

Sawtell Public School Behaviour Support and Management Plan

[Please refer to the [School Behaviour Support and Management Plan: a guide for schools](#) for additional assistance to complete this plan. This plan is an operational document which outlines school processes and practices, is published on the school website and is made available to all students, parents/carers and school staff.

Overview

Sawtell 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 Sawtell Public School.

Promoting and reinforcing positive student behaviour and school-wide expectations

Sawtell Public School has the following school-wide rules and expectations:

- to be PROUD
- to be RESPECTFUL
- to be SAFE
- to be a LEARNER

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

- Prevention strategies and modelling of positive behaviour are utilised at all times to avoid inappropriate student behaviour.
- Explicit weekly lessons for all students on positive behaviour and social and emotional wellbeing.
- Play The Game rewards to acknowledge proud, respectful, safe, learners.
- Awarding of PBL merit awards at weekly assemblies.
- Recognition at Principals Awards.

- Recognition of awards at Annual Presentation Days/Evening.
- Visits to other classrooms, Assistant Principals, Deputy Principal and Principal to provide positive feedback to students.
- Seesaw messaging and/or phone calls to parents about positive student behaviour.
- Articles in the newsletter.
- Explicit explanation by teachers of high expectations and reasons for acknowledging positive behaviour.

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	Class rules	Teachers develop a set of class rules and routines with their class as part of the end of year transition program and reinforced at the commencement of each school year. The class rules compliment and follow the school rules. Class routines are an explanation of expectations and ways of doing things within the classroom. Positive recognition when students follow rules.	Teachers
Prevention	Peer Leadership	Year 6 student leaders lead K-5 mixed peer groups in positive behaviour, terms 2 and 3 each year.	Teachers and student leaders
Prevention	PBL explicit lessons	A school-home-community approach to helping young people achieve to the best of their ability and experience positive	Teachers

Care Continuum	Strategy or Program	Details	Audience
		social-emotional well-being. Teachers provide explicit lessons based on four wellbeing goals within the context of the Personal Development curriculum: connected, persistent, resilient, and reflective.	
Prevention	Staff PL	All staff engage in ongoing professional learning using the department's Universal Resources Hub, PBL training, and annual Connecting to Country training.	All staff
Early Intervention	Classroom and playground management	<p>Class teachers support and guide individual students</p> <ul style="list-style-type: none"> – Re-direct student to task – Discussion with student about appropriate behaviour – 'Time out' from activity in a supervised area – Removal from activity – Picking up papers in the playground during recess and/or lunch time – Walking with teacher on duty – Move to another playground area – Restitution – Writing apology letters 	Teachers
Early Intervention	Learning Support Team referral	Co-ordinates the student learning support services and programs in the school K-6. The Learning Support Team considers the learning needs of individual students (and students with common learning patterns in year levels and across the school) and co-ordinates services and programs to ensure maximum use of both human and physical resources.	Teachers and Learning Support Team

Care Continuum	Strategy or Program	Details	Audience
		Recommendation may include referral for school counselling or access to specialist support	
Targeted Intervention	Student Individualised Plan	In consultation with parent/carer an individualised plan will be developed with short- and long-term goals.	Teacher, LST, Parent/Carer, Student
Targeted Intervention	LWO and/or APLA support	The Learning and Wellbeing Officer and/or Assistant Principal Learning Assistance will be consulted for advice and support on suitable interventions for individual students and plan collaboratively reviewed and adjusted in consultation with the parent/carer.	Assistant Principal Principal LST
Individual Intervention	LST ILP	The Principal and LST will develop a personalised plan for student informed by staff, parents, medical practitioners and agencies. The plan will be monitored and evaluated weekly	Assistant Principal, Principal, LST Delivery Support Team, Parents
Individual Intervention	Team Around a School	Specialist supports will be accessed. An individualised plan developed in consultation with the parent/carer.	Assistant Principal, Principal, LST Delivery Support Team, Parents

*Insert more rows as required.

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
REFLECTION and reconnect for playground MINORS Student attends 'reflection' with principal for playground incidences (1 st half lunch). Choices are discussed as part of goal setting between student and principal/executive.	From 1 day to 5 days	Principal or principal's delegate	Incidents and action recorded on Sentral

Action	When and how long?	Who coordinates?	How are these recorded?
<p>RECONNECT for learning time MINORS</p> <p>Student reconnects with the class teacher to reflect on exhibited behaviour. Choices are discussed as part of goal setting 1:1 between student and teacher. This occurs outside of teaching and learning time.</p>			

Partnership with parents/carers

Sawtell Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by Consultation at Parent Information Evenings

- Ongoing consultation with the P&C
- Focus group meetings for parents/carers each term
- An annual school survey.

Sawtell Public School will communicate these expectations to parents/carers by Providing ongoing information in the weekly school newsletter and school website

- Parent Information evenings
- P&C meetings
- Individual parent/carer meetings on request.

School Anti-bullying Plan

Insert a link to the school's existing anti-bullying plan here. <https://sawtell-p.schools.nsw.gov.au/>

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

Reviewing dates

Last review date: 13 October 2022

Next review date: 13 October 2023