



The Junction Public School

School Behaviour Support and Management Plan

Revised May 2023

This plan is an operational document which outlines the behaviour support and management processes and practices at The Junction Public School and reflects the Department's Student Behaviour Policy and Procedures (2022). Our school behaviour support and management procedures published on our school's website is available to all students, parents/carers and school staff.

Overview

The Junction Public School is committed to explicitly teaching and modelling positive behaviour to support all students to engage with their learning. Key programs prioritised and valued by the school community are the explicit teaching of Values, Growth mindsets and Restorative Justice inclusive of reflective practices which encourage students to become self-regulators of their behaviour and learning. In the classroom teachers monitor wellbeing and learning through formative practices to ensure inclusivity and students take an active role in their learning through tasks which include reflection which enhances engagement. The Behaviour and Management Plan promotes respectful dialogue between all.

Promoting and reinforcing positive student behaviour and school-wide expectations

The Junction Public School has the following specific school-wide rules and expectations based on Values and Learning dispositions to promote positive student behaviour and a climate of success:

- **Respect** - Respect people, places and property.
- **Responsibility** - Take Responsibility for your own behaviour and actions.
- **Quality** - Always try to achieve your personal best.
- **Empathy** - Understand and accept that we all have different interests, abilities and cultures
- **Participation** - Actively participate in all learning opportunities
- **Integrity** - Be honest and play fairly

The Junction Public School explicitly teaches, recognises, and reinforces positive student behaviour and behavioural expectations. This creates a climate of success, positive teacher-student relationships, and recognises student achievement and provides support for student needs. The following are the key strategies and systems in use at The Junction PS:

- Assessment for and as Learning (Formative and Reflective) which promotes student self-regulation of behaviour and learning as part of the teaching and learning cycle,
- Whole school awards linked to Values education,
- A greater focus on intrinsic motivation, and
- Student Executive who take an active role in promoting Values and award Student Leader's Values Awards.

Behaviour code for students

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses. Our behaviour code for students can be found on our [school's website](#) or by clicking [here](#). This behaviour code is used to guide all school behaviour management procedures and supporting documents.

School Behaviour Support and Management at The Junction Public School

It is a complex task to meet the diverse wellbeing and behaviour needs of all students. Our

school implements whole school practices and programs for the long-term wellbeing, learning and safety of all students adapted to stage and cohort needs.

Our school adopts the Care continuum to embed a whole-school system, focused on a proactive, preventative approach to address the full spectrum of student behaviour needs. Students are supported at each stage of the care continuum, through specific evidence based whole-school, and targeted strategies and practices:

- **Prevention** - whole school approaches to establish and maintain safe, respectful learning environments for all students. A learning environment includes classrooms, playground, online and all school events and activities. When applied, these approaches will underpin effective teaching and reduce minor behaviours of concern.
- **Early intervention** - this is when all, a group or some students require early intervention to deal with emerging, low-level behaviours of concern. These are in addition to the above, and are early practices, strategies or adjustments to encourage positive behaviour expectations.
- **Targeted intervention** - this is targeted support for students who may exhibit complex and challenging behaviours to encourage positive behaviours. This can include facilitating positive behaviour supports and making targeted and reasonable adjustments.
- **Individual intervention** - a comprehensive system of support and consultation with parents and specialists, for students with highly complex and challenging behaviours. Often these need individual assessment, monitoring and review.

When an intervention is needed associated with any of the above four intervention points along the Care continuum, the intervention may be through a strategy, practice or service.

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 Practice	Details	Audience
Prevention Whole school practices Proactive	High Trust Relationships	This focuses on building, maintaining and restoring positive relationships between staff, students and parents/carers.	Teachers Students Parents/carers
	Morning and Afternoon Circles	A whole school approach to model emotional and social awareness. This also allows teachers to monitor student wellbeing and plan for appropriate adjustments each day	Teachers Students
	Whole School Behaviour Management Procedures	All staff follow the school behaviour flowchart and procedures (Think 1, Think 2, Buddy Class Reflection Time, Classroom and Playground Strategies, Restorative Conversations and Re-entry agreement) Outlines the agreed expectations and key	Principal Executive Teachers Students

		practices teachers use to establish a positive learning environment that maximises learning and wellbeing for all students and develop student self-regulation. This includes modelling inclusivity and reflecting on appropriate behaviour, mindful of diversity and individual student and family needs.	
	Student Identified Trusted Adults	Students have identified a trusted staff member and are encouraged to meet with them for assistance and advice.	Teachers Students
	Quality Learning Environment	Classroom teachers develop quality, inclusive, differentiated programs to engage all students.	Teachers
	Alternative Lunchtime Programs	A range of programs are offered during lunch. These include, but are not limited to: <ul style="list-style-type: none"> - Didge group - Weaving - Lunchtime Activity Program (LAP) - Library program - Environmental Warriors These programs provide opportunities for students to create and maintain friendships with social support from staff.	Teachers SLSOs
	School Values Lessons	All classes start the year with literacy-based lessons linked to our school values of Respect, Responsibility, Integrity, Empathy, Participation and Quality.	Teachers Students
	Student Voice	Students are encouraged to actively participate in the school and community, contributing to decision making processes and collectively influencing outcomes by putting forward their views, concerns and ideas.	Teachers SLSOs Communicated to students and the community
	Professional Learning 2023	Restorative Practices – consolidation The Resilience Project https://theresilienceproject.com.au/	Teachers Executive Students Community
Early Intervention All, a group or individual students Early low	Student Goal Setting Interviews	These interviews are forums for students to discuss their learning and wellbeing goals with teachers and parents/carers. It is a student-centred process and contributes to a student's ability to self-reflect and self-regulate. Teachers and parents have the opportunity to suggest goals linked to behaviour and wellbeing on a need's basis.	Teachers Students Parents/Carers

level behaviours	Restorative Practice Conferencing → Walk and Talk	An informal discussion to explore alternative behaviour choices and learn new coping strategies between a student and trusted staff member.	Students Teachers Executive
	Whole School Behaviour Management Procedures	Teachers and executive follow school expectations regarding managing student behaviour at the low level. This includes teacher intervention in the classroom and playground.	Teachers Executive Students
	Communication With Parents	School expectations and procedures are followed when working with parents to support students. Teachers and the Executive report consistent low-level behaviours (in line with the school behaviour procedure) to parents and carers to develop and maintain a positive relationship between home and school.	Teacher Executive
	Professional Learning 2024	SAFEMinds (<i>NIP it in the Bud</i>) program – provides training and resources to help teachers identify students with early signs of mental health issues and offer school-based intervention. (Possible implementation in 2024)	Teachers Executive SLSOs LST

Care Continuum	Strategy or Practice	Details	Audience
Targeted Intervention A student exhibiting complex or challenging behaviours Possible need for assessment Possible need for adjustment	Classroom Management Practices	Staff establish trusting and positive relationships, encourage a growth mindset, modify individual expectations and goals, and provide adjustments as needed.	Teachers
	School Counsellor Referral	In consultation with the LST, the school counsellor provides short term interventions and refers students and/or their families to other agencies or professionals.	Teachers
	Behaviour Support Toolkit	This includes behaviour support planning, de-escalation plans, behaviour response plans, student behaviour contracts, playground plans, targeted behaviour goals.	Teachers Executive
	Whole School Behaviour Management Procedures	Teachers and executive follow school expectations regarding managing complex or challenging student behaviour. This includes teacher, LST and executive intervention in the classroom and playground.	Teachers Executive Principal Behaviour Working Party
	Learning and Support Team	The learning and support team works with	Student

		teachers, students, and families to support those students who require personalised learning and support. This can include development of risk assessments and the development of short- and long-term goals as well as instructional leadership on classroom practices.	Families Teachers
	Delivery Support - <i>'Team around the school'</i>	Advice and support provided by Department personnel outside the school, including Learning and Wellbeing Specialists, Assistant Principals for Behaviour and Learning Support, Itinerant Support Teachers, etc	Principal Executive
	Communication with parents/carers	School expectations and procedures are followed when working with parents to support students. Teachers and the Executive report complex and challenging behaviours (in line with the school behaviour procedure) to parents and carers to develop and maintain a positive relationship between home and school.	Teachers Executive LST
	Teacher Professional Learning 2023	Functional Behaviour Assessment PL	Behaviour Working Party LST
Individual Intervention A need for a comprehensive system of support to address complex or challenging behaviour.	Behaviour Support Toolkit	This includes behaviour support planning, de-escalation plans, behaviour response plans, student behaviour contracts, playground plans, targeted behaviour goals.	Student Teachers Executive
	Social Skills Programs (including Bounce Back)	Targeted intervention programs to support student social-emotional skill development to increase social competence and interpersonal skills.	Teachers LST
	Emotional Regulation Programs	Meditation and Mindfulness based interventions (Zones of Regulation and Trauma Informed Practices)	Teachers LST
	Individual Learning Support Team Meetings	This is a collaborative biannual learning support meeting involving all relevant stakeholders to discuss student progress, review support strategies and processes and identify future directions/needs.	Teachers Families Executive LST Allied Health personnel
	School Counsellor Support	Provide specialist advice and services to support targeted and individual interventions for students who require support to be safely included.	Executive LST
	Delivery Support - <i>'Team around the school'</i>	Advice and support provided by Department personnel outside the school, including Learning and Wellbeing Specialists, Assistant Principals for Behaviour and Learning Support, Itinerant	Principal Executive

		Support Teachers, etc.	
	Specialist Allied Health Services	Advice and support provided by Allied Health personnel outside the school, including speech pathologists, psychologists, occupational therapists, etc.	Principal Executive

Reflection and Restorative Practices

The following practices are used in our school. Please refer to table below to understand key information regarding these practices. These practices have been presented to teachers and P&C for consultation and reflect Department expectations.

Action	When and how long?	Who coordinates?	How are these recorded?
Self-directed break. This is implemented as part of an agreed student's behaviour support plan based on an assessment of their behaviour. The student removes themselves from a stressful situation and to prevent an escalation of behaviour. This provides opportunities for the student to self-regulate emotions and behaviour by going to a prearranged room or area where they can be monitored.	When there is a need to prevent escalation of behaviour or leave a stressful situation For a predetermined period – needs based	Teacher	Teacher records in school record system.
Buddy Class (teacher directed). This is implemented as part of the whole school behaviour procedures for the purpose of self-reflection. The student is directed to another class so that triggers are eliminated. This strategy will be paired with restorative conversations and reflective activities.	When there is a need to prevent escalation of behaviour For a predetermined period – needs based	Teacher	Teacher records in school record system.
Planning Room – a planned response for a single student or a group of students. This will: <ul style="list-style-type: none"> support the student to reflect on their behaviour and make positive choices. enable students to have planned and structured restorative conversations. 	Maximum 50% of recess or lunch break	Teacher Executive	Teacher records in school record system.

Restorative practices – Informal conversations, small impromptu conferences, group circle or formal conference (planned).	When a relationship has been damaged as a result of a person's behaviour.	Supervising teacher or executive.	Teacher or executive records in school record system.
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Partnership with parents and carers

The Junction Public School has and will continue to partner with parents and carers in establishing expectations for developing and implementing student behaviour management strategies by:

- sharing key information and school approaches to support positive behaviour and support groups or individual student behaviour causing concern
- providing opportunity to contribute to the review process and community feedback
- consult with the P&C and Aboriginal community to inform school practice and procedures.

The Junction Public School will communicate these expectations to parents and carers by:

- providing information on the school's website and regular newsletters
- targeted communication to individual parents / carers or groups as needed

School Anti-bullying Plan

Our school's existing Anti-bullying Plan can be found on The Junction's Parent Portal and on our school's website through the following link:

[Student health and safety - The Junction Public School \(nsw.gov.au\)](https://www.nsw.gov.au/education/schools/anti-bullying)

Scroll down to - *Please visit The Junction Public School's **Anti Bullying procedures***

Below is also a useful factsheet to support Parents/Carers to respond to incidents of bullying

<https://schoolsequella.det.nsw.edu.au/file/f4784224-9837-4af8-a23d-56bb6ed37194/1/antibullying-fs-english.pdf>

Review dates

To ensure this plan continues to be fit for purpose and uses current school data to inform school practices, regular reviews will take place through staff, community and student engagement.

Initial consultation period: Term 4, 2022

Last review date: 2021

Next review: Term 2, 2023

New plan to be dated and uploaded: Day 1, Term 1, 2024

Principal Name: Mrs Cath Larkman

Dated: 12 May 2023