

# NSW Department of Education

## School Behaviour Support and Management Plan

### Overview

The Ponds School provides quality individualised and meaningful education in a safe and caring environment. The Ponds School supports families, encourages independence and assists students to become valued members of the community now and into the future.

### Partnership with parents and carers

At The Ponds School, all parents and carers partner with the school in developing their child's Personalised Learning and Support Plan. These plans include a Learner Profile, Personalised Learning Plan and may include a Health Care and Emergency Action Plan, Behaviour Support Plan, Crisis Management Plan, Risk Management Plan, Transition Plan, and Transport Plans. This planning is facilitated through twice yearly formalised meetings and may also include Learning and Wellbeing Meetings and Transition Meetings.

At the Early Intervention level, parents and carers partner with the school through small group programs that target the changing needs of their child.

At the Targeted Intervention and Individual Intervention level, parents and carers partner with the school and Allied Health Specialists, through the Learning and Wellbeing Team, to identify concerns, skills to build and additional supports necessary (adjustments and accommodations).

### School-wide expectations and rules

We leap forward by being **Safe** and **Caring Learners**.

### Behaviour Code for Students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour code for students](#).

School Behaviour Support and Management Plan [Template] 2

Care Continuum	Strategy or Program	Details	Audience
	<b>So Safe</b>	The So Safe program teaches students about who the people are in their lives and how they should interact with them. School staff, therapists and transport staff are 'people who help us'. They can shake hands, hi-5, talk, and give a helping hand when necessary. However, holding hands and cuddles are for family. This program also teaches students about public and private spaces and behaviours associated with those spaces. Students learn to communicate with the people helping them. <a href="https://sosafeprogram.com/">https://sosafeprogram.com/</a>	Students Staff Parents and Carers
	<b>Zones of Regulation</b>	The Zones of Regulation program teaches students about their feelings and the zones in which these feelings fit into. There are no right or 'wrong' feelings or zones, it is the way in which we express these that matters. When we are in the 'green zone' we are ready to work, play and learn. In the other zones (yellow, blue and red), we use our 'toolbox' of strategies to regulate and return to the 'green zone'. <a href="https://zonesofregulation.com/">https://zonesofregulation.com/</a>	Students Staff Parents and Carers
	<b>Personalised Learning and Support Plans</b>	Students at the Ponds School all have a Personalised Learning and Support Plan (PLSP), which includes a Learner Profile and Personalised Learning Plan (PLP). This may also include a Behaviour Support and Response Plan (BSRP), Risk Management Plan (RMP), Health Care Plan (HCP), and transport plans. The PLSP gives a comprehensive overview of the adjustments, supports and differentiation needed to support each student's learning and inclusion.	Students Staff Parents and Carers
	<b>Differentiated curriculum</b>	All Teaching and Learning programs are differentiated to meet the individual learning needs of the students within the class. This includes differentiation of learning goals, materials, teaching and learning activities, and teaching and learning environments.	Students Staff Parents and Carers
	<b>CPI Safety Intervention Foundation Training</b>	The CPI (Crisis Prevention Institute) program supports staff in being able to identify and respond safely and appropriately to behaviours of concern at all levels, including the crisis level. Strategies include:	Students Staff Parents and Carers

Care Continuum	Strategy or Program	Details	Audience
	<p><b>Allied Healthcare Professionals</b></p> <p><b>Attendance Monitoring</b></p>	<ul style="list-style-type: none"> <li>• always using a team approach to supporting students with behaviours of concern and throughout an escalation cycle,</li> <li>• recognising and managing your own regulation and resilience,</li> <li>• setting limits,</li> <li>• supporting students throughout the escalation curve by using safety interventions to maximise safety, whilst maintaining relationships, and</li> <li>• using the principles of Trauma Informed Practice.</li> </ul> <p>The school collaborates with Allied Health Care Professionals by facilitating NDIS therapists working to support the learning and wellbeing of students within the school, community and home environments. Our school also employs a school Speech Pathologist (0.4), Behaviour Practitioner (0.4), and Physiotherapist (0.2).</p> <p>Class Teachers mark the roll each day by 9:30am. The Administration team follows up with all absences, via sending a notification to parents via SENTRAL. Unexplained absences are followed via the administration team. The school communicates the importance of regular attendance via the school newsletter.</p>	<p>Staff</p> <p>Parents and Carers</p>
<b>Early intervention</b>	<p><b>Family Planning</b></p> <p><b>Stepping Stones Triple P</b></p>	<p>Family Planning provides Professional Learning that builds the capacity of staff and families to support students through puberty.</p> <p><a href="https://www.fpnsw.org.au/who-we-help/disability/disability-resources">https://www.fpnsw.org.au/who-we-help/disability/disability-resources</a></p> <p>The Stepping Stones Triple P program supports parents and carers to ensure happy, confident children and a harmonious family/home life through:</p> <ul style="list-style-type: none"> <li>• setting rules and routines,</li> <li>• managing behaviours of concern at home and in the community,</li> <li>• being a part of your community events,</li> <li>• developing plans and supports to manage difficult situations, and</li> </ul>	<p>Students</p> <p>Staff</p> <p>Parents and Carers</p> <p>Students</p> <p>Staff</p> <p>Parents and Carers</p>

Care Continuum	Strategy or Program	Details	Audience
	<b>Attendance follow-up/ Wellbeing Checks</b>	<p>•looking after your own wellbeing.  <a href="https://www.triplep-parenting.net.au/au/free-parenting-courses/which-course-is-right-for-me/stepping-stones-for-parents-of-a-child-with-a-disability/">https://www.triplep-parenting.net.au/au/free-parenting-courses/which-course-is-right-for-me/stepping-stones-for-parents-of-a-child-with-a-disability/</a></p> <p>When students have an unexplained absence of 3 days or more, the Principal will conduct a wellbeing check via a phone call to parents or carers.</p>	Staff Parents and Carers
<b>Targeted intervention</b>	<b>Learning and Wellbeing Team Meetings</b>	At the Tier 2 level, students will be supported through the Learning and Wellbeing Team, which meets every Wednesday. Students are referred to the team via Sentral referrals by staff in collaboration with parents/carers. Learning and Wellbeing meetings always involve the parents or carers, Class Teacher, SLSO, NDIS therapists (as required), school Therapists (as required), AP Learning and Wellbeing, School Psychologist, SLSO Wellbeing, and the Deputy.	Students Staff Parents and Carers  Mental
	<b>Behaviour Support and Response Plans</b>	<p>Students who display behaviours of concern are supported through a detailed Behaviour Support and Response Plan (BSRP). The BSRP is developed through a collaborative approach involving the parents and carers, class teacher, class SLSO, school Behaviour Practitioner, AP Learning and Wellbeing, and the Deputy.</p> <p>The plan is tailored to the specific needs of the student, considering their individual strengths, barriers to learning, and learning style. It communicates key information about the skills to be developed and the supports necessary at school, at home, and in the community.</p>	Students Staff Parents and Carers
	<b>Team Support Meetings</b>	<p>Team support meetings build the capacity of staff by providing a professional forum for staff to debrief and raise concerns and provide support.</p> <p>Team Support meetings provide a safe space for staff to raise concerns, seek assistance and gain the Professional Learning necessary to implement a student's BSP and support students throughout the escalation curve, using</p>	Staff

Care Continuum	Strategy or Program	Details	Audience
	<b>School Developed Attendance Improvement Plan</b>	<p>safety interventions to maximise safety and maintain relationships.</p> <p>The Learning and Wellbeing Team meets three times per term to examine attendance data and make referrals for Learning and Wellbeing meetings. Supporting and improving attendance, involves a progressive and collaborative approach, involving parents and carers, the School Psychologist, Class Teacher, AP Learning and Wellbeing, Deputy Principal and relevant allied health practitioners to develop a school-based attendance plan. School based attendance plans document barriers to attendance, skills to build and the supports necessary.</p>	<p>Students</p> <p>Staff</p> <p>Parents and Carers</p>
<b>Individual intervention</b>	<b>School Clinic</b>	<p>At the Tier 3 level, students are supported by the School Clinic, which is a collaboration between the school, School Link and Dr Gillian Brooks (PECAT). The School Clinic is a multidisciplinary collaboration that provides outreach paediatric services to meet the needs of children and adolescents with mental health or behaviours of concern and an intellectual or developmental disability. The Clinic gives parents and carers the opportunity to meet with doctors, health professionals and support agencies, together with the school staff that see their child every day, to find the best ways to resolve issues and concerns that affect safety, learning and inclusion.</p>	<p>Students</p> <p>Staff</p> <p>Parents and Carers</p>
	<b>Mental Health ID Hub</b>	<p>At the tier 3 level, students may also access the support of the Mental Health Intellectual Disability Hub, through the Westmead Children's Hospital. The Hub is a short-term consultation service, working with complex patients and their support networks, to support and provide advice, through sharing their expertise around assessment, diagnosis and treatment for co-occurring mental health issues.</p> <p>To access the program, students must be referred by their treating Paediatrician, Clinical Psychologist or Psychiatrist.</p> <p>For more information: <a href="https://www.nsw.gov.au/mental-health-intellectual-disability-hub">Mental Health Intellectual Disability Hub   The Sydney Children's Hospitals Network (nsw.gov.au)</a></p>	<p>Students</p> <p>Staff</p> <p>Parents and Carers</p>

Care Continuum	Strategy or Program	Details	Audience
	<b>Partial Attendance Plans</b>	In exceptional circumstances, it may be appropriate for a student to be on a short-term Partial Attendance Plan to support their wellbeing and facilitate a return to full-time attendance. Partial attendance plans are reviewed every five weeks and require sign off from the Director Educational Leadership (DEL).	Students Staff Parents and Carers
	<b>Student Risk Management Plan</b>	When a student has been identified as at risk of significant injury to self or others (students and staff), a risk management plan is developed by the Learning and Support Team, in collaboration with class staff and the parents and carers. The risk management plan provides an overview of the student's significant behaviours of concern, outlining the frequency, duration and severity/intensity. The Risk Management Plan documents the further adjustments, accommodations and supports required, along with school practices, to ensure the safety of the student, their peers and staff. Student Risk Management Plans are developed as needed and reviewed annually.	Students Staff Parents and Carers
	<b>Team Around a School</b>	<p>The <u>Team Around a School</u> comprises of non-school based roles such as the learning and wellbeing team (Nirimba), behaviour specialists, networked specialist facilitators and NDIS coordinators, as well as school-based roles including Assistant Principal Learning and Support, Senior Psychologists Education and Itinerant Teachers.</p> <p>The Health, Safety and Staff Wellbeing team provide incident response and support.</p> <p>The first point of contact from the Delivery Support team is your local Assistant Principal Learning and Support or learning and wellbeing officer. For more complex matters or whole school process support, requests may be considered at the Delivery Support coordination meeting. A behaviour specialist may be allocated to provide specialist support.</p>	Students Staff Parents and Carers



Care Continuum	Strategy or Program	Details	Audience
		School staff can find their local non-school based Delivery Support team and contact details on the <a href="#">School Support Contacts</a> tab in the staff portal.	

## Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
<p>At The Ponds School, we explicitly reinforce students for being safe, and caring learners through giving explicit feedback about appropriate behaviour, and awarding PBL points, Bunji awards, assembly awards, PBL certificates, and bronze, silver, gold and platinum PBL awards.</p> <p>At the end of each term, the school holds its 'Amazing Achievers, PBL and Attendance assembly. At these assemblies, students are awarded with an Amazing Achievers ribbon for achieving one or more of their PLP goals, a PBL certificate or bronze, silver, gold or platinum awards for working through the points system, and/or an attendance certificate for attendance of 90% or above or improved attendance.</p> <p>The school explicitly teaches students how to be safe and caring learners across environments by using consistent language, modelling, and providing the support necessary.</p>	<p>At the classroom level, teachers use the schools 'helping hand' strategies by giving choice, redirecting, reteaching, attending to positives and ignoring minor negative behaviours, giving time and space, and communicating.</p> <p>We 'give choice' by offering a small number of choices that we can follow through on and providing a way for the student to make the choice.</p> <p>We 'redirect' by using a change in activity or person and supporting students to use their regulation 'tools' or activities to help 'cut across' the escalation cycle and de-escalate a situation.</p> <p>We 're-teach' by identifying the skills that a student needs to learn, and the supports required. We attend to every child's positive and explicitly reinforce these while ignoring minor behaviours to avoid reinforcing negative behaviour and increase the time spent on learning for all students.</p>	<p>All behaviours of concern/major behaviour incidents are recorded through SENTRAL. The school then works collaboratively with parents and allied health professionals to develop behaviour support plans (BSP) and risk management plans to support a student's inclusion and learning.</p> <p>At The Ponds School, we use a team approach to supporting and managing behaviours of concern. When a student is escalating beyond the classroom management level, we call for support from the team (via phone, radio or in person). This team can include the school executive, and key support staff from the classroom and across the school. The goal is to allow the continuation of learning for the class, de-escalate the situation, keep everyone safe, repair relationships and return the student to learning. Communication is key to ensuring everyone's wellbeing at these times.</p>



<p>We give 'time and space' to allow students to process and understand what you expect them to do and give students time to regulate and be ready to learn. Student-directed 'time and space' enables a student to remove themselves from a situation or environment causing stress and use this as a tool to get themselves back to the 'green zone' so they are ready to learn.</p> <p>We 'communicate' calmly and consistently, and make sure that every student has a way to communicate with us.</p>	<p>Teacher-directed 'Time and Space' (Department of Education definition of "time-out") may be used to de-escalate a situation and keep everyone safe. This is where a staff member directs a student to a specific area to de-escalate and ensure safety of the student and others. This is always supported by staff to ensure connection and safety. Staff support de-escalation through the escalation cycle, ensuring recovery and re-engagement in learning when the student is ready.</p>
--	--

## Responses to serious behaviours of concern

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member.

Serious behaviours of concern include but are not limited to aggression that causes injury (physical or psychological) and major property destruction. Our school response to serious behaviours of concern, follows DoE policy as outlined above and may include:

- Formal caution to suspend
- Suspension

The purpose of both of these is to involve the students team of supports to address immediate safety and wellbeing concerns.

## Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response Policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

- In addition to complying with these policies, when a behaviour of concern occurs, staff will report all major incidents and/or accidents on SENTRAL.
- Should an injury to a staff member or student occur, the appropriate staff member will contact the WHS hotline 1800 811 523

## Detention, reflection and restorative practices

[Include information about food and toilet breaks and the maximum length of time appropriate to the age/developmental level of the student]

Strategy	When and how long?	Who coordinates?	How are these recorded?
Teacher-directed time-out (always supported by exec or key staff to maintain connection and safety)	As needed	Exec, Class Teacher	Recorded on the School Proforma for Teacher-directed Time Out Record
Supporting recovery, return to class	As appropriate to individual students	Exec, Class Teacher	Recorded on the Major Incident notification on SENTRAL
Communication with parents and carers	On the day a major incident occurs	Exec, Class Teacher	Phone call, SENTRAL message, in person, email, communication book (as required).
Debrief with staff	As needed through Team Support Meetings or by utilising the Mental Health First Aid and Wellbeing team.	Exec, Class Teacher	Recorded on Team Support meeting minutes

## Review dates

Last review date: [30/1/25: Day 1, Term 1, 2025]

Next review date: [27/1/26: Day 1, Term 1, 2026]

## Appendix 1: Behaviour Support flowchart



