schooling/schooling-initiatives/anti-bullying>



Reviewing dates

Last review date: 9.2.2025

Next review date: 9.2.2026