



Newcastle Junior School Behaviour Support and Management Plan 2024

23rd February 2024

Overview

Newcastle Senior 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 Positive Behaviour for Learning.

Promoting and reinforcing positive student behaviour and school-wide expectations

Newcastle Senior School has the following school-wide rules and expectations:

- be respectful and safe of self and others
- demonstrate appropriate behaviours at all times
- engage and participate in everyday learning
- engage in safe behaviours and follow given instructions

Newcastle Senior School uses Positive Behaviour for Learning (PBL) strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations to:

- increase safety for students, staff and the wider community
- increase opportunities in the community for life beyond school

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.

Whole School Approach

The strategies and practices listed below are used by our school to prevent and respond to student behaviours of concern when they occur, consistent with Department policies and procedures. Many of these strategies and interventions support students to learn and practice expected behaviours using explicit teaching and feedback

Care Continuum	Strategy or Program	Details	Audience
Prevention	You, Me, Us Wellbeing Strategy	This approach is to build positive relationships in the school and wider community. We are building skills to increase self-confidence, respect for self and others and encourage teamwork.	Whole School
Prevention	Positive Behaviour for Learning	Student, staff and community are aware of the PBL program. Teachers engage in explicit teaching of our three focus areas- We Care, We Learn, We are Safe.	Whole School
Early Intervention	Professional Development	Staff participate in Step-by-Step intervention training, focusing on behaviours of concern, triggers, patterns of behaviour, data collection and analysis, interventions and restorative practices.	School Staff
Targeted Intervention	Risk Assessments	Environmental assessments completed to ensure safety and wellbeing for all on site. Incursion and Excursion risk assessment to ensure safety and wellbeing for all attending.	School Staff
Individual Intervention	Student Behaviour Management Plans (SBMP)	School behaviour support team work collaboratively with teachers, families and allied health to identify behaviours of concern, prevention and intervention strategies to minimise frequency and severity of behavioural incidences	Staff, Families and Allied Health
Individual Intervention	Student Risk Assessments (SRA)	School behaviour support team work collaboratively with teachers, families and allied health to identify high risk and harmful behaviours to self and others. RA aim to eliminate or control high risk situations.	Staff, Families and Allied Health

Detention, reflection, and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Time Out	Breakout area, least amount of time for a student to calm.	Teacher and Executive staff	Time out recording sheets. These are analysed by WHS committee
Formal Caution	Letter of formal caution to families. Given prior to suspension for a particular behaviour of concern and outlines support provided to address the behaviour causing concern.	Executive staff	Sentral and Student Information Folders
Suspension	Students may be suspended for causing actual harm to any person, possessing an unacceptable risk to health and safety, learning and or the wellbeing of others. Maximum of 10 consecutive school days	Principal or Principal delegate.	Sentral and Student Information Folders
Reflection	Prior to student returning to school. Staff reflect and plan appropriate support for student to successful reengage with learning at school.	School Staff	Amendments made in BMP
Learning Support Meetings	Student support team meet prior to student return to school to discuss implementation of amended strategies and supports.	Student support team	Minutes recorded in Sentral and Student Information Folder.

Partnership with parents/carers

Newcastle Senior School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by holding biannual individual learning meetings and seeking feedback via school surveys including the Tell Them From Me Survey.

Newcastle Senior School will communicate these expectations to parents/carers by school website, Facebook page, fortnightly newsletter, communication books and formal meetings.

School Anti-bullying Plan

Our school's existing Anti-bullying Plan can be found on our school's website through the following link: [NSS_Anti_Bullying_Plan_2023.pdf \(nsw.gov.au\)](#)

Review dates

Last review date: Term 1 2024

Next review date: Term 1 2025

New Plan to be updated to school website Day 1 Term 1 annually.

Principal Name: Graham Finch

Dated: 23/02/2024