

Woodstock Public School

Behaviour Support and Management Plan

Overview

Woodstock 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;

- Inclusive practices such as positive relationships, behaviour expectations, recognising student achievement and supported behaviour practices.

Promoting and reinforcing positive student behaviour and school-wide expectations

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

- Be safe
- Be respectful
- Be on task

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

- Positive Behaviour for Learning (PBL) is implemented by all staff to improve the learning and wellbeing of all students at the school.
- Parents are provided with access to the Woodstock School Behaviour Plan on enrolment. Changes are communicated through P&C meetings and newsletters.
- A matrix has been developed and is taught to ensure all students have a clear understanding of behaviour expectations.
- Staff actively respond to and prevent student behaviours of concerns

Behaviour code for students

The behaviour code for students can be found at <https://education.nsw.gov.au/public-schools/going-to-a-public-school/translated-documents/behaviour-code-for-students> . 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
Preventions	Whole school prevention approaches that establish and maintain safe, respectful learning environments for all. Includes a system of recognition based on PBL and stars.	<ul style="list-style-type: none"> Strong teacher/student relationships Explicit teaching and modelling of specific skills including behaviour expectations and social skills Communication with parents around school expectations Class based systems of expectations and positive reinforcement Consistent teacher expectations, routines, modelling and responses to behaviour 	<ul style="list-style-type: none"> All students Teachers Parents
Early Intervention	As above alongside the following supports	<ul style="list-style-type: none"> Communication with parent, and where relevant, the use of communication books Explicit teaching and modelling of specific skills including behaviour expectations and social skills Social stories, visual cues and strategies and routine Curriculum links, particularly in PDHPE, History and English (literature) Restorative practices and circle time Drama and role play Self-regulation training – brain breaks, yoga 	<ul style="list-style-type: none"> Students with emerging, low-level behaviours of concern
Targeted Intervention	As above alongside school staff making targeted and reasonable adjustments in the classroom.	<ul style="list-style-type: none"> Communication with parent and, where relevant, communication books Modified individual expectations and goals Transition strategies – class to playground, lesson to lesson, grade to grade, school to School School developed programs to support behaviour and wellbeing Restorative practice resources Behaviour Support Toolkit including behaviour support planning, de-escalation plan, behaviour response plan, student behaviour contract, target behaviour goals Itinerant Support Teachers, Early Intervention where transition to school concerns are identified by the preschool or family Targeted support from APL&S (Assistant Principal Learning and Support) 	<ul style="list-style-type: none"> Students requiring targeted support to encourage positive behaviours.
Individual Intervention	As above alongside the following supports and strategies listed.	<ul style="list-style-type: none"> Communication with parent, and where relevant, the use of communication books Check-in/check-out Sensory assessment and supports Programs to explicitly teach social competence and interpersonal skills, and social emotional skill development Support from other stakeholders such as Delivery Support team members (Out of Home Care Teachers, Assistant Principal Learning and Support, Behaviour Specialists, Networked Specialist Facilitator), Refugee Student Counselling Support Team and external agencies such as paediatricians, psychologists or those involved in individual case management Engage specialist allied health services via the Specialist Allied Health and Behaviour Support Provider Scheme. The scheme supports schools that may need to engage specialist allied health services to ensure learning adjustments are appropriate and effective for students. 	<ul style="list-style-type: none"> Students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents, other relevant specialist staff (internal or external to the school), service providers, inter-agency partners, and/or the Delivery Support team.
Source	https://education.nsw.gov.au/content/dam/main-education/inside-the-department/inclusive-engaging-respectful/policies-and-procedures/behaviour/associated_docs/Applying_the_care_continuum_UPDATED_v3.pdf		

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
<p>Detention Detention and reflection rooms are a planned consequence that involves a single student, or group of students, generally being in a designated room or area. The purpose of these is to support the student to reflect on their behaviour and make positive choices. The student is always supervised in the room by at least one adult and the student is not left alone at any time.</p>	<ul style="list-style-type: none"> • Detention may occur during either a lunch or recess break on the day of the behaviour. • It may occur during the lunch break on the next school day should a behaviour occur in the final school session of the day. • Not longer than 10 minutes to allow the student(s) to have sufficient time to eat, play and visit the bathroom. 	Class Teacher or teacher who discusses the behaviour with the student.	Student's inappropriate behaviours and consequences of a detention are to be recorded as a behaviour incident in EBs by the coordinating teacher.
<p>Teacher-directed time-out Teacher-directed time-out is a planned behaviour intervention that is implemented as part of a behaviour support plan based on an assessment of the behaviour. It is used to prevent an escalation of behaviour and support the teaching of appropriate behaviour and skills, such as self regulation.</p>	<ul style="list-style-type: none"> • to use a space within the classroom or nearby where the student can be supported • the student is monitored by the teacher • it is for the shortest possible time. 	Teacher-directed time-out should be paired with restorative conversations as part of behaviour support planning to include goals, explicit instruction of replacement behaviours, measures to check progress, and personalised feedback to the student as they develop replacement behaviours.	Teachers may record these in their daybook.
<p>Self-directed time-out Self-directed time-out enables students to leave a stressful situation for time alone and is often used to prevent an escalation of behaviour. It is designed to provide opportunities to regulate emotions and behaviour. Students must be monitored by a teacher while they are having self-directed time-out</p>	<ul style="list-style-type: none"> • recognises a situation may increase stress to them or lead to an escalation in their behaviour • requests permission to use self-directed time-out from the classroom • signals and leaves the classroom or educational activity without prompting or support • education.nsw.gov.au • goes to a prearranged room or area e.g. a garden, quiet space, lounge room • is monitored at all times while they are having self-directed time • chooses to return to the classroom or educational activity as soon as they feel able to do so and within an agreed timeframe as part of their plan. 	The student and teacher may have a pre-arranged signal. SLSO is available to support students who work at targeted and individual behaviour support status.	Teacher/SLSO to record in their daybook. May need to track to ensure the strategy is not used as work avoidance.
Source:	https://education.nsw.gov.au/content/dam/main-education/inside-the-department/inclusive-engaging-respectful/policies-and-procedures/behaviour/associated_docs/Detention_and_time-out_guidelines.pdf		

Partnership with parents/carers

Woodstock Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by communicating clearly with all parents/carers around school expectations.

Woodstock Public School will communicate these expectations to parents/carers by the beginning of Term 4 2022.

School Anti-bullying Plan

https://woodstock-p.schools.nsw.gov.au/content/dam/doe/sws/schools/w/woodstock-p/Woodstock_Public_School_Anti-bullying_plan.pdf

Reviewing dates

Last review date: Term 1, 2022

Next review date: Day 1, Term 1, 2023

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