



Les Powell School Behaviour Support & Management Plan

This plan ensures that all students can engage in learning in line with the [Inclusive Education](#) policy for students with disability to meet the obligations under the [Disability Standards for Education 2005](#), and maintain a safe working and learning environment for everyone at the workplace consistent with the [Work Health and Safety \(WHS\) policy](#).

Staff at Les Powell School are committed to modelling and explicitly teaching positive behaviour that supports students to be engaged with their learning. At Les Powell School, we adhere to the Department of Education's [Student Behaviour Policy](#), that fosters student engagement in learning, sets clear boundaries, recognises appropriate behaviour, and manages inappropriate behaviour fairly.

The [School Community Charter](#) informs parents and carers on how to engage with NSW public schools. At Les Powell School, we partner with parents and carers in developing and implementing student behaviour management strategies.

Promoting and reinforcing positive student behaviour: at Les Powell School:

students will:

- be taught, actively use, and respond to the school rules that consist of being
 - ✓ a good learner.
 - ✓ a safe learner.
 - ✓ a kind learner.

staff will:

- explicitly teach all students about respectful, and safe behaviours in line with a developmentally appropriate curriculum approach across the care continuum
- provide early, visible, consistent, and planned responses to behaviour of concern to foster trust and confidence between the school, student and parent or carer
- provide quality learning environments that are inclusive, safe, secure, and minimise disruption, [bullying](#), harassment, discrimination, violence, intimidation, and victimisation
- actively seek and engage in professional learning that will support positive student behaviour and the implementation of the Les Powell School Behaviour Support and Management Plan.

Parents and carers will be encouraged to:

- participate in the planning and reviewing of their child's program
- share responsibility for shaping their child's understanding about socially acceptable behaviour
- support their child's ability to self-regulate
- work with teachers to establish fair and reasonable expectations of the school when addressing the department's [Behaviour Code for Students](#).

At Les Powell School, we use a [positive behaviour for learning \(PBL\)](#) framework that guides our school's leadership team in creating positive learning environments for student learning and wellbeing.

To support student learning in the skill of self-regulation at Les Powell School, we use the following PBL core visuals:



Specific school strategies for managing behaviour

To re-direct emerging to challenging and complex student behaviours of concern, staff can refer to the [Les Powell School Behaviour Toolkit](#).

Les Powell School Behaviour Care Continuum Flow Chart

Student displays low level behaviour: Staff use school PBL visuals to re-direct and remind student of desired behaviour. Teacher reflects on their quality teaching and [effective classroom practice](#).



Student displays emerging behaviour of concern:

1. Behaviour is documented in ERN and referred to team leader in the system. If behaviour occurs without the class teacher present, staff on duty is to complete an ERN hardcopy record and forward it to the class teacher for entering electronically. All students involved must be documented.
2. Parent/carer for all students involved to be advised by phone or Class Dojo.
3. Class teacher may complete a [functional assessment](#), [Student Behaviour Analysis and Prompt Sheet](#) or reflect on the form, nature, and function of the behaviour to complete a behaviour plan. Consider school behaviour chart.
4. Behaviour plan to be included in student's PLaSP and shared with class SLSO, parent/carer and ASTP if student accesses transport.
5. Identified strategies to be communicated to all at the next staff meeting.



Student displays challenging and complex behaviours of concern due to the nature, frequency, or duration of the behaviour:

6. Class teacher to complete step 1 on this continuum.
7. Team leader to determine who will follow up with parent via telephone to provide feedback on the occurrence and seek advice on any factors that may be contributing to the student's behaviour.
8. With team leader support, class teacher to review the student's behaviour plan. If necessary, the plan should be forwarded to the executive and school psychologist (learning support team) for further review. A meeting at the school may be recommended with the parent / carer and support services to assist with the planning.
9. The executive may determine a need for whole school staff training, environmental changes and/or a crisis management plan to be implemented.
10. All hard and soft copies of plans to be updated, provided to parent/carer for endorsement and communicated to staff at the next staff meeting.
11. All positive change to the student's behaviour should be acknowledged and communicated to the parent and staff.



Student displays unsafe behaviours of concern where the behaviour poses a risk to the safety, health, learning and wellbeing of others:

12. Following a review of the behaviour and supports provided, the principal may provide the parent / carer with a formal caution to suspend as a circuit breaker. The principal may determine that the student should be suspended as a first response to a behaviour of concern if there are immediate and significant risks to health, safety and wellbeing for students or staff that cannot be mitigated with the student at school.
13. The principal has the discretion to decide the appropriate next steps on a case-by-case assessment, including whether it remains appropriate to proceed to a suspension.
14. If suspension is to proceed – verbal notification should be provided to the parent / carer, ASTP notified, and DEL advised. The [Suspension Checklist](#) should be completed and all steps followed. Note: K to Year 2: maximum number of consecutive school days for a suspension is 5 school days. Year 3 to Year 12: maximum number of consecutive school days for a suspension is 10 school days.

Dealing with a crisis because of negative student behaviour, flowchart

1. **Student's behaviour escalates to a crisis point** where others get hurt or the potential for others to be hurt, and/or damage to equipment is significant.

Staff are to follow the student's crisis management plan. If no plan is in place, staff are to implement the following steps:

2. Class teacher is to direct all staff and students to evacuate the classroom, or area where the student displaying with the challenging behaviour is located.

Class teacher to direct a staff member to monitor the student in sight, but not in direct proximity. When a student is significantly dysregulated, staff are not to attempt to over-crowd them or continue to redirect. Staff are to give the student space and time to calm down and use a calm voice to reassure them from time to time that they are safe.

Staff to ensure all other students can resume with their usual activity as soon as possible, even if in different location.

Staff to confirm that all other students are reassured that they are safe.

3. Class teacher to contact the school office and advice office staff of the situation or press the Emergency button on the phone.

Office staff will alert executive staff.

4. Executive staff will attend to the student being monitored and direct any further actioning necessary to implemented, including the provision of additional support to the student displaying the challenging and complex behaviour.

In the event a staff member or student is injured, executive staff will provide advice on the necessary next actions. This may include:

- Call to the Incident Report and Support Hotline on 1800 811 523
- Using the Mandatory Reporter Guide to help decide if a child is suspected or at risk of significant harm, and report it to the Child Protection Helpline on 132 111 if required
- Call to the Child Wellbeing Unit on (02) 9269 9400 where risk of harm concerns about children and young people exist that do not meet the threshold of suspected risk of significant harm
- Consult with the DEL for guidance, support and direction where the behaviour relates to problematic or harmful sexualised behaviours

5. Follow steps 6 to 12, in the **Les Powell School Behaviour Care Continuum Flow Chart**

Supporting students experiencing behaviour concerns is an ongoing process, and the strategies may need to be reviewed many times over to find an effective solution. Therefore, any strategy put in place should be monitored and reviewed continuously. When reviewing behaviour plans, consideration must be given to all setting including travel.

Professional learning

For additional professional learning, the department's [Behaviour Support Toolkit](#) provides links to online self-paced professional learning in the [behaviour support and management](#) website.

Using restrictive practices in an emergency or crisis

Trust your instincts to keep students safe

Sometimes students behave in a way that puts them at risk of harm, for example, running onto a road, fighting or trying to leave the school grounds. In emergency or crisis situations similar to these, it may be necessary to use a restrictive practice to keep students safe.

If you see a student who is unsafe



- Trust your knowledge of the department's policies.
- Act in line with your duty of care.
- Support other staff and students.

If you've used a restrictive practice to respond in an emergency or crisis:



Tell your principal, their delegate or your supervisor.



Call the Incident Report and Support Hotline (1800 811 523) if:

- someone was injured
- there was no risk management or behaviour response plan in place.



Talk to your team and think about how to respond to and prevent risks in the future.



If you need support

If you have been involved in or have witnessed the use of a restrictive practice and require support:

- contact the **Employee Assistance Program – Supporting You** on 1800 060 650.
- review the resources available on the [department website](#).