



Stockton Public School Behaviour Support and Management Plan

27 January 2023

This plan is an operational document which outlines the behaviour support and management processes and practices at Stockton Public School and reflects the Department's Student Behaviour Policy and Procedures (2022). Our school behaviour support and management plan is published on our school's website so it is available to all students, parents/carers and school staff.

Overview

Stockton Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Our key program prioritised and valued by the school community Positive Behaviour for Learning. This includes our school values.

Promoting and reinforcing positive student behaviour and school-wide expectations

Stockton Public School has the following specific school-values and expectations to promote positive student behaviour and a climate of success:

- United
- Safe
- Engaged

Stockton Public School uses the following three key strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations to ensure a climate of success, positive teacher student relationships, recognise student achievement and support for student behaviour needs:

- High expectations
- Explicit instruction of positive behaviour
- A common language based on our school values

Behaviour code for students

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses. Our behaviour code for students can be found on our school's website or at the following link:

<https://schoolsequella.det.nsw.edu.au/file/ea084894-ada7-4b39-890c-21c4ab1e9aaf/1/behaviour-code-students-english.pdf>

School Behaviour Support and Management Stockton Public School

Meeting the diverse wellbeing and behaviour needs of students can be a complex task. Our 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, focused 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 Practice	Details	Audience
Prevention Whole school practices Proactive	School Values (underpinned by PBL)	School-wide, universal and classroom values and expectations to bring together the whole-school community to contribute to developing a positive, safe and supportive learning culture.	Teachers Students Parents
	Restorative Practices	This focuses on building, maintaining and restoring positive relationships. A behaviour management toolkit for teachers.	Executive Teachers Students
	Classroom Management Practices	Outlines the agreed expectations and key practices teachers use to establish a positive learning environment that maximises learning and wellbeing for all students.	Principal Executive Teachers
	Sista/Bro Speak	A cultural and mentoring program that has a strong cultural focus and is designed to inspire and motivate Aboriginal students about the importance of education.	Aboriginal and Torres Strait Islander students
	Zones of Regulation	The Zones of Regulation framework and curriculum (Kuypers, 2011) develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. The common	Teachers Students Parents

		language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.	
Early Intervention All, a group or individual students Early low level behaviours	Restorative Practice	This focuses on building, maintaining and restoring positive relationships.	Executive Students
	Whole school behaviour management procedures	Teachers and executive follow school expectations regarding managing student behaviour at the low level. This includes teacher intervention in the classroom and playground.	Teachers Executive
	Communication with parents	School expectations and procedures are followed when working with parents to support students.	Teacher Executive

Care Continuum	Strategy or Practice	Details	Audience
Targeted Intervention A student exhibiting complex or challenging behaviours Possible need for assessment Possible need for adjustment	Classroom management practices	This could include modified individual expectations and goals, communication with parents, transition to and from classroom strategies.	Teachers
	Behaviour Support Toolkit	This includes behaviour support planning, de-escalation plan, behaviour response plan, student behaviour contract, targeted behaviour goals.	Teachers
	Whole school behaviour management procedures	Referral to executive member	Teachers Executive Principal
	Learning and support team	The learning and support team works with teachers, students and families to support those students who require personalised learning and support. This can include instructional leadership, development of risk assessments and the development of short- and long-term goals.	Student Families Teachers
	School Counselling Service	Referral to school counsellor by parents and class teacher through the Learning and Support Team (LST).	Executive LST
	Delivery Support 'Team around the school'	Advice and support provided by Department personnel outside the school.	Principal Senior Executive
	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	Principal Executive

		responsibility	
Individual Intervention A need for a comprehensive system of support to address complex or challenging behaviour.	Case Management	A process, encompassing a culmination of consecutive collaborative phases, that assist students to access available and relevant resources necessary for the student to attain their identified goals.	Principal Executive LST School Counsellor
	School Counselling Service	Continued support from school counsellor and /or assessment and referral to outside resources.	Executive Welfare Team Family
	Delivery Support	Advice and support provided by Department personnel outside the school.	Principal Executive
	Specialist Allied Health Services	The scheme supports schools that may need to engage specialist allied health services to ensure learning adjustments are appropriate and effective for students.	

Reflection and restorative practices

The following practices are used in our school. Please refer to table below to understand key information regarding these practices. These practices have been presented to teachers and the P&C for consultation and reflect Department expectations.

Action	When and how long?	Who coordinates?	How are these recorded?
Reflection – a planned response for a single student or a group of students. This will support the student to reflect on their behaviour and make positive choices.	When there is negative behaviour. Maximum 50% of recess or lunch break	Teacher Executive	Teacher records in school record system.
Time – out (teacher directed) This is implemented as part of an agreed student’s behaviour support plan based on an 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. This strategy will be paired with restorative conversations.	When there is a need to prevent escalation of behaviour. For a predetermined period of time.	Teacher	Teacher records in school record system.
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 and to prevent an escalation of behaviour. Provides opportunities for	When there is a need to prevent escalation of behaviour or leave a stressful situation.	Teacher	Teacher records in school record system.

the student to self regulate emotions and behaviour by going to a prearranged room or area where they can be always monitored.	For a predetermined period of time.		
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 as a result of a person’s behaviour. For a negotiated period of time.	Supervising teacher and/or executive.	Teacher and/or executive records in school record system.

Partnership with parents and carers

Stockton 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
- providing opportunity to contribute to the review process and community feedback
- consult with the P&C and Aboriginal community to inform school practice and procedures.

Stockton Public School will communicate these expectations to parents and carers by:

- providing information on the school’s website and regular newsletters
- targeted communication to individual parents / carers or groups as needed.

School Anti-bullying Plan

Our school’s existing Anti-bullying Plan can be found on the school’s website or through the following link:

https://stockton-p.schools.nsw.gov.au/content/dam/doe/sws/schools/s/stockton-p/Anti-Bullying_Plan_for_2021.pdf

Review dates

To ensure this plan continues to be fit for purpose and uses current school data to inform school practices, regular reviews will take place through staff, community, and student engagement.

Principal Name: Ms Jodie Holt
Review Date: Term 4 2023