

Spring Farm 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

Spring Farm 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 **Positive Behaviour for Learning** (PBL), **Berry Street Education Model** (BSEM), **Learning and Support Team** (LST), **Zones of Regulation** (ZoR) and utilising key support staff such as **CLO's** and **SLSO's**, to drive initiatives and support student success.

Promoting and reinforcing positive student behaviour and school-wide expectations

Spring Farm Public School uses Positive Behaviour for Learning, Berry Street Education Model and Zones of Regulation to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations.

Spring Farm Public School has the following school-wide rules and expectations:

- Be safe
- Be a learner
- Be respectful
- Be a problem solver

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	PBL	Positive Behaviour for Learning (PBL) Tier 1 Schoolwide and classroom systems of support that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture.	Whole school
Prevention	Berry Street Education Model	BSEM is a whole school preventative approach to support all students. It provides teachers with practical strategies to teaching and learning that enables teachers to increase engagement with students with complex, unmet learning needs and successfully improve all students' self-regulation, growth and academic achievement.	Whole school
Prevention/Early Intervention	Lunch Time Clubs	Students from K-6 have access to range of activities during lunch and recess, run by classroom teachers and community liaison officer to provide a structured environment that fosters positive social interactions.	Whole School
Early Intervention	PBL	Positive Behaviour for Learning (PBL) Tier 1 Schoolwide and classroom systems of support that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture.	Whole school
Early/Targeted Intervention	Zones or Regulation	The Zones of Regulation provides a consistent framework involving a simple, common language and visual structure to support students in developing strategies to self-regulate across contexts.	Whole school

Care Continuum	Strategy or Program	Details	Audience
Targeted Intervention	Learning and Support	The Learning and Support teamwork with teachers, students and families to support those students who require personalised learning and support. Including instructional leadership, development of risk assessments and the development of short- and long-term goals.	Individual students, staff, families
Targeted Intervention	SEL Groups	Selected students are targeted in small groups so develop skills to self-regulate, resolve conflicts and develop socially acceptable problem-solving strategies.	Individual students, CLO's
Individual Intervention	Girl Groups	Selected students are targeted to develop skills to resolve conflict, develop their self-confidence and develop socially acceptable problem-solving skills	Individual students, School counsellor
Individual Intervention	Support Plans	Teachers create a range of plans (behaviour support plans, behaviour response plans, Personalised Learning and Support Plans, risk assessments) to provide individual strategies and support under the guidance of the Learning and Support team.	Individual students
Individual Intervention	IFS/SLSOs	Student Learning Support Officers are employed to provide assistance to students with disability and additional learning and support needs. They can provide assistance with school routines, classroom activities and the care and management of students with disability and additional learning and support needs to enhance inclusion and participate in daily school life.	Individual students, SLSOs
Individual Intervention	School Counsellor	Under the guidance of the learning and support team, the school counsellor works with individual students to gather information to support them in school. This includes student observations, assessing students and providing support and case conferences.	Individual students School counsellor Learning and support team.

Detention, Reflection and Restorative Practices

Spring Farm Public School uses a [Levelled Behaviour Management System](#) that is regularly reviewed by community stakeholders to reflect our school context.

Action	When and how long?	Who coordinates?	How are these recorded?
Level 1 Warning Students engage in a discussion with classroom teachers and expectations are retaught and students are reminded of school expectations.	Up to 10 days	CT	School Bytes
Level 2 Reflection Students engage in reflection with CT/AP. This occurs during lunch.	Up to 10 days	CT/AP	School Bytes
Level 3 Reflection Students engage in reflection with AP. This occurs during lunch.	Up to 20 days	AP	School Bytes
Level 4 Formal Caution A formal caution signifies a period of collaboration between the student, classroom teacher, assistant principal, parents and carers to develop, implement and reflect on preventative strategies to reduce identified behaviours of concern and enhance student participation in daily school life.	Up to 50 days	AP/DP	School Bytes
Level 5 Suspension A resolution meeting is held with students, parents and staff to communicate expectations and plans to support the student to follow school expectations.	K-2 up to 5 days 3-6 up to 10 days	DP/P	School Bytes

Partnership with Parents/Carers

Spring Farm Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by outlining roles and responsibilities of all stakeholders in our whole school behaviour management system which has been supported by our schools P&C.



Spring Farm Public School will communicate these expectations to parents/carers by distributing updated school plans and procedures via school email, Sentral, school bytes and social media platforms.

School Anti-Bullying Plan

[Spring Farm Public School's Anti-Bullying Plan can be found here.](#)

Please also refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

Reviewing dates

Last review date: 4/4/23

Next review date: Day 1, Term 1, 2024