



Thomas Acres 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

Thomas Acres 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 Character Education lessons, targeted social skills/wellbeing groups, wellbeing camps and external input from outside agencies.

Promoting and reinforcing positive student behaviour and school-wide expectations

Thomas Acres Public School has the following school-wide rules and expectations:

- Supporting Students along the Care Continuum
- SEL / PBL - Safe, Respectful Learners

Thomas Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Character Education – Explicitly taught behaviours / values for example: Respect, Kindness, Honesty, Resilience
- PBL Expectations of Positive Behaviour for Learning are explicitly and consistently taught and applied across the school to ensure optimum conditions for student learning.
- Trauma Informed Practice Strategies – including Zones of Regulation.

Behaviour Code for Students

The Behaviour Code for Students can be found at [Behaviour code for students](#) expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Meeting the diverse wellbeing and behaviour needs of students can be a complex task. Thomas Acres Public school implements whole school practices and programs for the long-term wellbeing, learning and safety of all students.

Our school adopts the care continuum to embed a whole school system, focussed on a prevention approach to address the full spectrum of student behaviour needs. Students are supported at each stage of the care continuum, through specific evidence based whole school, and targeted strategies and practices.

Prevention - whole school approaches to establish and maintain safe, respectful learning environments for all students. A learning environment includes classrooms, playground, online and all school events and activities. When applied, these approaches will underpin effective teaching and reduce minor behaviours of concern.

Early intervention - this is when all, a group or some students require early intervention to deal with emerging, low-level behaviours of concern. These are in addition to the above, and are early practices, strategies, or adjustments to encourage positive behaviour expectations.

Targeted intervention - this is targeted support for students who may exhibit complex and challenging behaviours to encourage positive behaviours. This can include facilitating positive behaviour supports and making targeted and reasonable adjustments.

Individual intervention - a comprehensive system of support and consultation with parents and specialists, for students with highly complex and challenging behaviours. Often these need individual assessment, monitoring, and review.

When an intervention is needed associated with any of the above four intervention points along the care continuum, the intervention may be through a strategy, practice or service.

Whole School Approach

The strategies and practices listed below are used by our school to prevent and respond to student behaviours of concern when they occur, consistent with Department policies and procedures. Many of these strategies and interventions support students to learn and practise expected behaviours using explicit teaching and feedback.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Creating Positive Learning Environments	A whole school document outlining evidence-based strategies that teachers can use to create and respond to positive behaviour. It highlights the importance of preventative strategies, while also acknowledging that responsive strategies have their place in maintaining an environment conducive to learning. The staff at Thomas Acres employ effective preventative classroom management strategies including encouraging a positive social and emotional classroom climate, using structured instruction, using rules and routines, providing pre-corrections to remind students of expectations, and actively supervising to ensure all students are supported to stay engaged in learning.	Whole School - Teacher Focus
	Zones of Regulation	A framework for teaching students' strategies for emotional and sensory self-management. The Zones approach uses four colours to help students identify how they are feeling in the moment given their emotions and level of alertness as well as guide them to strategies to support regulation.	Whole School
	Character Education/ SEL Programs	Character Education is the process of learning common attributes, beliefs and behaviours that are important for people to have as responsible citizens. At Thomas Acres students receive weekly explicit lessons which cover 12-character traits (respectful, kind, fair, mindful, resilient, perseverance, cooperative, inclusive, assertive, honesty, empathy and appreciation) over the course of the year. Each trait is covered over a three-week period across the school including assemblies.	Whole School

Care Continuum	Strategy or Program	Details	Audience
	Bro/Sista Speak & Koori Groups	Are cultural and mentoring programs run at our school which have a strong focus and are designed to inspire and motivate Aboriginal students to develop a strong identity and sense of belonging whilst learning about their culture and the importance of education.	First Nations students Years 1-6
	Mana Group	A cultural and mentoring program run at our school which has a strong focus and is designed to inspire, engage, and motivate our Pacific Islander students to develop a strong identity and sense of belonging whilst learning about their culture and the importance of education.	Pacific Islander students Years 1-6
	School Discipline 'Procedure'	Outlines the agreed expectations (both classroom and playground) and key practices teachers use to establish and maintain positive learning environments. Defines the responsibilities and rights of students, teachers and parents as well as detailing the award system.	Whole school
Early Intervention	Self-Regulation Boxes containing fidget toys	Fidget toys are self-regulation tools which can help increase attention and focus. They can also have a calming effect on students with anxiety and can boost active listening. Fidget toys come in a variety of sizes, shapes and textures and can be different tools such as fidget spinners, cubes, stress balls, spinning rings, stretchy toys, playdough or visual prompts showing how to do deep breathing. Each classroom and office area has a self-regulation box filled with tools that students can utilise to assist with calming or active listening.	Whole school
	Antibullying	Social and emotional skills related to personal safety, resilience, help seeking, and proactive behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE). We ensure that Thomas Acres Public school is a safe, supportive and inclusive environment, where students are clear about what constitutes bullying, feel comfortable in reporting bullying and will not tolerate others being bullied.	Whole school
	Whole school behaviour management procedures- PBL	Teachers and executive follow school expectations regarding managing student behaviour both in the classroom and on the playground at a low level. As well as identifying student behaviours that require intervention and provide resources or wellbeing programs to support improved behaviours.	Teaching staff
	Brain Breaks	Brain breaks are simple physical and mental exercises. They have a positive effect on learning by increasing engagement and cognitive functioning.	Whole school
	Visual Timetables	A visual timetable shows what is happening over a certain period in a visual way. It might use real photographs, cartoon pictures or symbols. It could show a short amount of time, for example: what is happening now and what is going to happen next, or it could show longer periods, such as the plan for part of, or all day. Simply, a visual timetable shows the plan, in pictures. (For individuals as required)	Whole School
	Social stories	A social story is a simple description of a situation, concept, or social skill. It is individualised for each child and features the child as the main character. Social stories help explain situations that children find challenging. A social story can support a child who is having difficulty	Whole School

Care Continuum	Strategy or Program	Details	Audience
		with an activity, routine, or event. It can help them to understand it, step by step. Social stories can be about specific situations at school, home, or in the community.	
Targeted Intervention	Learning & Wellbeing Support Team	The Learning Support & Wellbeing team works with teachers, students, and families to support those 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.	LS&W Team
	Delivery Support 'Team around the school'	Advice and support provided by Department of Education personnel outside the school.	Principal AP Learning Support and Wellbeing
	School Counselling Service	School counselling staff support students by providing a psychological counselling, assessment and intervention service. Referral is made by either the parents or teaching staff through the Learning and Wellbeing Support Team	Individual students, families & staff
	Cool Kids Anxiety program	The Cool Kids Anxiety Program is based on Cognitive Behavioural Therapy (CBT), with a focus on teaching practical skills. It is a structured 10 session program run over a minimum of 10 weeks that teaches children (ages 7-17 years) and their parents how to better manage a child's anxiety. The program is delivered by a psychologist	K-6 students
	Police Liaison Officer	School Liaison Police officers work with schools to reduce anti-social behaviour through a range of school intervention strategies, educational programs, and local relationships which model respect and responsibility.	Principal Executive
	PLSP	A Personalised Learning and Support Plan is a working curriculum document mandated by the Department of Education, designed by teachers in collaboration with parents, which informs the planning, delivery and evaluation of educational learning programs. providing adjustments to address the identified needs of the student.	Teacher, LaST & parent
Individual Intervention	Integration Funding Support	Integration Funding Support helps schools to provide adjustments for students with disability in mainstream classes who have moderate to high learning and support needs – as defined by the Department's disability criteria. For more information: Inclusive learning support	Students K-6
	Specialist Allied Health Services	The scheme supports schools that may need to engage specialists allied health services to ensure learning adjustments are appropriate and effective for students	Whole school
	Behaviour Support Plan	Students identified as high needs have an Individual Behaviour Support Plan in place.	Supervisor Teacher

Detention, reflection and restorative practices

The following practices are used at Thomas Acres public school. Please refer to the table below to understand key information regarding these practices. These practices have been presented to teachers and the P&C for consultation and reflect the Department of Education's expectations.

Action	Details: (When and how long?)	Who coordinates?	How are these recorded?
Managing Challenging Behaviour (low level through to serious)	Low - Reminder of expectations	Class / duty teacher	Behaviour slip Sentral
	Mid - Give time out (maximum 10-15 minutes). The student is directed away from the educational activity or setting to a space in the classroom or nearby where the student is monitored by the teacher. The strategy is paired with a restorative conversation. If on the playground student may be asked to walk with teacher on duty.	Class / duty teacher	Behaviour slip Sentral
	High – Reflection: a plan response for a single student or a group of students. This will support the student to reflect on their behaviour and make positive choices. Parents/ carers will be notified via the student reflection sheet. In more serious incidences the parent may be called via telephone.	Class / duty teacher liaise with executive	Behaviour slip Sentral Reflection sheet
	Serious – Take action to keep safe, Send for executive assistance	Executive	Incident Report Sentral
Time Out (teacher directed). This is implemented as part of an agreed student's behaviour support plan based on the assessment of their behaviour. The student is directed away from the educational activity or setting to a space in the classroom or nearby where the student is monitored by the teacher. The strategy is paired with a restorative conversation. If on the playground student may be asked to walk with teacher on duty.	When there is a need to prevent escalation of behaviour. For a predetermined period.	Teacher	Teacher records or behaviour slip
Time Out (self-directed). This is implemented as part of an agreed student's behaviour support plan based on an assessment of their behaviour. The student removes themselves from a stressful situation to prevent an escalation of behaviour. Provides opportunities for the student to self-regulate emotions and behaviour by going to a prearranged room or area where they can always be monitored.	When there is a need to prevent escalation of behaviour or leave stressful situation. For a predetermined period.	Student in consultation with Teacher or Executive	Teacher records or behaviour slip
Implement Individual Behaviour Strategies.	Students identified at risk of suspension or post warning of suspension complete an Individual behaviour and support plan in consultation with students and parents.	Executive Classroom teacher Parent Student	Sentral

Action	Details: (When and how long?)	Who coordinates?	How are these recorded?
Restorative Practices- Informal conversations, small impromptu conferences, group circle or formal conference (planned). Results in negotiated and agreed outcomes and a planned approach for moving forward.	When a relationship has been damaged because of a person's behaviour. For a negotiated period.	Supervising teacher or executive	Sentral

Partnership with parents/carers

Thomas Acres Public School has and will continue to partner with parents and carers in establishing expectations for developing and implementing student behaviour management strategies by:

- sharing key information and school approaches to support positive behaviour and support groups or individual student behaviour causing concern.
- partnering with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by consulting at P&C along with additional feedback opportunities throughout the year.
- consulting with the P&C and Aboriginal community to inform school practice and procedures.

Thomas Acres Public School will communicate these expectations to parents/carers through social media posts, school website and P and C meetings. As well as targeted communication to individual parents/ carers or groups when necessary.

School Anti-bullying Plan

Refer to the [Information and policies](#) and [Anti-bullying](#)

To ensure this plan continues to be fit for purpose and uses current school data to inform school practices, regular reviews will take place on an annual basis involving all stakeholders.

Last review date: November 2024

Next review date: November 2025