



Stanford Merthyr Infants School

Behaviour Support & Management Plan 2026



CONTENTS

1	<u>POLICY STATEMENT, DOCUMENT LINKS, COACHING CHILDREN 2 COPE (CCC) FRAMEWORK OVERVIEW</u>
2	<u>STANFORD MERTHYR INFANTS SCHOOL – BEHAVIOUR SUPPORT AND MANAGEMENT PLAN</u>
3	<u>PARTNERSHIPS WITH PARENTS/CARERS</u>
4	<u>COACHING CHILDREN 2 COPE (CCC)</u>
5	<u>PROFESSIONAL LEARNING FOR STAFF</u>
6	<u>PROMOTING AND REINFORCING CCC</u>
7	<u>EARLY INTERVENTIONS</u>
8	<u>TARGETED INTERVENTIONS</u>
9	<u>INDIVIDUAL INTERVENTIONS</u>
10	<u>RESTORATIVE APPROACHES</u>
11	<u>REVIEWING THE SCHOOL BEHAVIOUR SUPPORT AND MANAGEMENT PLAN</u>

POLICY STATEMENT

Stanford Merthyr Infants School is committed to supporting the learning and wellbeing of every student. Learning and behaviour support is critical to the provision of safe and supportive learning environments that strengthen student educational outcomes. Behaviour support and management interventions are implemented in line with the Australian Professional Standards for Teachers and the Disability Standards for Education in that they must be fair, equitable, inclusive and proportionate, and take into consideration the diverse learning and wellbeing needs of students, including developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and circumstances. Our inclusive, engaging and respectful practices enables EVERY student to access and fully participate in learning, supported by reasonable adjustments and teaching interventions tailored to meet the individual. This plan reflects our school's strategic and evidence-based behaviour management that is aligned with the **Department of Education's (DoE) Student Behaviour Policy**.

PLANNED IN CONSULTATION WITH	W. Moss, L. Piddington, S. Baxter, S. Sharpe (ACLO), S. Radcliffe (LWO) & L. Behsman (APLaS)			
PLAN ENDORSED:	W. Moss		POSITION:	Principal

PLAN APPROVED:	Mrs Stacey Mathieson		POSITION:	Director Educational Leadership
PLAN IMPLEMENTATION DATE:	22/06/2026		PLAN REVIEW DATE:	23/10/2026

PARENT/CAREGIVER IMPORTANT DOCUMENT LINKS	SMIS STAFF RESOURCE AND DOCUMENT SUPPORT LINKS
Stanford Merthyr Infants School website NSW Anti-Bullying Framework or NSW Anti-Bullying Website Department of Education School Community Charter Department of Education Care Continuum Department of Education Inclusive practices Department of Education Student Behaviour Policy and Procedure Department of Education Behaviour Support Toolkit for Parents	Stanford Merthyr Infants School CCC Staff Dashboard DoE Detention and Time-Out Guidelines

WHOLE-SCHOOL APPROACH ACROSS THE CARE CONTINUUM

PREVENTATIVE INTERVENTIONS
Prevention approaches aim to establish and maintain safe, respectful learning environments for all students.
EARLY INTERVENTIONS
Early interventions provide support for students or groups of students who are identified as being at risk of developing behaviours of concern.
TARGETED INTERVENTIONS
Targeted interventions provide support for students or groups of students who are identified as being at risk of developing behaviours of concern.
INDIVIDUAL INTERVENTIONS
Students with highly complex and challenging behavioural, attendance or wellbeing concerns may need comprehensive systems of support that require regular reviews in consultation with parent/caregivers, other relevant specialist staff, service providers, inter-agency partners, and/or the Delivery Support team.

STANFORD MERTHYR INFANTS SCHOOL – BEHAVIOUR SUPPORT AND MANAGEMENT PLAN

The purpose of the School Behaviour Support and Management Plan (SBSMP) is to share how we support all students at SMIS. The school applies:

- A strategic, integrated whole school approach that incorporates a multi-tiered care continuum to support all students, including a focus on prevention, early intervention, targeted and individual interventions.
- High expectations for student behaviour, in line with the Behaviour Code for Students.
- Effective strategies to model, explicitly teach, recognise and reinforce positive, inclusive and safe behaviours.
- Effective strategies to identify, prevent and respond to disruptive student behaviours, including bullying and cyber-bullying, and behaviours of concern when they occur.

We advocate and believe that all students are entitled to attend their local public school and access education on the same basis as their peers.

These procedures apply to All NSW Government schools and student behaviour:

- 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.
- If the student's conduct significantly affects, or is likely to significantly affect, the health, learning and safety of students or staff.
- Including the use of social networking sites, mobile devices and/or other technology involving another student or a departmental staff member for school related issues.

Essential elements of procedural fairness include an individual's right to be heard and to a fair and impartial decision, which also includes the right to:

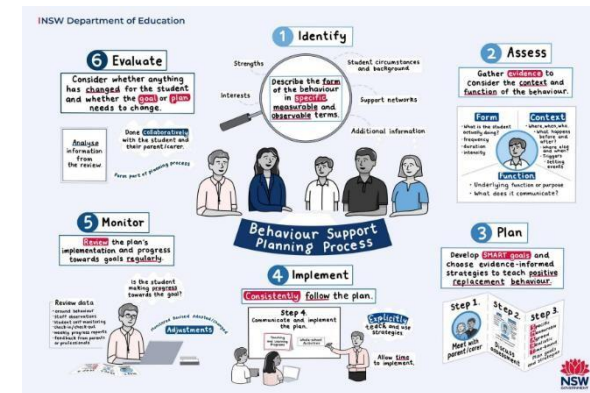
- Know why the action is happening.
- Know how issues and decisions will be determined.
- Know the allegations in the matter and any other information the decision maker considers.

- Respond to any allegations made against an individual.
- Appeal the decision to suspend or expel and be informed of their right to do so.
- Impartiality and an absence of bias in the investigation and decision-making processes.

Effective planning for behaviour support is facilitated through the Learning and Support Team.

A student's immediate environment, indirect environment and cultural and political influence provide a lens with which our team can:

- Identify - The issue and cause.
- Assess - Gather evidence and function of the behaviour.
- Plan - develop strategies to support the desired behaviour.
- Implement - Ensure consistent implementation of staff.
- Monitor - regularly review implementation of the plan.
- Evaluate - Analyse data and the monitoring review.



PROMOTING AND REINFORCING POSITIVE STUDENT BEHAVIOUR AND SCHOOL-WIDE EXPECTATIONS

At **Stanford Merthyr Infants School**, we are committed to inclusive practice that is embedded in all aspects of school life, and supported by culture, policies and everyday practices. The Department of Education's **Behaviour code for students**, **School Community Charter** and **Anti-Bullying Plan** are promoted and used to reinforce positive student behaviour and school-wide expectations (these documents are pictured and linked by clicking on the document). We are committed to connecting young people to safe and effective adults in their school and their community in the natural support system around the child.

Stanford Merthyr Infants School is evidence-based, innovative and practical. The previous PBL whole school program was reviewed, rebranded and launched in 2023 as **Coaching Children 2 Cope (CCC)**. Our aim is to build the capacity of our educators to be safe and effective responders. Our leadership culture and language aim to coach children in the development of confidence, coping, resilience and positive help seeking behaviours.

Behaviour code for students

NSW public schools

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.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

School Community Charter

Collaborative. Respectful. Communication.

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- To be welcomed into our schools to work in partnership to promote student learning
- Communication from school staff will be timely, polite and informative
- Professional relationships with school staff are based on transparency, honesty and mutual respect
- To be treated fairly. Tolerance and understanding are promoted as we respect diversity.

The best education happens when parents and schools work together.

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 - 2022.

Ensuring respectful learning environments for all members of NSW Public Schools communities.

© NSW Department of Education

We treat each other with respect

We prioritise the wellbeing of all students and staff

Unsafe behaviour is not acceptable in our schools

We work together with the school

ANTI-BULLYING PLAN 2024

Stanford Merthyr Infants School

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Stanford Merthyr Infants commitment

Our 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. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

1 School culture and inclusion

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

1.1 Student assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Date	Communication topics
Term 1-4	Behaviour code for students/school expectations reviewed weekly
Term 5	Explore Department resources available - A-Z Tool - Activities: small group units

NSW Department of Education | PO-2010-0415-01-V1.1.2 | Applicable from 27/01/2021
If this is a printed document, refer to the department's Policy Library for the most recent version.

Be Safe



Safe Hands & Feet

Play safely

Right Place, Right Time

Walk on Hard Surfaces

Be Respectful



Nice talk

Be Kind

Help others

Use manners

Be Responsible



Do your best

Follow instructions

Do your job

Right Place, Right Time

PARTNERSHIPS WITH PARENTS/CARERS & COMMUNITY

Stanford Merthyr Infants School utilises our local AECG meetings, school community events and parent teacher interviews to partner with parents / carers in developing and implementing student behaviour support and management strategies. The communication of the strategies will be made through established communication channels including but not limited to scheduled Parent Information evenings and assemblies, personalised learning and support planning, the SMIS website, SMIS Facebook page,

WHOLE-SCHOOL APPROACH TO CCC FRAMEWORK

School Bytes app, parent email, meet and greet, meet the teacher, Pre-K Minimpa Playgroup, community open days and discos.

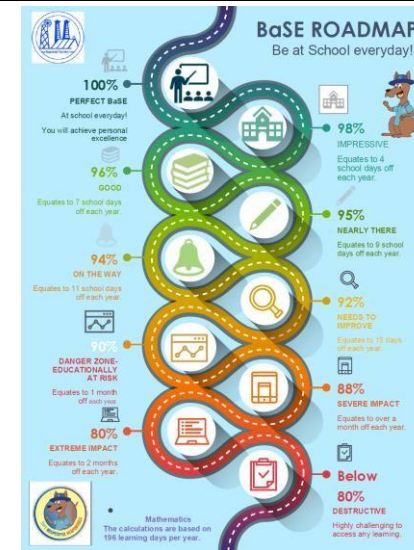
Stanford Merthyr Infants Schools CCC framework underpins our core-business and is directly linked to our whole school values. Our processes are consistent with departmental policies and procedures. SMIS' strategies and interventions support students to learn and practise school values using explicit teaching and feedback. Our preventative interventions and universal expectations aim to develop a positive, inclusive and respectful school culture that promotes a safe, respectful and engaging environment where personal, social and academic achievement can thrive.

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ATTENDANCE MATTERS

- Student attendance in NSW public schools is mandatory for all children under the age of 17. The school utilises a variety of strategies, programs and procedures to encourage and support strong student attendance.
- It is the responsibility of the parent/caregiver to ensure that their child attends school each day unless reasonably excused and must notify the school of the absence within seven school days. Some interventions may include:
 - Daily attendance SMS.
 - 2-day absence call.
 - 7-day absence call.
 - Home School Liaison Officer (HSLO) caseload.

Whole term attendance snapshot letter – sent to all students.



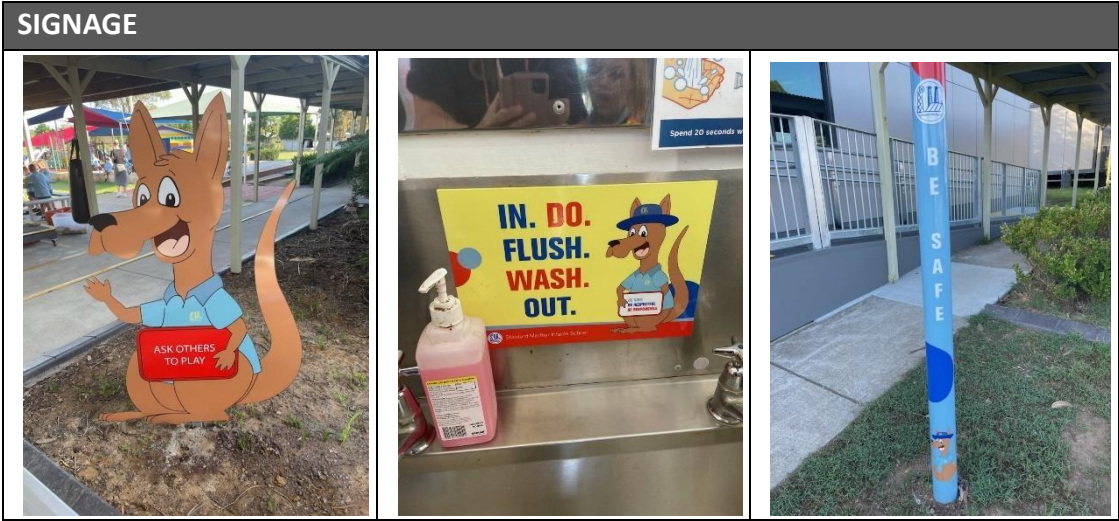
The interventions at SMIS align with **The Care Continuum**, with an emphasis on prevention and early intervention.

COACHING CHILDREN 2 COPE



The SMIS CCC framework incorporates consistent universal expectations that are applied across all school settings to promote positive, respectful and inclusive student behaviour. This strategy utilises elements of the evidence-based Positive Behaviour for Learning framework with a focus on effective visual reminders and universal school language based on the skippy logo.

Our learning prompts for CCC are visible across our school environment.



The explicit teaching of our values is delivered to students during weekly CCC lessons drawn from School Bytes data, feedback from Kids Counsellors and Junior Aboriginal Education Team (JAET) and underpinned by Berry Street Education Model (BSEM-Trauma Informed Practice) and Second Step program.

CCC FRAMEWORKS

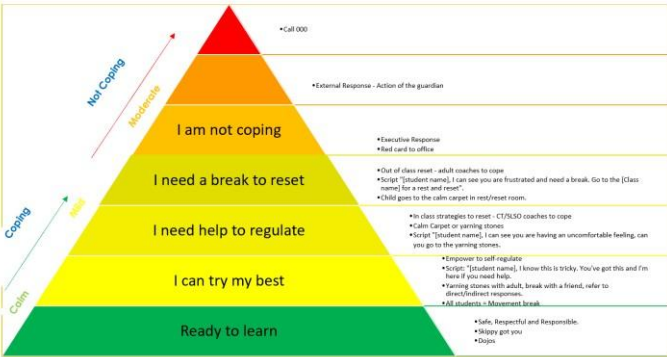


Stanford Merthyr Infants School Consistency Guide – Playground

SMIS students, staff and community are safe, respectful and responsible

Desired Behaviour	Behaviour	Mild	Moderate	Severe
Positive explicit feedback, sloppy stamp		Prosocial skill requirement – instructional response/explicit teach. Lesson for parents – second step	Teacher records on Sentral tag in Principal, Wellbeing Officer and Roll Class Teacher tick if further follow up required	Whole School Crisis Response Plan
Safe hands and feet	Unsafe Hands and Feet (Be Safe)	Swinging arms, legs, objects that connect	Pushing, shoving, kicking, tripping Grabbing at body/clothes	Pushing to strike Strike – repeat hand/foot strike – repeat fist
Do your job	Refusing to follow safe instructions (Be Responsible)	Slow to follow instructions Not finishing task Not following instruction	Refusing to do work Refusing to follow instruction/request Sustained/obstinate refusal Ignoring request	
Walk on hard surfaces	Movement on Hard Surfaces (Be Safe)	Running on hard surfaces Careless wandering e.g., walking backwards Muttering	Repeated running	
Nice Talk	Arguing/back chat (Be Respectful)	Lack of respect in tone/manner Eye roll	Direct back chat Refusing requests Non-compliance Sustained argumentative behaviour	
Do your job	Unsafe use of Equipment/Resources (Be Respectful/Be Responsible)	Careless use of equipment	Misuse of equipment causing damage or breakage	Deliberate and major destruction of equipment
Nice Talk	Teasing/intimidation (Be Respectful)	Isolated name calling (game or joke) Isolated put down	Repeated name calling Repeated put down Threatening harm Sustained name calling or put down Harassment	
Nice Talk	Swearing (Be Respectful)	Swearing as an exclamation Swearing amongst peers	Repeated swearing Swearing at others Swearing aggressively – directed at students or staff	
	Peer Conflict (Be Respectful)	Peer conflict	Repeated Peer conflict	

SMIS Coaching Children to Cope Flowchart



- I am not coping**
 - Call 000
 - External Response – Action of the guardian
 - Executive Response
 - Red card to office
- I need a break to reset**
 - Out of class reset – adult coaches to cope
 - Script: "[Student name], I can see you are frustrated and need a break. Go to the [Class name] for a rest and reset."
 - Child goes to the calm corner in rest/reset room.
- I need help to regulate**
 - In class strategies to reset – CTS/SD coaches to cope
 - Calm corner or zoning stones
 - Script: "[Student name], I can see you are having an uncomfortable feeling, can you go to the zoning stones."
- I can try my best**
 - Response to self-regulate
 - Script: "[Student name], I know this is tricky. You've got this and I'm here if you need help."
 - Zoning stones with adult, break with a friend, refer to direct/indirect responses.
 - All students in Movement break.
- Ready to learn**
 - Safe, Respectful and Responsible.
 - Skippy got you
 - Digos

The SMIS CCC Framework also incorporates the use of our Consistency Guide and the CCC Flowchart. These documents were formulated collaboratively with all school staff and define behaviours as mild, moderate and acute. At each level there are actions, verbal scripts and interventions that are used to coach students if they aren't coping. These visuals are displayed in all classrooms, allowing consistency during implementation of CCC.

PROFESSIONAL LEARNING		ALL STAFF
PROGRAM	DETAILS	AUDIENCE
EXTERNAL PROFESSIONAL LEARNING	Teaching and learning staff are provided with opportunities to access external professional learning to build their capacity as educators and knowledge of student learning, behaviour and wellbeing interventions, such as Connecting to Country, Classroom Management Fundamentals, Trauma Informed Practices, Coach 2 Cope-Responder Toolkit, Got It!, Second Step, NCCD Quality Assurance.	All Staff
DoE ONLINE PROFESSIONAL LEARNING	- Teaching and learning staff are provided with opportunities to access online professional learning to build their capacity as educators and knowledge of student learning, behaviour and wellbeing interventions. Learning is shared during teams, executive and whole staff meetings. Online Training Australia - tutored online courses for schools and their staff supporting students with disability and special educational needs. Courses are practically focussed and have demonstrable impact on teacher competence and student outcomes.	All Staff
SCHOOL-BASED PROFESSIONAL LEARNING	SMIS strategic direction teams and our Assistant Principal Curriculum and Instruction (APCI) drive professional learning within the school, such as Aboriginal education, enrichment, formative assessment, literacy and numeracy, positive education, quality teaching and wellbeing. - These teams and APCI utilise staff meetings and timetabled mentoring to deliver modules and/or strategies that equip staff with evidence based learning, behaviour support or wellbeing tools. - The school has developed an organisation framework for the planning and delivery of professional learning and programs that strengthen student learning outcomes, such as teacher mentoring and release allocations, curriculum planning and release allocations.	All Staff

SPECIALIST STAFF WITHIN THE SCHOOL	• The school has specialist staff in a variety of capacities to support student learning, behaviour and wellbeing, such as the Anti-Racism Contact Officer (ARCO), Assistant Principal Curriculum & Instruction (APCI) and Learning & Support Teacher (LaST). • Access to specialist staff to support Aboriginal and Cultural connections through local ACLO and AECG representatives. • Identified staff are trained in CPI Verbal Intervention / Safety Intervention (VISI) to provide additional support in managing students with complex behavioural needs. • Wellbeing and student support staff, such as School Counsellor, LaST and Transition to School Early Years Teacher provide students with Tier II and III interventions, referrals to external agencies and coordinate 'team around a child' support.	Identified Staff
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PROMOTING CCC, POSITIVE STUDENT BEHAVIOUR AND SCHOOLWIDE EXPECTATIONS

Our CCC framework focuses on pro-social, age-appropriate developmental learning. It recognises students for positive prosocial, safe, respectful and responsible behaviour for learning. At SMIS we acknowledge the student attempts at positive behaviour through:

WHAT	HOW
	Universal free and frequent reinforcer stamp for playground and classroom.
	ClassDojo is used by each classroom teacher as a universal free and frequent reinforcer in the classroom environment.

	The Skippy Certificate of Merit Awards are presented at fortnightly assemblies to students identified as consistently focusing on our school values.
	Stanford Merthyr Infants School Postcards are posted to students as a thank you for following our school values or doing their best. Each classroom teacher posts one to an identified student.
	The Skippy Badge is earned after gaining 5 x Skippy Certificate of Merit Awards.

At Stanford Merthyr Infants School, we deliver the Second Step Social Emotional Learning (SEL) program across all classrooms. This program is evidence based, developmentally aligned, and aims to build stronger communities. The program achieves this through providing SEL throughout students' development in both classroom and out-of-school time settings. The weekly lessons are delivered electronically to parents allowing them to follow up on the learning in the home environment. Additionally, our staff have completed the educator's professional development program which has benefited our school culture allowing the whole community to thrive whilst being inclusive and equitable for all.

Student voice is valued at Stanford Merthyr Infants School and was integral in forming the CCC framework. It informed decisions such as the school mascot, "skippy".

Student leadership at Stanford Merthyr Infants School is achieved through the Junior Aboriginal Education Team, Kids Counsellors and School Environmental Committee.

The Junior Aboriginal Education Team (JAET) is an essential part of our student leadership group and represents the voice of our many Aboriginal and Torres Strait Islander students. Students in the JAET work with Sonia Sharpe as our ACLO and local AECG President in order to connect to and care for country at school. Student voice is fundamental to assemblies and, Acknowledgement of Country and NAIDOC Week organisation. The Junior Aboriginal Education Team (JAET) is an integral part of our student leadership group and represents the voice of our many Aboriginal and Torres Strait Islander students. Students in the JAET work with Sonia Sharpe (ACLO) to connect to and care for Country at school. Student voice is integral to assemblies, Acknowledgement of Country and NAIDOC Week.

Kids Counsellors are selected each term to represent and provide student voice on various topics that arise in the playground, classrooms or generally in our setting. Kids Counsellors are selected each term to represent and provide student voice on various topics that arise in the playground, classrooms or generally at our setting each term. This initiative allows for student voice to be heard whilst instilling a sense of responsibility into all students involved.

EARLY INTERVENTIONS

ALL/SOME STUDENTS

CARE CONTINUUM	INTERVENTION	DETAILS	AUDIENCE
EARLY INTERVENTION	CLASSROOM FUNDAMENTALS	- All staff are trained and apply elements of the Classroom Fundamentals, including: - Setting the scene - Establishing expectations, rules, procedures and routines - Responding to student behaviour - Positive classroom environment - Active engagement - This allows for positive classroom culture across the school and a unified approach to responding to student behaviour	Whole School
	CONSISTENCY GUIDE	The school developed an observable behaviour consistency guide for teachers. This supports teacher decision making around appropriate support and to assist accurate and non-judgmental record keeping. In classifying behaviour, to so data is then recorded accurately in School Bytes. This data is utilised to inform targeted intervention, restorative discussions, CCC weekly lessons etc. The purpose of this document is to establish consistent expectations of behaviour across the school setting that align with our values.	Whole School

	WELLBEING OFFICER INTERVENTIONS	The first point of contact is the Wellbeing Officer who is responsible for the coordination and initial management of student and/or parent/caregiver learning or wellbeing concerns. They provide support and advocate for the student to ensure they are linked with appropriate learning and wellbeing support interventions. The Wellbeing Officer proactively addresses emerging or repeated social and emotional behaviours of concern through student mediation, parent/caregiver contact and restorative conversations.	LaST
	WEEKLY CCC LESSONS	The SMIS Wellbeing Team develops CCC explicit teaching lessons which are linked to Second Step. This ensures all students are familiar with the new signage across our school and that there is a focusing on student data e.g., playground issues mild, moderate and acute to facilitate identified pro-social, emotional and self-regulation learning opportunities.	Whole School Learning and Support Team
	BERRY STREET EDUCATION MODEL	• All staff have attended the BSEM four-day professional learning. This program is evidence-based and embedded in trauma aware practice. Elements of the program consistently delivered include: - Morning circle - Brain breaks – escalating and de-escalating. - Movement breaks - Ready to learn check ins	Whole School
	SECOND STEP 	• Second Step is our wellbeing program and is delivered to all students across the school. The Second Step Program helps students to develop social-emotional skills like nurturing relationships, managing emotions and setting goals – so they can thrive in school and in life. The second step lessons are delivered weekly. Lessons are flexible allowing teachers to change to suit class or students point of need.	Whole school
	ZONES OF REGULATION 	• The Zones of Regulation are taught across all classrooms. The Zones of Regulation is a systematic, cognitive-behavioural approach used to teach students how to regulate feelings, energy and sensory needs to meet the demands of the situation and manage socially. This allows teachers to quickly respond to students that may need a movement break, access to the calm carpet etc.	Whole School
	THERAPY DOG 	• The school has a dedicated therapy dog, Maggie. Maggie is used to support all aspects of the care continuum and interacts with all students for various purposes. She is trained, to provide therapeutic intervention to students.	All Staff

	KINDNESS MONSTER 	The SMIS Kindness Monster was introduced in response to community voice. We surveyed our parents and carers in 2022 during our relaunch of PBL as CCC. Parents and carers consistently told us that they value kindness and would like for us to focus on this value at our school. We felt that kindness was underpinned in our current values (Safe, Respectful and Responsible) but we also wanted to have a focus on asking others to play, having a kind heart, speaking with kindness, being mindful of others and their feelings and treating others with respect, kindness and love.	Whole School
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TARGETED INTERVENTIONS	All/SOME STUDENTS
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CARE CONTINUUM	INTERVENTION	DETAILS	AUDIENCE
TARGETED INTERVENTION	BEHAVIOUR, LEARNING AND SUPPORT	Some students require early targeted interventions to support their behaviour and educational progress. The school's Learning and Support Team (LST) facilitates access and participation in these programs in consultation with members of the learning and support team. LST is composed of key members – Principal, Assistant Principal Curriculum Instruction, Learning and Support Teacher/Wellbeing Officer and School Counsellor. This team collaborate with families, carers and inter-agencies that support young people. Following a referral to the school's LST, interventions are aligned to student required which may include: - Learning and Support Teacher (LaST) interventions. - School Counsellor interventions - APCI interventions. Teaching and learning literacy and numeracy programs, such as intervention groups.	Learning and Support Team

	LEARNING & SUPPORT TEACHER (LaST) INTERVENTIONS	• SMIS has a dedicated Learning and Support Teacher who utilises experience and expertise in curriculum knowledge, professional learning and behaviour support interventions to provide a wholistic and inclusive educational experience. Some interventions may include: - Learning and Support Team (LST) student behaviour and learning monitoring. - LaST classroom teacher support (delivering intervention plans/programs, supporting in-class behaviour plans). - Targeted s - LST parent/caregiver contact, meetings and interviews. Referral to the LST.	LaST
	TECH CLUB (STEM)	The LaST runs weekly tech club sessions during lunch breaks for students in educational coding applications such as Minecraft. It gives students the opportunity to broaden their friendships and find those that have similar interests.	LaST
	STRUCTURED PLAY	The school values structured play options that provide students with support during lunch breaks and as an alternative to free play. For example, craft club, gardening and card games.	Whole School Learning and Support Team
	TARGETED SOCIAL AND EMOTIONAL GROUPS	For those students who require additional support for their social and emotional progress. The LaST provides a small group intervention based on the GOT IT and the Second Step programs.	Whole School
	PRO-SOCIAL SKILL PROGRAM	• Some students may require explicit teaching of pro-social skills to support their interactions with peers, self-regulation and social skill development. The LST uses School Bytes Wellbeing data or teacher referral to identify individual or small groups of students to participate in pro-social skill lessons. • At SMIS we use Skill Streaming, a program which breaks down social skills into explicit step by step teaching components. A series of lessons are delivered by the LaST and/or class teacher to small groups of students or as a whole class focus. The school values and uses the parent component to support families to practice the targeted social skill at home or in the community.	Whole school

INDIVIDUAL INTERVENTIONS

**FEW
STUDENTS**

CARE CONTINUUM	INTERVENTION	DETAILS	AUDIENCE
INDIVIDUAL INTERVENTIONS	TEAM WITHIN A SCHOOL	- Behaviour of concern can present as challenging, complex or unsafe and requires more persistent and intensive intervention. Some students have highly individualised learning and support requirements. The LST aligns appropriate Team within a School support which may include: - Restorative discussion with Wellbeing Officer. - Referral to the School Counsellor, LaST, ACLO - Sonia Sharpe. - Functional Behaviour Assessment (FBA). - Student planning (PLAN review, Individual Behaviour Support Plan (IBSP), Risk Management Plan (RMP), Student Support Plan. - TAR3 Individual Plan. - Access Request for Integration Funding Support (IFS) or placement at a specialist setting.	Learning and Support Team
	EXTERNAL AGENCIES	- The Learning and Support Team play an active role in linking students and families to services, agencies and educational professionals, forming a layered support to create a team around the child. For students with complex requirements the LST liaises regularly with medical professionals and health agencies, government services and community organisations to facilitate this essential partnership. - SMIS aim to foster strong and collaborative partnerships where individual interventions may include: - Referral or communication with services such as health/community services. - Meetings with the team around the child e.g., speech therapists, occupational therapists, physiotherapists, psychologists etc.	LST
	CHILD AND ADOLESCENT MENTAL HEALTH SERVICE (CAMHS)	SMIS and CAMHS collaborated in 2023 to provide our students and parents with the opportunity to participate in the Got It! Program. The Got It! program stands for 'Getting on Track in Time' and focuses on both universal, targeted and individual interventions. The program comprises whole-of-school screening of K-2 children using the Strengths and Difficulties Questionnaire (SDQ – Goodman, 2001) and parenting information for all families and staff in the school, followed by intensive or individual targeted interventions for families and their child.	LST

	TEAM AROUND THE SCHOOL (TaaS)	- To provide additional and specialised support for a student, the LST may refer to and consult external or highly specialised teams within the Department of Education, including: - KKLC Transition Support Teacher-Early Years (TST-EY) - HSLO/ASLO program - Learning and Wellbeing Officer (LWO) - Assistant Principal Learning and Support (APLaS) - Other TAaS contacts		LST & Executive
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RESTORATIVE APPROACHES		ALL STAFF
PROGRAM	DETAILS	AUDIENCE
	To ensure the safety and wellbeing of all students and staff, as well as provide an educational environment where all students can achieve and succeed, it is essential that behaviour is managed appropriately. Where students do not respond positively to the standards and expectations of the school, it may be necessary to apply a fair, reasonable and proportionate action.	All Staff Parents & Carers
RESTORATIVE PRACTICES	Restorative Practice is a positive approach that works with students, rather than doing things to them or for them. Conflict is an inevitable part of life. How we work to resolve conflict impacts on a school's climate and culture and ultimately on students' social and academic outcomes. Schools need to be safe places where young people can learn and thrive in a supportive, enriching environment. A restorative approach focuses on building and maintaining positive relationships across the whole school community. It aims to create an ethos of respect, inclusion, cooperation, accountability and responsibility. Restorative Practice is a teaching and learning approach that promotes self regulation and encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions. When schools are restorative they: value quality relationships	

RESTORATIVE	• model empathy and respectful relationships • value student voice and utilise collaborative problem solving • view inappropriate behaviours as opportunities for learning • apply procedural fairness • recognise the importance of repairing damaged relationships • separate the 'deed' from the 'doer' • use active listening and positive language and tone • avoid scolding, judging, lecturing or blaming • foster self-awareness in the student • implement consequences that are proportional and fair • remain future focused. Key elements which underpin restorative practices: • honesty and sincerity • positive regard for individuals • empathy • individual responsibility • shared accountability • an optimistic view of personal growth and change. SMIS CCC framework utilises Trauma Aware and Restorative Practice to build positive behaviour, engagement and participation across the school for all students. • strategies, routines and interventions address age-appropriate behaviour and encourage positive student behaviours in all school settings. • All staff use restorative language and phrasing when addressing a student exhibiting behaviour(s) of concern in a calm, understanding and supportive demeanour that reinforces the Student Behaviour Code.				Students
	DETAILS		DURATION AND GUIDELINES	Who	

CONVERSATIONS	• Informal restorative practices are simple, low-key ways educators and other school staff can influence a positive environment. This can include strategies such as: - using 'I' statements to communicate feelings and putting the focus on how one person or one group can be impacted by the behaviour of others. - focus is on the behaviour, not the person and to repair any harm caused to others. -positive classroom management strategies -logical consequences		• Restorative Conversations will vary depending on the student, setting, unexpected behaviour(s) and context. • Restorative Conversations can usually be completed within a 10-minute timeframe.	• Executive and Teaching Staff	Parent and caregivers All Staff
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	-collaborative problem-solving -structured one-on-one conversations • Affective questions are used to encourage the person who caused the harm to stop and reflect on who was affected and how they were affected. What happened? Value the student's voice and perspective. • Focus on the timeline of events without blame. • Understand and identify triggers. • The aim of Restorative conversations is to build student capacity and to ensure a safe and inclusive school environment. - increase awareness of how conflict can affect peoples' lives and relationships - Provide a clear focus on the behaviour(s) of concern. - improve communication between students and between teachers and students - teach students skills such as listening, critical-thinking and problem-solving - empower students by having them take greater responsibility for resolving their disputes. - Establish an agreed understanding that the behaviour(s) were unacceptable and teach/review appropriate prosocial skill to replace behaviour of concern. - Establish attainable goals for the student. - Communicate the strategies and interventions that the teacher will implement to support the student. • Make clear the potential consequences and implications of continued behaviour(s) of concern. • Restorative practices are the key process for - Return from school suspension - Learning, behaviour or wellbeing program/plans.				
PROGRAM	DETAILS				AUDIENCE

SELF-DIRECTED TIME-OUT	DETAILS	APPLICATION	DURATION AND GUIDELINES	WHO	Students Parent and caregivers All Staff
	- Self-directed time-out enables a student to remove themselves from a situation or environment that causes stress or may be triggering. It is often used to prevent an escalation of behaviour or provide opportunities for students to regulate emotions and behaviour. - It is sometimes called take 5, relax and return or calm down time. It is a planned informal behaviour support strategy. Staff monitor students while they are having self-directed time-out. Self-directed time-out occurs when the student: - recognises a situation may increase stress to them or lead to an escalation in their behaviour - requests permission to use self-directed time-out from the classroom - signals and leaves the classroom or educational activity without prompting or support - goes to a prearranged room or area, for example a garden, quiet space or hallway - chooses to return to the classroom or educational activity as soon as they feel able to do so and within an agreed timeframe as part of their plan. - Planned self-directed time-out could be documented as part of a Behaviour Support Plan (BSP), Safety Plan or ISP (TAR3).	Self-directed time-out will be utilised (by) in combination with teacher permission at any time during the school day.	Student is monitored by class teacher or teaching staff. Self-directed time-out is for the shortest possible time or student chooses to return to the classroom or educational activity as soon as they feel able to do so and within an agreed timeframe as part of their plan.	- Classroom teacher - Teaching staff - Interventionist - LaST - APC&I - Principal	
TEACHER-	DETAILS	APPLICATION	DURATION AND GUIDELINES	APPROVED STAFF	Students

DIRECTED TIME-OUT	In line with our school consistency guide and applying the Care Continuum, staff will employ positive and proactive behaviour management strategies before using time-out in all environments. Teacher-directed time-out paired with restorative conversations is used to prevent an escalation of behaviour and support the teaching of appropriate behaviour and skills, such as self-regulation. A student is	Teacher/teaching staff directs the student to a space within the classroom, playground or nearby, where the student can be supported at any time during the school day.	Student is monitored by class teacher or teaching staff. Teacher-Directed Time-Out duration is for the shortest possible time.	- Classroom teacher - Teaching Staff - Interventionist - LaST - APCI - Principal	Parent and caregivers All Staff
	directed away from an educational activity or setting when they engage in behaviours of concern to stop those behaviours from being reinforced. - In line with our CCC Consistency Guide Teacher-directed time-out could be used but is not limited to: - Formal Planned Time Out - a Behaviour Support Plan (BSP), Safety Plan or TAR3 Plan - Relax and Return (Buddy class) - Walk & Talk (playground) - Sit & Chat (in the moment) - Formal/Informal scheduled follow up restorative conversation - Check in and follow up conversation				
EXECUTIVE LED INTERVENTIONS	Some circumstances exist where more intensive and persistent behaviour management interventions are necessary to respond to, manage and address behaviour or behaviours of concern. These may include: - Time-out interventions to allow students opportunities to reflect on and regulate emotions and behaviour. - Formal cautions provide an opportunity for the student and their parents or carers to understand the impact of the student's behaviour or behaviours of concern and to engage in positive behaviour supports and strategies to address the behaviour or behaviours. - Suspension can be a critical safeguard that principals may use as a behaviour management intervention when a behaviour or behaviours of concern pose an unacceptable risk to others or to teaching and learning. - The purpose of suspension is to allow the school to implement appropriate supports to address the student's complex and challenging behaviour or behaviours, mitigate any unacceptable risks to students and staff and enable the student's return as soon as is appropriate.				

REVIEWING THE SCHOOL BEHAVIOUR SUPPORT AND MANAGEMENT PLAN

PROGRAM	DETAILS	AUDIENCE
STUDENT CONSULTATION	- The Learning and Support Team are best placed to review data and evaluate the behaviour support and management plan as key stakeholders within the school. They lead student, teacher and community consultation and actively seek ways to strengthen interventions and actions to support student needs. Students are consulted throughout the survey and student voice process – class groups, individuals, Junior AET, and Kids Counsellor programs. Student Wellbeing surveys are conducted once a term with follow up by the LaST. Exit surveys are also completed following the completion of TIER II and III learning, behaviour and wellbeing programs which are then reviewed periodically by the Learning and Support Team.	Learning and Support Team Students
TEACHING AND LEARNING STAFF CONSULTATION	Teachers are consulted throughout the survey and teacher voice process – NSW Public Schools Teacher Survey, consultation and advocacy (staff and executive meetings, staff surveys). Exit surveys are also completed following the completion of TIER II and III learning, behaviour and wellbeing programs which are then reviewed periodically by the Learning and Support Team. - The Learning and Support Team are best placed to review data and evaluate the behaviour support and management plan as key stakeholders within the school. They lead student, teacher and community consultation and actively seek ways to strengthen interventions and actions to support student needs.	All Staff Learning and Support Team
COMMUNITY CONSULTATION	- The community is consulted throughout the survey and community voice process – NSW Public Schools Parent Survey, school based surveys, consultation, feedback opportunities and discussions with AECG representative/s. - The Learning and Support Team are best placed to review data and evaluate the behaviour support and management plan as key stakeholders within the school. They lead student, teacher and community consultation and actively seek ways to strengthen interventions and actions to support student needs.	Parents and caregivers Learning and Support Team

YEARLY REVIEW	• The Learning and Support Team undertake a yearly review of the behaviour support and management plan interventions and strategies. Data sources included in this review include but are not limited to: - Academic, attendance and School Bytes incident data - Current school behaviour procedures, systems and practices - Referrals to executive, the school learning and support team, and Delivery Support teams - Current department policies and procedures • The new plan will take effect in Term 1 of the new school year.	Learning and Support Team
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