



Newcastle Middle School

Behaviour Support and Management Plan (SBSMP)

effective 27 January 2023

This plan is an operational document which outlines Newcastle Middle School's behaviour support and management processes and practices and reflects the NSW Department of Education's Student Behaviour Policy and Procedures (2022). Our school behaviour support and management and anti-bullying plans are published on our school website, so it is available to all students, parents / carers, school staff and community.

Overview

Newcastle Middle 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 (PBL) framework and programs.

Promoting and reinforcing positive student behaviour and school-wide expectations

Newcastle Middle School has the following school-wide rules and expectations:

Our PBL framework embraces three focus areas: We Learn, We Care and We are Safe:

- to engage and participate in everyday learning;
- to be respectful and safe of self and others;
- to demonstrate appropriate behaviours at all times;
- to engage in safe behaviours and follow given instructions.

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

- to support and increase safety for students, staff and the wider community;
- to increase opportunities in the community for life beyond school

Behaviour Code for Students

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

The Behaviour Code for Students can be found on our school's website or at this link <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>.

School behaviour support and management at Newcastle Middle School

Meeting the diverse wellbeing and behaviour support needs of students can be a complex task. Our school implements whole school practices and programs for the long-term wellbeing, learning and safety of all students. Our school adopts the care continuum to embed a whole-school system, focused on a prevention approach to address the full spectrum of student behaviour support needs. Students are supported at each stage of the care continuum, through specific evidence-based whole-school and targeted strategies and practices.

- Prevention - whole school approaches to establish and maintain safe, respectful learning environments for all students. A learning environment includes classrooms, playground, online and all school events and activities. When applied, these approaches will underpin effective teaching and reduce minor behaviours of concern.
- Early intervention - this is when all, a group or some students require early intervention to deal with emerging, low-level behaviours of concern. These are in addition to the above, and are early practices, strategies, or adjustments to encourage positive behaviour expectations.
- Targeted intervention - this is targeted support for students who may exhibit complex and challenging behaviours to encourage positive behaviours. This can include facilitating positive behaviour supports and making targeted and reasonable adjustments.
- Individual intervention - a comprehensive system of support and consultation with parents and specialists, for students with highly complex and challenging behaviours. Often these need individual assessment, monitoring, and review.

When an intervention is needed associated with any of the above four intervention points along the care continuum, the intervention may be through a strategy, practice or service.

Whole School Approach

The strategies and practices listed below are used by our school to prevent and respond to student behaviours of concern when they occur, consistent with Department policies and procedures. Many of these strategies and interventions support students to learn and practise expected behaviours using explicit teaching and feedback.

Care Continuum	Strategy or Practice	Details	Audience
Prevention - proactive	Student mentoring program	This approach is to build positive relationships in the school and wider community. We are building skills to increase self-confidence, respect for self and others and encourage teamwork.	Whole School - students and staff
Prevention - proactive	Coffee Club	Targeted presentations for parents / carers to enlighten them on supports for challenging behaviour, students' high levels of anxiety, issues of adolescence which may impact on behaviour and learning engagement.	Families and other key stakeholders
Prevention - proactive	Positive Behaviour for Learning (PBL) framework	Student, staff and community are aware of the PBL program (signage, newsletters, award systems, emails, Facebook). Teachers engage regularly in explicit lesson teaching and needs-based reminders of our three focus areas - We Care, We Learn, We are Safe.	Whole School - students, staff and families
Early Intervention - building staff capacity	Professional Development	Staff participate in intervention training, focusing on behaviours of concern, triggers, anxiety, coping strategies, patterns of behaviour, data collection and analysis, interventions and restorative practices.	Executive team, school staff
Targeted Intervention	Classroom management practices	Outlines the agreed expectations and key practices teachers use to establish a positive learning environment that maximises learning and wellbeing for all students.	Principal, Executive staff, teachers and SLSOs plus family support
Targeted Intervention	Risk Assessments	Environmental assessments completed to ensure safety and wellbeing for all on site, in line with Student Behaviour and Restrictive Practice Policies. Incursion and Excursion risk assessment to ensure safety and wellbeing for all attending.	School staff - Executive, teachers plus DoE Delivery Support 'Team around the school' (if required)

Care Continuum	Strategy or Practice	Details	Audience
Individual Intervention	Individual Behaviour Support Plans (IBSP) for student(s)	School behaviour support team work collaboratively with teachers, families and allied health to identify behaviours of concern, prevention and intervention strategies to minimise frequency and severity of behavioural incidences	Staff, families, Allied Health professionals and DoE Learning and Wellbeing Teams
Individual Intervention	Case management	A process encompassing a culmination of collaborative phases, that assist students and staff to access available and relevant resources and supports necessary for student to attain their identified goals.	Principal, Executive, School Counsellor, teacher, family, Child Wellbeing Unit, DCJ (if required).
Individual Intervention	Student Risk Assessments (RA)	School behaviour support team work collaboratively with teachers, families and allied health to identify high risk and harmful behaviours to self and others. RA aim to eliminate or control high risk situations.	Staff, families and Allied Health professionals, and DoE Learning and Wellbeing Teams (as required)

Reflection, and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Formal Caution	Letter of formal caution to families - duration 50 days max (aligns with NSW Dept of Education Student Behaviour Policy). Given prior to suspension for a particular behaviour of concern.	Principal, Executive staff	School Bytes system and Student Information folders
Suspension	Students may be suspended for causing actual harm to any person, possessing an unacceptable risk to health and safety, learning and or the wellbeing of others. Maximum of 10 consecutive school days.	Principal or Principal delegate.	School Bytes system and Student Information Folders
Reflection practices and forward planning	Prior to student returning to school following a suspension, staff reflect and plan appropriate support for student to successfully re-engage with learning at school.	Executive and school staff	Amendments made in IBSP and signed off by family and staff
Learning Support Team (LST) Meetings	Student learning support team which includes meeting prior to student return to school to discuss planned implementation of amended strategies and supports. Collaborative meeting with parent / carer and any other key stakeholders. Additional LST meetings as needed.	Student support or case management team, including Executive staff and class teacher.	Minutes recorded in School Bytes system, signed by participants and filed in Student Information Folder.

Partnership with parents / carers

Newcastle Middle School will partner with parents / carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by holding biannual individual learning meetings and seeking feedback via school surveys including the annual Tell Them From Me Survey.

Newcastle Middle School will communicate these expectations to parents / carers by school website, Facebook page, fortnightly newsletter, emails, Daily Communication Books and formal meetings.

School Anti-bullying Plan

Our school's current Anti-bullying Plan for 2022/23 can be found on the school's website in the Supporting our students - Student health and safety section:

(Google Newcastle Middle School)

<https://newcastlem-s.schools.nsw.gov.au>

Reviewing dates

To ensure this SBSMP plan continues to be fit for purpose and uses current school data to inform school practices, regular reviews will occur with staff, school community, Delivery Support Teams and its adherence to NSW Department of Education policies and procedures.

Initial consultation period: Term 4, 2022

Next Review date: Term 4, 2023

Principal: Judy Mouthaan