

# Five Islands School Behaviour Support and Management Plan

## Overview

Five Islands School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Key Welbeing Programs prioritised and valued by the school community are Zones of Regulation, Yoga, Music Therapy, Art Therapy, Sporting Schools, Sensory Room, Community Access and our Hydrotherapy program.

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

Five Islands School has the following school-wide expectations:

- We are Safe
- We Care
- We Learn

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

- Positive Behaviour For Learning (PBL)
- PBL Videos and Prowise Lessons
- PBL Classroom and Playground Visual Boards
- Augmentative and Alternative Communication Systems
- Zones of Regulation (Occupational Therapist Program)

### **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
Classroom and Playground Expectations – Whole School Approach	Positive Behaviour for Learning	Specific classroom and playground lessons have been developed and are explicitly taught in each classroom and during assemblies. Carefully placed signage assists students by providing visuals to reinforce positive behaviours.	Students
Zones of Regulation – Whole School Approach	Occupational Therapist – Zones of Regulation	Zones of regulation lessons are taught explicitly to all students, with activities reinforced by our Occupational Therapist. Zones of Regulation are referenced with students to alert them to the 'zones' that they are currently working in. Zones of Regulation are utilised as a tool for students who are dysregulated.	Students
Wellbeing Programs	Music Therapy Art Therapy Sporting Schools Yoga Community Access Hydrotherapy Sensory Room	Wellbeing Programs are led by highly trained professionals who are dedicated to special education. Programs are timetabled to support a whole school process. In addition, class teachers and SLSO's support student engagement.	Students

## Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
<b>Calm Spaces</b>	Calm Spaces are utilised to assist with regulation. Students may choose to use calm spaces to regulate their own behaviour, or they may be used to encourage safety for students during an escalated period. Use of calm spaces are planned and utilised for the shortest period possible.	Class Teachers  Assistant Principals  Principal	Carefully recorded in behaviour support plans in consultation with family. Monitor and review. Record critical incidents and suspension data.



## **Partnership with parents/carers**

Five Islands School will partner with parents/carers to establish expectations for parent engagement in developing and implementing student behaviour management strategies. This will be achieved by communicating daily with parents via home school communication books, bi-annually in Individual Education Plan and behaviour support planning meetings, and in multi-disciplinary meetings with key stakeholders.

Five Islands School will communicate these expectations to parents/carers by daily communication with each family, individual communications at point of need, and in school newsletters.

Communication channels are further extended through the use of a Five Islands School Facebook page and the Five Islands School website.

## **School Anti-bullying Plan**

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

## **Reviewing dates**

Next review date: Day 1, Term 1, 2024