



CARRINGTON PUBLIC SCHOOL

School Behaviour Support and Management Plan

21 March 2023

This plan is an operational document which outlines the behaviour support and management processes and practices at Carrington Public School and reflects the New South Wales Department of Education's (Department) Student Behaviour Policy and Procedures (2022). Our school behaviour support and management plan is published on our school's website so it is available to all students, families and school staff.

Overview

Carrington 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 Positive Behaviour for Learning (PBL) which promotes student agency and wellbeing.

Promoting and reinforcing positive student behaviour and school-wide expectations

Carrington Public School has the following specific school-wide rules and expectations to promote positive student behaviour and a climate of success:

- Safe, Respectful Learners.

Carrington Public School uses the following key strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations to ensure a climate of success, positive teacher student relationships, recognise student achievement and support for student behaviour needs.

- Positive Behaviour for Learning
- Carrington PS Merit Award system

Behaviour code for students

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses. The Department's behaviour code for students can be found at the following link: [Behaviour code for students](#).

School Behaviour Support and Management at Carrington Public School

Meeting the diverse wellbeing and behaviour needs of students can be a complex task. Our school implements whole school practices and programs for the long-term wellbeing, learning and safety of all students.

Our school adopts the care continuum to embed a whole-school system, focused on a 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, targeted and individual strategies and practices.

The Care Continuum traverses 4 levels:

- **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.



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- **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.

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.

Prevention - Whole school proactive practices		
Strategy or Practice	Details	Audience
Positive Behaviour for Learning	School-wide, universal and classroom systems of support to bring together the whole-school community to contribute to developing a positive, safe and respectful learning culture.	Teachers Students Parents
Behaviour Consistency Guide	School-wide, agreed expectations and key practices teachers use to establish a positive learning environment that maximises learning and wellbeing for all students.	Principal Executive Teachers
Smiling Minds	This mindfulness-based social and emotional learning program equips children with the skills they need to thrive in life, by building healthy minds and engaged classrooms.	Teachers Students
Restorative Practices	This focuses on building, maintaining and restoring positive relationships. A behaviour management toolkit for teachers.	Executive Students
Sista Speak	A cultural and mentoring program that has a strong cultural focus and is designed to inspire and motivate Aboriginal students about the importance of education.	Female Aboriginal and Torres Strait Islander students
Didgeridoo Group	A cultural and mentoring program that has a strong cultural focus and is designed to inspire and motivate Aboriginal students about the importance of education.	Male Aboriginal and Torres Strait Islander students
Professional learning 2023	<ul style="list-style-type: none"> • Trauma Informed Practices Modules 3 and 4 • Possible Restorative Practices for all staff. 	Teachers, SLSOs and admin staff



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Early Intervention - Early low-level behaviours

Strategy or Practice	Details	Audience
Restorative Practice Conferencing	This focuses on building, maintaining and restoring positive relationships.	Students Executive
Whole school behaviour management procedures	Teachers and executive follow school expectations regarding managing student behaviour at the low level. Behaviour Consistency Guide is used to support teacher intervention in the classroom and playground.	Students Teachers Executive
Communication with parents	School expectations and procedures are followed when working with parents to support students.	Teacher Executive Parents
Professional learning 2023		Teachers, SLSOs and admin staff

Targeted Intervention – Complex or challenging behaviours

Strategy or Practice	Details	Audience
Classroom management practices	Modified individual expectations and goals, communication with parent, transition to and from classroom strategies.	Student Families Teachers
Behaviour Support Toolkit	This includes behaviour support planning, de-escalation plan, behaviour response plan, student behaviour contract, targeted behaviour goals.	Student Executive Teachers
Whole school behaviour management procedures	Referral to executive member	Teachers Executive Principal
Learning and support team (LST)	The learning and support team works with teachers, students and families to support those students who require personalised learning and support. This can include instructional leadership, development of risk assessments and the development of short- and long-term goals.	Student Families Teachers Executive
Professional learning 2023	Positive Behaviour for Learning - Tier 2 Functional Behaviour Assessment	Executive Principal
School Counselling Service	Advice and support provided by School Counselling Service.	Executive LST
Deliver Support 'Team around the school'	Advice and support provided by Department personnel outside the school.	Principal Senior Executive



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Individual Intervention – Comprehensive support to support complex or challenging behaviours

Strategy or Practice	Details	Audience
Case management		Principal Executive
School Counselling Service	Advice and support provided by School Counselling Service.	Executive LST
Delivery Support	Advice and support provided by Department personnel outside the school.	Principal Executive
Specialist Allied Health Services		

Detention, 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?
Reflection – a planned response for a single student or a group of students. This will support the student to reflect on their behaviour and make positive choices	Maximum 50% of recess or lunch break	Teacher Executive	Teacher records in Sentral.
Time – out (teacher directed) This is implemented as part of an agreed student’s behaviour support plan based on an assessment of their behaviour. The student is directed away from the educational activity or setting to a space in the classroom or nearby where the student is monitored by the teacher. This strategy will be paired with restorative conversations.	When there is a need to prevent escalation of behaviour. For a predetermined time period.	Teacher	Teacher records in Sentral.
Time – out (self-directed) 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. Provides opportunities for the student to self-regulate emotions and behaviour by going to a prearranged room or area where they can be monitored at all times.	When there is a need to prevent escalation of behaviour or leave a stressful situation. For a predetermined period of time.	Teacher	Teacher records in Sentral.
Restorative practices – Informal conversations, small impromptu conferences, group circle or formal conference (planned).	When a relationship has been damaged as a result of behaviour.	Supervising teacher or executive.	Teacher or executive records in Sentral.



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Partnership with parents and carers

Carrington 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 community to inform school practice and procedures.

Carrington 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 school's website or through the following link:

[Carrington Public School Anti-Bullying Plan](#)

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: Not applicable

Next review: Term 2, 2023

New plan to be dated and uploaded: Day 1, Term 3, 2023

Principal Name: Mr James McGill

Dated: 10 October 2022