

Thirlmere School Behaviour Support and Management Plan

Overview

Thirlmere 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.

The Thirlmere Public School behaviour management system aims at providing a whole school approach to managing positive and inappropriate behaviours.

Promoting and reinforcing positive student behaviour and school-wide expectations

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

- Our vision is to provide quality education in a creative and caring environment where we encompass the values of being a safe, respectful learner.
- Our purpose is to provide students with the skills and attitudes to become lifelong learners that are able to function successfully in a dynamic and changing world.

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

Implementation:

Our Behaviour Management System will be explained at the start of each year during Learning Conversations. All new enrolments will receive a flyer outlining the behaviour management system, so they are aware of the rewards and consequences of actions. Incidents must be recorded on Sentral to allow data driven information to be used to track and effectively manage the positive and negative behaviours of students.

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	Positive Behaviour for Learning	<ul style="list-style-type: none"> Strong connections with students. Every student is known, valued and cared for and can recognise adults at school who advocate for them. 	Staff, students and families
	Culture Club	<ul style="list-style-type: none"> A cultural and mentoring program which has a strong cultural focus designed to inspire and motivate Aboriginal and Torres Strait Islander students. 	
	Check in Check out Program	<ul style="list-style-type: none"> A program designed to support individual students with a mentor of their choice to positively transition into the classroom and playground. 	
	Classroom Management	<ul style="list-style-type: none"> Explicit teaching and modelling of specific skills including behaviour expectations and social skills. Communication with parents around school expectations. Class based systems of expectations and positive reinforcement. Consistent teacher expectations, routines, modelling and responses to behaviour. Liaison with previous teachers, pre-schools, external paraprofessionals Social skills programs, role play 	

Care Continuum	Strategy or Program	Details	Audience
		<p>and drama activities, and circle time.</p> <ul style="list-style-type: none"> Engaging parent involvement. Integrating mindfulness, movement breaks and social/emotional learning into teaching and learning programs. The Inclusive Practice hub is a platform that provides evidence-based resources to support students with disability and additional needs. 	
	Professional Learning	<ul style="list-style-type: none"> Teachers have access to professional learning resources through the DoE to enhance teaching practice. E.g., Berry Street – Trauma Informed Practice 	
	Additional Supports	<ul style="list-style-type: none"> School Learning Support Officers work in schools to enhance the wellbeing and learning outcomes of students. SSOs support the implementation of the school's whole-of-school approach to wellbeing. Consider available data to ensure prevention strategies are well suited to incoming students. 	
Early Intervention	Positive Behaviour for Learning	<ul style="list-style-type: none"> 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
	Classroom Management Strategies	<ul style="list-style-type: none"> Communication with parents, and where relevant, the use of class Dojo. 	

Care Continuum	Strategy or Program	Details	Audience
		<ul style="list-style-type: none"> • Explicit teaching and modelling of specific skills including behaviour expectations and social skills. • Self-regulation training – brain breaks, yoga, heavy work, weighted blankets 	
	Cottage Kids Program	<ul style="list-style-type: none"> • Early intervention program for students to attend prior to starting school. 	
	Additional Programs	<ul style="list-style-type: none"> • Anti-bullying strategies including cyber-bullying and internet safety. Buddy Bench • School Counsellor Services 	
Targeted Intervention	Classroom management	<ul style="list-style-type: none"> • Modified individual expectations and goals. • Transition strategies – class to playground, lesson to lesson, grade to grade, school to school. • Calmer Classrooms resources. 	
	Delivery Support Team	<ul style="list-style-type: none"> • 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. • Itinerant Support Teachers, Early Intervention where transition to school concerns are identified by the preschool or family. 	Individual students, families, staff
	Individual Learning Plans	<ul style="list-style-type: none"> • High quality differentiated teaching that addresses individual learning needs of all 	

Care Continuum	Strategy or Program	Details	Audience
		students, where appropriate learning adjustments are documented in an individual student support plan and/or Personal Learning Pathways (PLPs).	
	Professional Learning	<ul style="list-style-type: none"> Introduction to Functional Behaviour Assessment eLearning. 	
	Additional Supports	<ul style="list-style-type: none"> School Chaplain Police Youth Liaison Officers 	

*Insert more rows as required.

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Tiered behaviour support system. Please refer to the Thirlmere Public School Student Wellbeing Procedures.	<ul style="list-style-type: none"> Refer to TPS PBL Student Wellbeing Procedures. 	Principal and school executive	Sentral

Partnership with parents/carers

Thirlmere Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies.

Parents/carers

- Supporting the implementation of the Student Wellbeing Policy
- -Supporting the learning programs of the school
- Working as a partner in education with the school and sharing responsibility for the learning process and management of children's behaviour
- Recognising the right of all students at school to be safe
- Maintaining open lines of communication between home and school via discussions, meetings and interviews with teachers and/or executive arranged at a mutually convenient time



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](#).

Reviewing dates

Last review date: 28 February 2023

Next review date: February 2024