

School Behaviour Support and Management Plan – Les Powell School

Overview

By creating trusting partnerships, the Les Powell School community collaborates to provide every student a quality individual, high impact learning and support program that enables them to thrive, grow and succeed.

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.

Partnership with parents and carers

Les Powell School partners with parents/carers to establish expectations for engagement in developing and implementing student behaviour management and bullying strategies. Parents/carers are 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.

School-wide expectations and rules

Students at Les Powell School are taught, actively use, and respond to the school rules that consist of being

- ✓ a good learner.
- ✓ a safe learner.
- ✓ a kind learner.

Good Learner	Safe Learner	Kind Learner
I follow instructions	I keep hands and feet to self	I wait and take turns
I try my best	I play safely on the equipment	I communicate with manners.

I ask for help

I look after the classroom

Behaviour Code for Students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour code for students](#).

Whole school approach across the care continuum

The department’s endorsed evidence-based approaches that support behaviour include Positive Behaviour for Learning (PBL), trauma-informed practices, and the principals of inclusive practice.

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL Program	Explicit teaching of PBL expectations	Students, staff
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students, staf
Early intervention	Responses to minor behaviours	Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback	Students, staff
Targeted intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	<u>Attendance support</u>	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, parents/carers, attendance co-ordinator
Individual intervention	<u>Individual Behaviour Support Planning</u>	Planning is done in collaboration with the student and their family with support from Team Around a School where needed. This can include individual behaviour support and risk management plans.	Individual students, staff

Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying

Les Powell School 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 School Bytes and referred to team leader in the system. If behaviour occurs without the class teacher present, staff on duty is to complete an incident report on a paper 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 students 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 suspension.
14. If suspension is to proceed- verbal notification should be provided to the parent / carer, ASTP notified, and EL advised. The Suspension Checklist should be completed and all steps followed. Note: K to Year 5 is 5 school days and 3 to Year 12: maximum number of consecutive school days for a suspension is 10 school days.

Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded in the SchoolBytes recording system. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, meeting)
- formal caution to suspend, or suspension.

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.

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 advise 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.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

[Incident Notification and Response Policy](#)

[Incident Notification and Response Procedures](#)

[Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Review dates

Last review date: 19 December 2024

Next review date: Week 10 Term 4 2025