

Freemans Reach Public School

Behaviour Support and Management Plan

This guide is provided to support our school in the development of the behaviour support and management plan.

This plan:

- reflects a strategic, integrated whole-school behaviour management approach and be in line with the Student Behaviour Policy, Behaviour Code for Students and the School Community Charter
- is an operational document which outlines school processes and practices
- is published on the school website and is made available to all students, parents/carers and school staff.

Overview

Freemans Reach 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 underpinned by our Positive Behaviour for Learning (PBL) processes.

Promoting and reinforcing positive student behaviour and school-wide expectations

At Freemans Reach Public School the children are encouraged towards self-discipline by positive, optimistic and caring attitudes of staff and parents. The school endeavours to supplement the work of the home by providing an environment which fosters such qualities as courtesy, respect, responsibility, tolerance and inclusion, and the ability to work and play with others. When parents enrol their children at school, they enter a partnership with the staff which is based on shared responsibility and mutual respect. This partnership should aim at achieving effective learning and good discipline so that the school environment is both productive and harmonious.

Inclusive, engaging and respectful schools ensures every student is engaged and learns to their fullest capability and ensures all students, teachers and staff are safe in school.

Behaviour code for students

The behaviour code for students can be found [here](#).

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
Prevention	Classroom Management	<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 • Curriculum links, particularly in PDHPE (including respectful relationships), Peer Support K-6 program • 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 (PLPs) 	Whole school
Prevention	School Learning Support Officers (SLSO)	School Learning Support Officers work in schools to enhance the wellbeing and learning outcomes of students. SLSOs support the implementation of the school's whole-of-school approach to wellbeing, helping students develop social and emotional skills through targeted strengths-based programs and strategies that build resilience, coping	Whole School

		skills and positive relationships	
Early Intervention	Social Skills program	This is a specialised early intervention program for students K-6 who display emerging social problems such as friendships, aggression, defiance and disruptive behaviour, and a family component.	Whole School
Early Intervention	PBL Tier 1	PBL Tier 1 Schoolwide and classroom systems of support brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture.	Whole school
Early Intervention	Buddies	Pre-K Orientation and Term 1 Kindergarten and Year 6 buddy support program to support transition to school.	Year K and 6
Early Intervention	Classroom Curriculum	Positive Relationship PDH syllabus and Bucket Filler program to support students to identify emotions, feelings, empathy and awareness of their peers.	Whole School
Early Intervention	School counsellor	This link provides more information about the school counselling service. School counselling staff support students by providing a psychological counselling, assessment and intervention service.	Whole school
Targeted Intervention	Learning and Support Team	The Learning and Support team work with teachers, students and families to support those students who require personalised learning and support. Including instructional leadership, development of risk assessments and the development of short- and long-term goals.	Individual students, families, staff
Targeted Intervention	Classroom Management	Communication with parent and, where relevant, communication books Modified individual expectations and goals Differentiation	Individual students, staff
Targeted Intervention	Restorative practices	Students are given the opportunity to reflect on behaviour choices based on a series of questions linked to our PBL model to help identify choices and ways to make good decisions.	Individual students, Executive staff
Individual Intervention	Student behaviour support plan and Crisis Management	Plans are developed with Health and Safety Directorate, executive staff, Learning and Support team, classroom teacher and parents to teach desired behaviour and reinforce positive	Executive staff, Learning and Support team,

	plan	interactions and personal choices within the school.	Teachers, Parents
Individual Intervention	Check In/Check Out	Daily communication with family and student to encourage positive engagement	Family, Student, Staff
Individual Intervention	Attendance	Monitoring attendance patterns and communicating with families regarding high absences to promote positive attendance of 90%-100%.	Teachers, family, student, Home School Liaison Officer (HSLO)

Detention, reflection and restorative practices

The policy is a level system consisting of four levels of consequences and four levels of rewards. These levels provide students, staff and parents with a clear understanding for student behaviour and procedures for reward and consequences. When poor behaviours are exhibited, students will pass through the lower levels. Assistant Principals will collaboratively make the decision of student movement between levels, positive and negative, this process may involve consultation with the Principal and classroom teacher. If a student receives no detention for one term, they move to a Bronze certificate.

If a student has had no detentions for two consecutive terms, they receive a Silver certificate. If a student has had no detentions for three consecutive terms, they receive a Gold certificate. If a student has had no detentions for four consecutive terms, they receive a Diamond certificate. These awards will be presented at the end of each term by the Assistant Principals. Students can still move from consequence levels one to four during this time.

All staff have access to Sentral and the welfare section in which to record negative behaviours exhibited by students. All teachers are to fill in the incident report when required.

Action	When and how long?	Who coordinates?	How are these recorded?
Teacher-directed time-out	Based on assessment of behaviour – approx. 10 mins	Teacher	Sentral – Wellbeing module
Self-directed time-out	As required	Monitored by classroom teacher	Sentral – Wellbeing module
Reflection	Based on assessment of	Teacher	Sentral – wellbeing with attached copy

	behaviour – approx. 10 mins		of student reflection record
Detention	Repeated behaviour or isolated unsafe behaviour – time varied based on incident	Assistant Principal	Sentral – wellbeing follow-up with attached copies of detention and parent communication recorded
Level drop 1-3	Extreme repeated behaviour – 1 week per level. After desired behaviour, student returns to level 0	Assistant Principal, Principal	Sentral – wellbeing follow-up with attached copies of detention and parent communication recorded

Partnership with parents/carers

Freemans Reach Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies.

Freemans Reach Public School will communicate these expectations to parents/carers by parent information evenings, newsletter, parent-teacher interviews, school website and school enews.

School Anti-bullying Plan

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

Reviewing dates

Last review date: 30 January 2023

Next review date: 12 December 2024