NSW Department of Education

St Helens Park Public School Behaviour Support and Management Plan

Overview

St Helens Park 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 weekly PBL lessons, targeted social skills groups, wellbeing camps and external input from outside agencies.

Partnership with parents and carers

St Helens Park Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by consulting at P and C along with additional feedback opportunities throughout the year.

School-wide expectations and rules

St Helens Park Public School has the following school-wide rules and expectations:
- To be safe, respectful learners

St Helens Park Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:
- Expectations of Positive Behaviour for Learning are explicitly and consistently taught and applied across the school to ensure optimum conditions for student learning.

Safe	Respectful	Learner
Care for and help other children at my school.	Treat all members of my school with respect and tolerance of difference.	Respect and care for learning spaces across the school.
Play safely and keep hands and feet to myself at all times.	Tell the truth and respect the property of others and of the school.	Come to school prepared to learn.
Remain in bounds and within sight of a teacher at all times.	Wear my uniform properly and be neat and clean.	Work as hard as I can and to learn to the best of my ability.
Walk on hard surfaces and run on the grass if safe.	Act courteously and respectfully when representing my school.	Listen when others are speaking.
	Look after and care for my school environment.	Attend school regularly and attend all school activities.

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 at https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01. This document translated into multiple languages is available here: Behaviour code for students.

Whole school approach across the care continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	Trauma informed practice School Behaviour and Management Code Classroom Expectations	Ready to learn plans School-wide Morning Circle and class check in. Focus on expectations – micro skills and lessons Regular brain breaks and mindfulness activities	Whole School
Prevention	School Behaviour Levels of Support Core Values of Education	Expectations of positive behaviour are explicitly taught on a weekly basis across the whole school K-6. All students follow the school rules of Safe, Respectful Learners.	Whole School
Prevention	School Celebration of Values	School Celebration of Values	Whole School
Early intervention	Transition to Kindergarten	LST Coordinator, ES1 Supervisor and School Counsellor identify students and families with emerging behaviour/academic issues before students commence kindergarten.	LST Coordinator ES1 Coordinator School Counsellor
Early intervention	Aboriginal Education Teacher Aboriginal Education SLSO	Identify Aboriginal students and their families and advocate through targeted support initiatives.	AEO and SLSO Teaching Staff
Early intervention	LaST/ Exec/ Counsellor check in	Daily check in with identified students	LaST/ Exec/ Counsellor
Early intervention	Behaviour Support/ Tier System	Identify student behaviours that require intervention. Provide support, resources or wellbeing programs to develop appropriate behaviours.	Whole school CRT Stage supervisor

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	Learning and Wellbeing Support Behaviour Support/ Tier System Tier System	The Learning and Support Team works with teachers, students and families to support those students who require personalised learning and support. Including instructional leadership, in class support and observations, behaviour response and support plans.	Learning and Support Team Individual students, families, staff
Individual intervention	Behaviour Support/ Tier System	In addition to supports listed above, students identified on the Tier system have access to personalised wellbeing programs to encourage positive interactions and behaviours.	Classroom Teacher LaST Executive Staff
Individual Intervention	Behaviour Support/ Tier System	In addition to supports listed above students who have been identified as a behaviour risk receive additional SLSO support both in the classroom and playground.	Classroom Teacher LaST Deputy Principal SLSO
Individual Intervention	Individual Behaviour Response and Support Plan	Students identified as requiring significant additional support have an Individual Behaviour Response and Support Plan in place. Development of risk assessments and the development of short- and long-term goals.	Supervisor Classroom Teacher Deputy Principal

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

Our management of behaviour is based on the principles of Positive Behavioural Interventions and Support to create safe and effective schools. It works by re-structuring the learning environment to support the academic and social success of all students.

Our approach focuses on:
- addressing the diverse academic and social needs of every student to support them to be successful
- supporting students in all school settings
- providing a continuum of supports that are intensified to meet the needs of every student
- being team driven, using a problem-solving approach (data, systems and practices) that engages students, parents and all school staff
- establishing positive social expectations for all in the school community
- providing a framework for St Helens Park and its community to collectively support the wellbeing of every student.

We support all students and staff across our setting. It incorporates a team-based process that is designed for systemic problem solving, planning, and evaluation. It is an approach to creating an environment within which staff are trained in:

- effective behaviour education principles and practices
- systems change
- the practical application of research-validated instruction and management practices.

Our management of behaviour is based on the following core principles:

1. We can effectively teach appropriate behaviour to all children.
2. Intervene early. It is best practice to intervene before targeted behaviours occur.
3. Monitor student progress to inform interventions.
4. Use data to make decisions.
5. Continually using assessment to re-align the school's behavioural goals.

At St Helens Park Public School, we believe that all students should be given the opportunity to learn and grow in a safe, happy environment. This environment is created and maintained by setting clear rules, routines and expectations and giving appropriate reinforcement for positive behaviour to aid understanding and adherence to the rules. This climate of understanding and consistency also involves maintaining a partnership and commitment to positive behaviour for learning by all members of the school community, including teachers, students and parents.

Key focus areas include:

- Positives outweigh negatives.
- Differentiate behaviour expectations and management (there is not a one style fits all- just like the adjustments you make in student learning).
- Be calm. Stay in control.
- Take responsibility for managing the behaviours in your class- this will earn you the respect from your students.
- It is the teacher's responsibility to create a positive, supportive culture and to manage behaviours within their own classrooms

[Add as many lines as required to communicate the strategies and responses for student behaviour. The table below is optional. Appendix 1 presents an example of an alternative option. Refer to Appendix 2 for an optional bullying response flowchart that school can modify]

Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour	Responses to behaviours of concern
Behavioural 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.	**School wide level system** – redirection of behaviour using positive language. Rule reminder and reteach of rule and expectations. Internal classroom time out.	**School wide level system** – level 2. Reflection hub is to be attended by students to engage in restorative conferences.
Morning Routine / Check in are used to monitor students' readiness for learning each day to pre-emptively address potential issues.	**Brain Breaks** are used to help students maintain focus, reduce frustration and allow for self-regulation.	**Behaviour supporting monitoring card / Daily check in with Executive staff** – utilised to help support and guide students in the modification of negative behaviour.

Social skills and bullying programs are taught to help students understand and manage their feelings and encourage impulse control and self-calming.	Restorative conversations are used to address minor behaviour issues before they escalate.	Referral to Learning and Support Team – consider current and previous behaviours. May include completion of FBA, risk assessments, behaviour support and response plans, referral to school psychologist.
Curriculum adjustments, feedback and lesson structure is used to ensure learning is accessible to all students.	Parent contact is made by classroom teacher advising them of the observed behaviours and outlining if the corrective responses have been successful.	Behavioural contract is developed along side students to set out the behavioural expectations and supports available to carry out the plan. Behavioural contract is signed by student, parent, DP/Principal.
Family engagement through ongoing formal and informal channels to communicate student efforts to meet expectations.	Zones of Regulation are used to help students engage in conversation about their behaviour, organise their feelings and use strategies to achieve self control.	Parent contact is made by executive staff member advising them of the observed behaviour and outlining the responses to behaviour. Parents may be requested to attend a meeting.
Positive reward system is used to celebrate student learning and positive behaviour both in the classroom and on the playground.		

Responses to serious behaviours of concern

- [list the process the school will take to respond to serious behaviours of concern]
- The NSW Department of Education Student Behaviour policy and Suspension and Expulsion procedures apply to all NSW public schools.
- 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.

Reporting and recording behaviours of concern

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.

Detention, reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

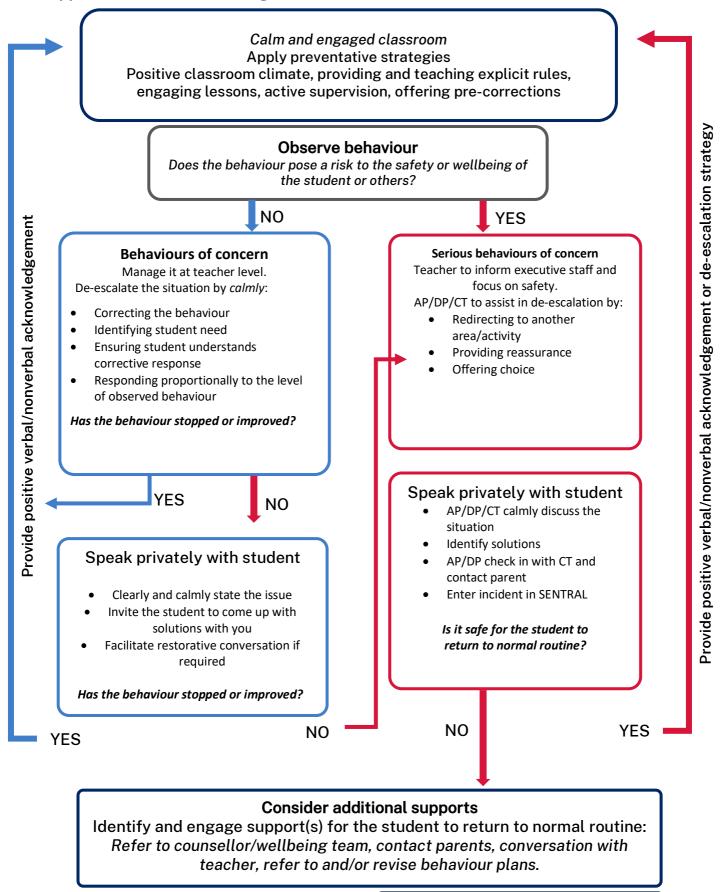| Strategy	When and how long?	Who coordinates?	How are these recorded?
Time out within class	Immediately, as required. Up to 5 minute duration	Classroom Teacher	Recorded in Sentral
Time out with another teacher	Immediately, as required. Up to 10 minute duration	Classroom Teacher / Buddy Teacher	Recorded in Sentral
Alternative play plan – allocated to an area of playground for supervised play	Next break, as required	Classroom Teacher / Assistant Principal	Recorded in Sentral
Reflection room – for restorative conference	Next day lunch time – 20 minutes. May be consecutive days depending on observed behaviour	Assistant Principal	Recorded in Sentral

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart:

Calm and engaged classroom
Apply preventative strategies
Positive classroom climate, providing and teaching explicit rules, engaging lessons, active supervision, offering pre-corrections

Observe behaviour
Does the behaviour pose a risk to the safety or wellbeing of the student or others?

NO

YES

Behaviours of concern
Manage it at teacher level.
De-escalate the situation by *calmly*:

- Correcting the behaviour
- Identifying student need
- Ensuring student understands corrective response
- Responding proportionally to the level of observed behaviour

Has the behaviour stopped or improved?

YES   NO

Serious behaviours of concern
Teacher to inform executive staff and focus on safety.
AP/DP/CT to assist in de-escalation by:
- Redirecting to another area/activity
- Providing reassurance
- Offering choice

Speak privately with student

- Clearly and calmly state the issue
- Invite the student to come up with solutions with you
- Facilitate restorative conversation if required

Has the behaviour stopped or improved?

YES

Speak privately with student
- AP/DP/CT calmly discuss the situation
- Identify solutions
- AP/DP check in with CT and contact parent
- Enter incident in SENTRAL

Is it safe for the student to return to normal routine?

NO   NO   YES

Provide positive verbal/nonverbal acknowledgement

Provide positive verbal/nonverbal acknowledgement or de-escalation strategy

Consider additional supports
Identify and engage support(s) for the student to return to normal routine:
Refer to counsellor/wellbeing team, contact parents, conversation with teacher, refer to and/or revise behaviour plans.

*Is suspension required for additional **planning time**? If so, consult with principal.*

*Is a **mandatory report** required?
If so, consult with principal and MRG.*

Appendix 2: Bullying Response Flowchart

First hour: Listen
- Identify bullying behaviour, including cyber-bullying
- Provide a safe, quiet space to talk and reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

Day 1: Document
- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student and check with the student to ensure you have the facts correct
- Enter the record in SENTRAL
- Notify school executive of incident if required in line with behaviour management flowchart
- Notify parent/s that the issue of concern is being investigated

Day 2: Collect
- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day 3: Discuss
- Evaluate the information to determine if it meets the definition of bullying (see above)
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day 4: Implement
- Document the plan of action in SENTRAL
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day 5: Review
- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in SENTRAL

Ongoing follow-up
- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in SENTRAL
- Refer matter to the Learning and Support Team if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students