

Hinchinbrook Public School

Behaviour Support and Management Plan

Overview

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

Promoting and reinforcing positive student behaviour and school-wide expectations

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

- To be safe
- To be respectful
- To be a learner

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

- To teach tri-weekly lessons based on school data
- Reteaching of expected behaviour
- Assembly talks – Student Leaders
- Matrix days – reinforcing expected behaviour from peers
- Recognition and reinforcement of positive behaviour, fast and frequent e.g. Gotcha Challenge, PBL rewards presented at Assembly and end of term PBL reward day.

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. See appendix 1.

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL Tier 1	<p>Strong teacher/student relationships.</p> <p>Explicit teaching and modelling of specific skills including behaviour expectations and social skills.(PBL)</p> <p>Engaging parent involvement.</p> <p>Communication with parents around school expectations.</p> <p>Class based systems of expectations, practices, strategies and positive reinforcement. Whole school rewarding positive behaviour e.g. Gotcha challenge.</p> <p>Consistent teacher expectations, routines, modelling and responses to behaviour including award system.</p> <p>Check and Connect Program (AP/DP Check in)</p> <p>Transition Program and liaison with previous teachers, pre-schools, external paraprofessionals</p> <p>Turn taking activities, board games, card games, picture talks and to develop social skills and peer connections.</p> <p>Integrating mindfulness, movement breaks and social/emotional learning into teaching and learning programs. (Life Skills Go)</p> <p>High quality differentiated teaching that addresses individual learning needs of all students, where appropriate learning adjustments are documented in an individual student support plan and/or Personal Learning Pathways.</p> <p>The Inclusive Practice and Student Wellbeing hubs are platforms that</p>	Whole School

Care Continuum	Strategy or Program	Details	Audience
		<p>provide evidence-based resources to support students with disability and additional needs. Access easy to download and print materials, learn from practical online resources and utilise evidence-based strategies to support and strengthen inclusive practice in schools.</p> <p>A preventative approach that focuses on building and maintaining positive relationships e.g. Peer Support, Bystander to Upstander, Student Voice Curriculum links, particularly in PDHPE including positive relationships, Life Skills Go teaching units Life Education and wellbeing performances e.g. Meerkats Productions, and personal and social capabilities in all syllabi.</p> <p>Professional Learning – Trauma, understanding behaviour, Connecting to Country, VISI Training (Verbal Intervention Safety Intervention), staff sharing knowledge and skills.</p>	
Early Intervention	LST Life Skills Go The Got It! Program Be Brave	<p>Communication and consultation with parents.</p> <p>Students raised at Stage Meeting and discussion for support.</p> <p>Explicit teaching and modelling of specific skills including behaviour expectations and social skills to reduce triggers and teach replacement behaviour for students identified as being at risk.</p> <p>Self-regulation training PBL data</p> <p>A specialised early intervention program for students Kindergarten to Year 2 who display emerging changes in behaviour such as aggression, defiance and disruptive behaviour, and a family component (Got It Program)</p> <p>Professional Learning – PAX Good Behaviour Game (LST), SAFEminds program, Mental Health First Aid, Professional Learning e.g. OLT</p>	<p>Grade/ Individual student</p> <p>K-2 Students, Families, staff</p>
Targeted Intervention	LST PBL Tier 2	<p>Communication and consultation with parent/carer using a variety of different forms of communication e.g. communication book, email, phone,</p>	Individual student

Care Continuum	Strategy or Program	Details	Audience
		<p>interview etc.</p> <p>Modified individual expectations, reasonable adjustments and goals.</p> <p>Transition strategies – class to playground, lesson to lesson, grade to grade, school to school.</p> <p>School Counsellor intervention.</p> <p>Learning Support processes inclusive of EaLD and L&ST.</p> <p>Delivery Support 'Team Around a School' – Learning and Wellbeing Officer, Assistant Principal Learning and Support, Senior Psychologist Education, Behaviour Specialist, Out of Home Care Teacher, Itinerant Support Teacher Early Intervention, Support Teacher Transition, Aboriginal Community Liaison Officer, Home School Liaison Officer, Aboriginal School Liaison Officer, Assistant Principal Sensory (Hearing and Vision), Learning and Wellbeing Advisor, Learning and Wellbeing Coordinator NDIS Transition Coordinator, Networked Specialist Facilitator.</p> <p>Itinerant Support Teachers, Early Intervention where transition to school concerns are identified by the preschool or family.</p> <p>Check and Connect Program (AP/DP Check in)</p> <p>Assessment and supports e.g. sensory Programs to explicitly teach social competence and interpersonal skills, and social-emotional skill development.</p> <p>Negotiated playground programs.</p> <p>Zones of Regulation</p> <p>Professional Learning - Positive Behaviour for Learning Tier 2 – Targeted systems of support eLearning. This eLearning focusses on flexible, continuously available early interventions for students who need additional support to reduce inappropriate behaviour before it becomes chronic e.g. Playground buddies including SLSO support and Peer Buddies</p>	

Care Continuum	Strategy or Program	Details	Audience
Individual Intervention	LST PBL Tier 3	<p>Matching student behaviour to evidence based strategies and interventions.</p> <p>Communication and consultation with parent/carer using a variety of different forms of communication e.g. communication book, email, phone, interviews etc.</p> <p>Check and Connect Program (AP/DP Check in)</p> <p>Assessment and supports e.g. sensory Programs to explicitly teach social competence and interpersonal skills, and social-emotional skill development.</p> <p>Targeted systems of support eLearning for students who need additional support to reduce inappropriate behaviour.</p> <p>Negotiated playground programs.</p> <p>LST Programs -Attendance, EaLD, L&ST, NCCD adjustments.</p> <p>Learning Support Team – Refugee student support, students with a disability or significant support needs, Behaviour Support Plans, Risk Management Plans, Suspension process, PlaSP's</p> <p>The Delivery Support team will work in conjunction with the Learning and Support Team to:</p> <ul style="list-style-type: none"> -develop appropriate behaviour expectations and strategies with other staff members -monitor the impact of support for individual students through continuous data collection and observation e.g. Functional Behaviour Assessments -provide consistent strategies and adjustments outlined within an individual student support plan. <p>Professional Learning -Understanding behaviour support planning eLearning. This e-learning provides an overview of student behaviour support planning for teachers, learning and support team staff and Delivery Support team staff.</p> <p>Positive Behaviour for Learning Tier 3 – Individual systems of support eLearning. This training develops behaviour</p>	Individual student

Care Continuum	Strategy or Program	Details	Audience
		expertise in schools to confidently deliver Tier 3 systems and practices.	

Time away, Detention and Reflection and restorative practices

Action	When, where and how long?	Who coordinates?	How are these recorded?
<p>Time away – Teacher Directed</p> <p>Teacher-directed time away 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. Teacher-directed time away should only be used after other de-escalation strategies and teaching practices have been tried. It occurs when a student is directed away from an educational activity or setting when they engage in behaviours of concern to stop those behaviours from being reinforced. Teacher-directed time away 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. When directing a student to teacher-directed time away, make sure:</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. 	As needed, in the classroom (or learning environment) for the shortest possible time	Classroom Teacher	Sentral - Student profile Welfare Additional Comments
<p>Time away – Self Directed</p> <p>Self-directed time away enables a student to remove themselves</p>	As needed, in the classroom (or learning	Classroom Teacher and Student	Sentral - Student profile Welfare

Action	When, where and how long?	Who coordinates?	How are these recorded?
<p>from a situation or environment causing stress. This is sometimes called time away, chill out time or cool down time. It is a planned informal behaviour support strategy that may be used as part of a behaviour support response and documented as an agreed strategy. Self-directed time away 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 away. Self-directed time away occurs when the student:</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 away from the classroom • signals and leaves the classroom or educational activity without prompting or support • goes to a prearranged room or area • 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. 	<p>environment) for the shortest possible time</p>		<p>Additional Comments</p>
<p>Detention and Reflection 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</p>	<p>Reflection in the Library: Minor- 1 break Major (Orange) - 5 days during break time Major (Red) - 5 Days, meeting with DP at</p>	<p>DP, AP, PBL Team</p>	<p>Sentral Wellbeing - Minor Major</p>

Action	When, where and how long?	Who coordinates?	How are these recorded?
<p>one adult and the student is not left alone at any time.</p> <p><i>Reflective Practice:</i></p> <p>reflect on and learn from experience (Reflecting on Action)</p> <p>consider feedback</p> <p>remain open to alternative perspectives (Reflecting for Action)</p> <p>assume responsibility for their own learning.</p> <p>Understanding and applying Zones of Regulation.</p> <p>Morning Check in with AP upon arrival</p> <p>Breaks 1 and 2 – Safe focus, respectful focus, Zones of Regulation, Strategies, Goal setting.</p>	<p>beginning and end during break time</p>		
<p>Restorative</p> <p>Restorative Practice is a positive approach that works with students to develop</p> <ul style="list-style-type: none"> - Self awareness - Self management - Social awareness - Relationship skills - Responsible decision making <p>A restorative approach focuses on building and maintaining positive relationships across the whole school community. It aims to create respect, inclusion, cooperation, accountability and responsibility.</p> <p>Restorative Practices:</p> <ul style="list-style-type: none"> • positive classroom management strategies • logical consequences • collaborative problem-solving • trained Yr 6 helpers for the playground • structured one-on-one conversations • mediation • conferencing <p>Restorative Practice is inclusive and concerned with maintaining and building connectedness between</p>	<p>Ongoing, as needed</p>	<p>Whole School</p>	<p>Sentral Welfare or Wellbeing</p>

Action	When, where and how long?	Who coordinates?	How are these recorded?
students, parents and teachers.			

Partnership with parents/carers

Hinchinbrook Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies through focus groups, P&C engagement and surveys e.g. Tell them from Me.

Hinchinbrook Public School will communicate these expectations to parents/carers via the Sentral Parent Portal, email, verbal communication and information sent home.

School Anti-bullying Plan

Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

Supporting Documents

Appendix 1 – Behaviour Code for Students

Appendix 2 – Hinchinbrook Public School Anti-Bullying Plan

Reviewing dates

Last review date: Term 1, 2024

Next review date: Term 1, 2025