

# Jewells Primary School Behaviour Support and Management Plan

## Overview

Jewells Primary 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 Resilience Project, ].

### **Promoting and reinforcing positive student behaviour and school-wide expectations**

Jewells Primary School has the following school-wide rules and expectations:

- Respects people, places and things (Respect)
- All students are proud and hold high expectations of themselves (Aspire)
- Always try your best (Aspire)
- Speak and act with kindness (Respect)
- Everyone is welcome (Belong)

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

- classroom expectations
- classroom routines
- praise
- positive feedback
- class award systems
- Jewells Primary School merit system (refer to Student Merit Systems)
- recognition at assemblies
- positive communication with parents

## 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	The Resilience Project	An emotionally engaging program providing evidence-based, practical wellbeing strategies to build resilience.	K-6
Prevention	PBL Tier 1	Positive Behaviour for Learning (PBL) Tier 1 school wide and classroom systems of support that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture.	K-6
Prevention	Peer Support	Placing students at the centre of their learning, Peer Support empowers students with practical skills and strategies to positively navigate life and relationships.	1-6
Prevention	Classroom Management	<ul style="list-style-type: none"> <li>- Explicit teaching and modelling of specific skills including behaviour expectations and social skills.</li> <li>- Communication with parents around school expectations</li> <li>- Liaison with previous teachers, pre-schools, external paraprofessionals</li> <li>- Integrating mindfulness, movement breaks and social/emotional learning into teaching and learning programs.</li> <li>- High quality differentiated teaching that addresses individual learning needs of all students, where appropriate learning adjustments are documented in an individual student support plan and/or Personal Learning Pathways (PLPs).</li> <li>- A restorative approach that focuses on building, maintaining and restoring positive relationships.</li> </ul>	K-6
Early Intervention	Social Stories	<ul style="list-style-type: none"> <li>- School based monitoring and referral processes via the Learning and Support team</li> <li>- Restorative practices and circle time</li> </ul>	K-6

Care Continuum	Strategy or Program	Details	Audience
		- Curriculum links, particularly in PDHPE, History and English (literature) - Drama and role play	
Targeted Intervention	Delivery Support Team	- Itinerant Support Teachers, Early Intervention where transition to school concerns are identified by the preschool or family. - Learning and Wellbeing Officer, Assistant Principal Learning and Support, School Counsellor	Individual students, families, staff
Individual Intervention	Classroom Management	- Check-in/check-out - Programs to explicitly teach social competence and interpersonal skills, and social-emotional skill development - Negotiated playground programs	Individual students, families, staff, SLSO
Individual Intervention	Delivery Support Team	- Work with the team to develop appropriate behaviour expectations and strategies with other staff members - Provide consistent strategies and adjustments outlined within an individual student support plan.	Individual students, families, staff

### Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Supervised Reflection Time	30 minutes (recess break)	Executive	Sentral (Welfare)

### Partnership with parents/carers

Jewells Primary School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies through:

- Surveys (e.g. TTFM)
- Forums to seek their feedback
- Regular review of our practices

Jewells Primary School will communicate these expectations to parents/carers by:

- Communication via the school website
- Newsletter
- Parent Information Evenings



## 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: 30.1.2023

Next review date: 30.1.2024