

Smalls Road Public School Behaviour Support and Management Plan

[Please refer to the [School Behaviour Support and Management Plan: a guide for schools](#) for additional assistance to complete this 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. Please delete the guiding text in [] before publishing this plan. This template is not compulsory to use.]

Overview

Smalls Road 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:

- Second Step K-6
- Anxiety Project
- Wellbeing and discipline plan

Promoting and reinforcing positive student behaviour and school-wide expectations

Smalls Road Public School has the following school-wide rules and expectations:

- Be in the right place, at the right time, doing the right thing

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

- explicitly teach student behaviour expectations
- positive teacher student relationships
- recognising and celebrating student achievement
- additional supports for student behaviour when needed
- Monitoring of student progress (attendance, behaviour, social, academic) through school Learning Support Team

- Regularly reward and acknowledge positive behaviour through individual and class based rewards – Smalls Road Smileys.
- Consistent modelling and reinforcement of positive behaviour by all staff

Behaviour Code for Students

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Second Step	A program to help students build social-emotional skills like nurturing positive relationships, managing emotions and setting goals.	Whole school
Prevention	Anxiety Project	A community approach to managing anxiety and building resilience.	Whole school
Prevention	Wellbeing and discipline plan	School developed document based on PBL principles. Document outlines whole school expectations (students, staff and community), positive incentives and consequences for negative behaviours	Whole school
Prevention	School wide expectations	Explicitly teach students what being in the right place at the right time doing the right things looks and sounds like. Lessons taught for classroom, playground, toilets, office, library, RFF	Whole school
Prevention	Communication	Clear communication through staff meetings, newsletter, P&C expectations for behaviour of all whilst on school site and representing the school	Whole school
Early intervention	Individual short term behaviour plan	Sticker chart, behaviour goal, first / then card	Individual students
Early intervention	Quality teacher management	Staff use a range of strategies to support positive behaviour.	Whole school

Care Continuum	Strategy or Program	Details	Audience
Targeted Intervention	Functional behaviour assessment	Implemented when needed through Learning Support Team.	Individual students
Targeted Intervention	Learning Support Team Referral	Classroom teachers complete referral to Learning Support Team when appropriate. Parent must be involved.	Individual students
Individual Intervention	Behaviour support plan		Individual students
Prevention	Induction Program	New staff participate in an induction program that addresses many areas of school practice and procedure. Induction on the school Learning and Support procedures, positive and negative student behaviour and how to manage/acknowledge. Staff are also trained in how to record and follow up incidents.	Staff
Prevention	Consistency	To build and maintain consistency of staff expectation for student behaviour and building positive relationships every second week in the staff communication meeting a different area of practice is addressed, discussed and modified/clarified if needed.	Staff
Prevention & Early Intervention	Classroom Management	PL Term 1 and then as needed for staff on implementing proactive and preventative classroom management strategies to reduce inappropriate student behaviour in the classroom and playground.	Staff
			parents

*Insert more rows as required.

Detention, reflection and restorative practices

Smalls Road Public School does not have a dedicated detention / reflection space. When students need to participate in reflection practices that need time (eg. Can not be completed effectively at time of incident) the matter will be managed by the teacher at a more appropriate time (ie. minimal interruption to student learning individual/class). The reflection and restorative practice would take place in a safe space such as the classroom setting. Escalated incidents (violence/verbal aggression/intimidation) are referred to the executive.

Reflection and restoration in these instances will then take place within the executive space (classroom or office area in main administration building).

Action	When and how long?	Who coordinates?	How are these recorded?
Reflection – look at behaviour and the right choice to make. May involve time off playground/ out of class/ coaching and upskilling of behaviour choices	Varied depending on situation and age of student	Class teach /Executive	Sentral
Restoration – apology to student/staff involved Natural consequence applied where applicable – make right – repair damaged – remove vandalism	To occur as soon after event as possible	Class teacher /Executive	Sentral
Parent Notification	To occur as soon after event as possible	Class teacher /Executive	Sentral

*Insert more rows as required.

Partnership with parents/carers

Smalls Road Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by:

- Having policy accessible to community through the school website or the Department’s website
- Open and clear communication when concerns arise
- Communication through the school newsletter – regular information regarding proactive support
- Liaising with the P&C and seeking direct feedback when appropriate
- Community survey to gain feedback

Smalls Road Public School will communicate these expectations to parents/carers Through student orientation processes and ongoing messages through the school newsletter.

School Anti-bullying Plan

Insert a link to the school’s existing anti-bullying plan here. Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).



Reviewing dates

Last review date: Day 1, Term 1, 2024

Next review date: Day 1, Term 1, 2025