

School Behaviour Support and Management Plan St Clair Public School

Overview

At St Clair Public School, we strive to prepare all students to become lifelong learners and responsible citizens, ready to meet the challenges of the future. In partnership with families and the community, we provide relevant and inclusive learning opportunities for students that assist them to develop the knowledge, critical and innovative thinking skills, and resilience necessary to succeed.

Policy requirements

This School Behaviour Support and Management Plan (SBSMP) has been written and implemented by St Clair Public School as part of the [Student Behaviour Policy](#). Our plan has been developed in consultation with key stakeholders and will be reviewed annually. This document has been published on our school [website](#).

School-wide expectations

St Clair Public School is committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe behaviours we value in our students.

- Every child has the right to an engaging, inclusive and respectful learning environment. That accepts and promotes diversity,
- Creativity, collaboration, communication and critical reflection form the foundations of life-long learning by establishing positive partnerships between school, home and community,
- Our school must continually evolve and transform to better prepare students to navigate this increasingly complex world,
- We have high expectations of learning and behaviour for all students.

School Culture and Values

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 inappropriate behaviour is not accepted, in both online and offline environments. School staff will actively respond to student behaviour through the shared understanding that:

We promote a restorative culture in our school. This approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

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 [here](#). This document translated into multiple languages is available here: [Behaviour code for students](#).

Roles and Responsibilities

Students:

- Fully understand what 'bullying' is.
- Be inclusive and respect other students, their teachers, school staff and community members.
- Not bully, harass, intimidate or discriminate against anyone in our school.

Parents and Caregivers

- Work in partnership with the school to implement the SBSMP, supporting their child to abide by the [Behaviour Code for Students](#), resolving issues about their child's behaviour, and communicating with school staff and the school community respectfully and collaboratively consistent with the [School Community Charter](#).
- Work collaboratively with the school to resolve negative behaviours or incidents of bullying when they occur.
- Be involved in consultation with the school during the development, monitoring and review of the SBSMP, as appropriate.

Public Schools, including Directors, Educational Leadership and Delivery Support Team Around a School:

- Provide proactive and responsive specialist advice and support for schools in the development, implementation and monitoring of the School Behaviour Support and Management Plan.

Whole school approach across the care continuum

At St Clair Public School, the wellbeing and behaviour of our student cohort is dynamic, and we recognise and understand that students may require support at different points on the continuum at various stages of their schooling. Our school implements the 'Care continuum' model to routinely monitor and evaluate our strategies and practices that are used to support student behaviour across the care continuum.

We provide safe learning and teaching environments to encourage healthy, happy, successful and productive students. We are committed to creating quality learning opportunities for children and young people. These opportunities support wellbeing through positive and respectful relationships and fostering a sense of belonging to the school and community.

The goal of our behaviour intervention is for the students at St Clair Public School to learn positive behaviour choices and develop social and emotional skills. Deciding where all students, specific cohorts, or individual students can best be supported on the care continuum involves gathering and analysing relevant information and data, which can then identify our students' needs, set goals, and choose specific interventions.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- a. explicitly teaching classroom expectations
- b. establishing predictable routines and procedures that are communicated clearly to students

- c. encouraging expected behaviour with positive feedback and reinforcement
- d. discouraging inappropriate behaviour
- e. actively supervising students
- f. maximising opportunities for active engagement with learning
- g. providing carefully sequenced engaging lessons that provide options for student choice
- h. differentiating learning content and tasks to meet the needs of all learners

The below table explicitly demonstrates the different whole school strategies and initiatives

St Clair Public School **puts into practice across the care continuum:**

Programs and Strategies	Description	Prevention	Early Int.	Targeted	Individual	Audience
Zones of Regulation	A common language for communication, problem solving and emotional understanding to increase self-awareness and social and emotional skills.	✓	✓	✓	✓	Staff, students
Real Schools	The program is embedded in solid research about what it takes to build resilience, confidence, conflict resolutions skills, relationship building skills and a sense of community with our young people.	✓	✓	✓	✓	Staff, students
Playground Support	Providing organised activities in the playground to accommodate the needs of students requiring additional support.	✓	✓	✓	✓	Students
Sensory Room	Supporting the individual needs of students who are identified as requiring additional support.	✓	✓	✓	✓	Students
Merit System	For students to be able to work towards and achieve recognition for their efforts at school. Understand the desired behaviours expected at school.	✓	✓	✓	✓	Students
Behaviour Support Plans	Supporting the individual needs of students who are identified as requiring additional support. Goal setting, managing changes in support needs over time, evaluating the measures, interacting with care givers				✓	Students
Anti-Bullying / Cyber bullying	Support schools to establish preventative strategies that target key environments in which bullying/cyber bullying is known to occur, supporting the development of a positive school climate.	✓	✓	✓	✓	Staff, students
Classroom management / routines	To support teachers to provide consistency across the school in the management of student behaviour and to provide students with strategies for positive behaviour. Includes looking at routines, seating plans, and reinforcing expected behaviour. Looking at teaching and learning activities that the class responds well to.	✓	✓	✓	✓	Staff, students

School Excellence Framework (SEF)

The [NSW Wellbeing Framework for schools](#) is a statement of what is valued as excellence in student wellbeing in NSW public schools. It supports schools to create a planned approach to wellbeing using evidenced-based strategies that are strengths based, preventative and focused on early intervention. At St Clair Public School we achieve this by implementing evidence-based programs and initiatives to support and strengthen students' cognitive, physical, social, emotional and spiritual wellbeing.

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

St Clair Public School embeds student wellbeing and positive behaviour approaches and strategies across the care continuum and responds to behaviours of concern, including bullying and cyberbullying behaviour. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents.

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour.

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, where there is a clear and close connection between the school and students' conduct.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through school executive team or school counselling service.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded in Wellbeing using School Bytes. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)

- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- suspension or expulsion.

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and expulsion procedures](#) apply to all NSW public schools.

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](#).
- All behaviour responses are delivered in accordance with the care continuum, where the response will be dictated by the behaviour exhibited as seen below:

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher-managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules. Zones of regulation	1. Refer to school-wide expectations. Refer to student plans/strategies	1. Contact office to seek help from executive member straight away if there is a risk. Otherwise notify executive ASAP before the end of the school day.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback. Follow behaviour support plan.	2. AP/DP/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.
3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.	3. AP/DP collects information and reviews the incident from multiple perspectives to determine the next steps. AP/DP/CT to record incident on wellbeing system and contact parent/carer by email or phone. DP/P may consider further action eg. formal caution to suspend or suspension
4. Social-emotional learning lessons are taught	4. Teacher records on School Bytes by the end of the school day. Monitor and inform the family if repeated. For some incidents a referral is made to Learning and Support or School Counsellor	4. Refer to the school's Learning Support Team considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment. Matching strategies and interventions to the function of the student's behaviour, including NCCD adjustments
Teacher/Parent contact	Teacher/Parent contact	Teacher/Parent contact
Parents may be called about their child's positive behaviour. Parents invited to school assemblies when their child is receiving an award.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team (LST) may be discussed.	Parent/carer contact is made by AP/DP/P to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Time out (alternative spaces self-directed etc)	Student chooses appropriate space for a period of up to 10min.	Teacher supervising the student	School Bytes if it occurs multiple times a day
Break time reflection (restorative conversations)	Class 5 for a set period of time	Executive member coordinates staff member to have the restorative conversation with student	School Bytes
Detention	Suitable space for a period communicated with the parent/carer	Executive staff	School Bytes
<u>Detention and timeout procedures</u>			

Review dates

Last review date: 31st January 2025

Next review date: 30th January 2026

Bullying Response Flowchart

