

Toomelah Public School - School Behaviour Support and Management Plan

This plan is an operational document which outlines school processes and practices, is published on the school website and is available to all students, parents/carers and school staff.

Overview

Toomelah 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 Toomelah PS Positive Student Reward System and our PBL Program.

Promoting and reinforcing positive student behaviour and school-wide expectations

Toomelah Public School has the following school-wide rules and expectations

- **Safe**
 - Resolve conflict respectfully, calmly, and fairly.
 - Respect all property.
 - Make fair and honest judgements.
- **Respectful**
 - Speak and behave respectfully to show other students, your teachers, school staff and community members that you care and value them.
- **Responsible**
 - Follow school and class rules and follow the directions of their teachers.
 - Comply with the school's uniform policy or dress code.
- **Learner**
 - Strive for the highest standards in learning.
 - Attend school every day (unless legally excused).

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

- Positive Behaviour Award System linked to our school values.

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

Care Continuum	Strategy or Program	Details	Audience
Prevention	School PBL Value System	Whole school focus on PBL values. Values are explicitly taught and reinforced in class and at assemblies. Students are recognised for exhibiting the Toomelah PS values and are presented with Dhirrabu tokens in class and on the playground & celebrated at assemblies.	Whole School
	PD/H/PE Curriculum	All students are explicitly taught according to the school's scope & sequence	Whole School
	Classroom Management	Classroom management is built through: <ul style="list-style-type: none"> - strong teacher/student relationships - consistent teacher expectations, routines, modelling and responses to behaviour - high quality, differentiated teaching and learning activities. 	Whole School
	Yearly handover and transition	Teachers engage in a thorough handover to ensure effective communication and transition. Transition sessions for students requiring additional support are organised based on individual needs.	Whole school

Care Continuum	Strategy or Program	Details	Audience
	Junior AECG	<p>Transition also occurs between transition, primary school and high school to assist students as they move from one service to the next.</p> <p>Students select peers to represent their class as a voice in school decisions. They discuss issues impacting on all students and offer suggestions and ideas from their peers at meetings which occur regularly throughout the school year.</p>	Whole school
Early Intervention	Kindergarten Transition	<p>Preschool Transition Program</p> <p>Parent communication</p> <p>1-1 parent meetings</p> <p>Transition sessions – additional sessions occur if needed for students requiring further transitions.</p>	Kindergarten students and families
Targeted Intervention	<p>Learning & Support Team</p> <p>Whole School Attendance Initiative</p>	<p>Our Learning and Support Team (LST) supports teachers, students, and families to identify student needs and access school counsellor support or specialist allied health professionals. Teachers complete student referrals when requesting support. LST meetings are held fortnightly, and the team prioritises students according to their needs.</p> <p>Students who attend school for the whole week receive are celebrated in the front foyer. Additionally, we regular excursions and discussed fortnightly at staff communication meetings. Our Leader Community Engagement also liaise with parents regularly and complete an additional spreadsheet of interventions.</p>	Individual students, families & staff
Individual Intervention	Learning Support Team	Our Learning and Support Team (LST) supports teachers, students and families to identify student needs and access school counsellor support or specialist allied health professionals. Assessments are completed as needed. They also	Whole School

Care Continuum	Strategy or Program	Details	Audience
	Attendance programs	complete applications for integration funding support through Access Request. Data is collected through SENTRAL. Attendance is monitored regularly, with contact being made with parents should there be attendance concerns. Phone calls and home visits are made as needed. Attendance reports are discussed at Executive and communication meetings. Assistance from our Home School Liaison Officer (HSLO) is requested when necessary.	Whole School Whole School
	In class SLSO support	Work with identified students on individual goals from IEP/PLP	Individual students
	SLSO Playground Support	Provides support on the playground for identified students to play positively with peers	Individual students
	IEP / PLP	Completed for students requiring support and for all Aboriginal and Torres Strait Islander students.	Individual students
	Behaviour management plans	Completed for students requiring support.	Individual students
	Targeted intervention programs for identified students	The school executive team and the LST review student data to allocate caseloads for targeted intervention programs.	

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Teacher-directed time-out Student utilises	When a student	Class Teacher	

Action	When and how long?	Who coordinates?	How are these recorded?
-a designated space in the classroom	demonstrates escalation of inappropriate behaviour & after de-escalation and teaching practices have been tried. Length of time-max 10-15 mins Dependent on the age of the child.		Sentral
Student-directed time-out Student utilises -an agreed calm space in the classroom	When a student determines they need to remove themselves from a stressful situation or to prevent escalation in their behaviour	Class teacher / student	Sentral

Partnership with parents/carers

Toomelah Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by discussion with P & C and parent information sessions.

Toomelah Public School will communicate these expectations to parents/carers through parent information sessions, and Facebook.

School Anti-bullying Plan

Toomelah PS anti-bullying plan can be found at the school office and website.

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



Reviewing dates

Last review date: 13/2/23

Next review date: Day 1 Term 1 2024