NSW GOVERNMENT | Education

SCHOOL BEHAVIOUR SUPPORT AND MANAGEMENT PLAN: GUIDE FOR SCHOOLS

Implementation document for the Student Behaviour policy

1   Purpose

This guide supports schools in the development of their school behaviour support and management plan. This plan:

- should reflect 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 that outlines school processes and practices
- may be an overview document with hyperlinks to information on the school website and/or other documents
- is published on the school website and is made available to all students, parents/carers and school staff.

The plan is to be completed and ready for implementation by the end of Term 2 2023 and uploaded to the school's website. It is not mandatory to use the accompanying template (DOC 98.5 KB). The template and visual (PDF 3.5 MB) are provided for schools that wish to use them. A school can develop their own document as long as it includes all relevant information as required under the Student Behaviour policy and procedures (PDF 355 KB) (section 1.2).

The plan will then be reviewed annually in subsequent years in line with other school practices and uploaded to the school's website for the start of the following school year (day 1, Term 1 of each subsequent year).

Wherever possible, existing school staff teams such as the learning and support team should take the lead on this planning process. Existing school community groups such as the parents and citizens association (P&C) and Aboriginal Education Consultative Group (AECG) would be ideal partners for this work. Similarly, student groups (such as the school's Student Representative Council and student leadership groups) in the school should also be involved. Using existing communication channels with the school community will support broader engagement and feedback.

Ensuring community and student involvement proactively builds collaborative relationships to create a shared understanding of how to support student learning, safety and wellbeing.

Your school's behaviour support and management plan can include hyperlinks, so that the level of detail in the plan provides sufficiently clear information to parents and carers, students, staff and the broader school community. It also provides an opportunity for those who want further information to easily locate and access it.

Your school should consider what professional learning is needed to build the capacity of all school staff to implement the School Behaviour Support and Management Plan. This may be identified and recorded as part of your school's Strategic Improvement Plan. Consider any professional learning that will support the implementation of whole-school positive behaviour support approaches across the care continuum. Professional learning should be ongoing, collaborative and meaningful. Schools should consider contextually relevant professional learning to ensure student behaviour and wellbeing outcomes are being met.

2   What to include in the plan

2.1   Promoting and reinforcing positive student behaviour and school-wide expectations

List any specific school-wide rules or expectations. These should be clear, positively stated and easy for the whole school community to understand. Include an overview of systems for promoting and reinforcing positive behaviour, such as reward systems and other frameworks adopted by the school such as Positive Behaviour for Learning, STAR awards and Key Reward System.

Your school's behaviour support and management plan must embed inclusive and equitable practices to promote positive student behaviour and a climate for success. Strategies that promote positive behaviour through explicit teaching of behavioural expectations, positive teacher student relationships, recognising student achievement and supports for student behaviour need to be included. Schools should refer to the Centre for Education Statistics and Evaluation's (CESE) Classroom Management: Creating and maintaining positive learning environments, as well as relevant professional learning.

2.2   Behaviour code for students

Insert the link to the Behaviour Code for Students here, which is available on the department's Policy Library at https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01.

2.3   Whole-school approach

Describe your school's approaches and strategies to prevent and respond to student behaviours of concern when they occur, consistent with departmental policies and procedures. Schools should include strategies and interventions that support students to learn and practice expected behaviours using explicit teaching and feedback.

Your school's behaviour support and management plan should provide specific whole-school and targeted programs and strategies that support student behaviour at each stage of the care continuum (prevention, early intervention, targeted intervention and individual intervention).

The programs and strategies in Table 1 are provided as examples only.

Table 1 Examples of programs and strategies

Care continuum	Strategy or program	Details	Audience
Prevention	BroSpeak (accessed through ACLOs)	A cultural and mentoring workshop program at our school, which has a strong cultural focus and is designed to inspire and motivate Aboriginal young people about the importance of education.	Aboriginal and Torres Strait Islander young people
Early intervention	The Got It! program	A specialised early intervention program for students Kindergarten to Year 2 who display emerging conduct problems such as aggression, defiance and disruptive behaviour, and a family component.	K-2 students Families Staff
Early intervention	PBL Tier 1	Positive Behaviour for Learning (PBL) Tier 1 Schoolwide and classroom systems of support that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture.	Whole school
Targeted intervention	Learning and Support	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
Individual intervention	Perfect Presence	Where available, this program aims to support students in Years 8, 9 or 10 showing early signs of disengagement from school that have had between 2 to 4 suspensions. The aim is to increase stronger connections to school and learning and students are supported to build on personal and social capabilities.	Head teacher Welfare
Targeted intervention	Rage	Students identified at risk of suspension related to anger or violence will be connected to and supported through 'Rage'. It is a 4-week strength-based anger management program run by various youth health services. For secondary students.	Head teacher welfare or SSO

2.4   Detention, reflection and restorative practices

The plan should include details of when detention, reflection and restorative practices will be used at the school, how they will occur, the length of time, the school staff approved to facilitate them (by role, not specific name) and how the school will record details.

Suitable consultation and endorsement from parents and citizens associations should be sought. Refer to the Detention and Time-out Guidelines (PDF 115 KB) for further details.

2.5   Partnerships with parents/carers

Parents and carers play an important role in the school community. The School Community Charter informs parents and carers on how to engage with NSW public schools.

Provide an overview of how the school will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies. Outline how the school will communicate these expectations to parents and carers.

Existing school community groups such as the P&C and AECG would be ideal partners for this work. Using existing communication channels with the school community will support broader engagement and feedback. Ensuring community and student involvement proactively builds collaborative relationships to create a shared understanding of how to support student learning, safety and wellbeing.

2.6   School anti-bullying plan

Insert a link to the school's existing anti-bullying plan here. Refer to the Bullying of Students – Prevention and Response policy and Anti-bullying plan (PDF 1224 KB) template available in the department's Policy Library.

2.7   Reviewing the school behaviour support and management plan

Reviewing plans regularly ensures these plans continue to be fit for purpose and use current school data to inform practice and direction. This review should include community and student engagement and representation. This can generally be achieved through existing school consultation and feedback mechanisms.

The annual review process could include:

- undertaking a review of school data

    - academic and attendance data
    - current school behaviour procedures, systems and practices
    - referrals to the executive, the school learning and support team, and Delivery Support teams
    - current department policies and procedures

- revising and developing positive behaviour systems and processes to maintain a climate of respect, including behavioural expectations, a behaviour management flowchart and interventions across the care continuum
- determining professional learning needs for the coming year
- reviewing, and if necessary, updating the responsibilities of staff, students, and parents and carers.