

# Porters Creek School Behaviour Support and Management Plan

## Overview

Porters Creek 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 'Choice Theory, Reality Therapy' and 'Zones of Regulation'. At Porters Creek Public School, we believe that students learn best when they are in an environment where authentic relationships with their peers and teachers support students' emotional, intellectual, social and physical development. This development is underpinned by our human need for safety, love, power, fun and freedom.

## School Values


- **Connection-** Building authentic and positive relationships with staff, students and community members, ensuring high levels of engagement and genuine collaboration.
- **Empowerment-** Providing a voice and instilling a sense of self-belief, resilience and autonomy among all members of the Porters Creek community.
- **Innovation-** Creating a culture which fosters critical and creative thinkers who are able to take calculated risks, solve problems and give back to their community as global citizens.
- **Excellence-** Establishing high expectations for our Porters Creek community and creating an environment where all members flourish and continually grow as lifelong learners.

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

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

- To build and maintain strong connections by displaying connecting behaviours. This in turn improves social, emotional, intellectual, and physical outcomes for all students and staff.

<b>Some examples of 'Connecting Behaviours'</b>
<ul style="list-style-type: none"><li>• Listening</li><li>• Supporting</li><li>• Encouraging</li><li>• Accepting</li><li>• Trusting</li><li>• Respecting</li><li>• Negotiating Differences</li></ul>



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

‘Choice Theory, Reality Therapy’ and ‘Zones of Regulation’ form the pillars of our wellbeing programs. Choice Theory, Reality Therapy (CTRT) is a joint understanding that an individual can only control their own behaviour. They are in total control of their own behavioural choices but have zero control over others’. Peers, teachers and parents can influence choices, but they cannot control or make decisions on behalf of the individual. The Zones of Regulation are used alongside CTRT to help students identify how and what they are feeling, to support them to take control of their emotions and therefore behaviour choices.

### What does this mean for students at Porters Creek Public School?

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**Coercion is minimized** - Staff build positive relationships with their students, managing them without coercion. As coercion does not inspire quality, our staff focus on building and maintaining authentic relationships with students to inspire them, as opposed to coercing students to comply through rewards and punishment.

**Focus on quality** - Staff have high expectations for themselves and for *all* students. Students are encouraged to embrace the learning that occurs when they make mistakes and to strive for excellence. The emphasis is on deep learning demonstrated through the ability to apply what has been learned in context.

**Self-evaluation** - Self-evaluation is a cornerstone of Choice Theory. Students are empowered to self-evaluate through the PCPS Learning Links. The Learning Links, alongside further helpful information (rubrics, models, exemplars, etc.) students take on greater ownership of their learning by evaluating their own performance routinely. Encouraging students to self-evaluate promotes responsibility and helps students pursue goals and become skilled decision-makers because they are more actively involved in their education.

## 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	Choice Theory/Total Behaviour Car	<p>A whole-school program taught through explicit lessons that empower individuals to take responsibility for themselves and their own decisions and support others in taking ownership of their own choices.</p> <p>The 'Total Behaviour Car' is explicitly taught across the school, and acknowledges at any moment in conscious time, an individual is: thinking, acting, feeling and experiencing physiological changes – these are the four wheels of the car. The behaviour is recognised by the most dominant aspect (or wheel) of behaviour.</p>	Whole school
Prevention	Anti-bullying program	A whole-school anti-bullying program designed to facilitate students' understanding of diversity and emphasise belonging and respect. Through this program, students learn explicit strategies to protect themselves and others from bullying.	Whole school
Prevention	Dhinewan Program	A stage-based program designed to promote inclusivity and share Aboriginal culture and history.	K-6 students Staff
Prevention	Zones of Regulation	All students engage in explicit learning around the Zones of Regulation and develop strategies to identify and regulate their emotions within each different Zone. Families are	K-6 students Families Staff

Care Continuum	Strategy or Program	Details	Audience
		encouraged to also use this at home.	
Early Intervention	Learning Links Lessons	Explicit whole school lessons on how the core values of 'Connect', 'Empower', 'Innovate' and 'Excel' are demonstrated in different settings and situations.	Whole school
Early Intervention	Positive Outcome Process	Individual student support provided by staff to empower students to reflect on choices made and take on personal responsibility. Individualised plan developed together to support positive choices in future.	Individual students, Staff
Individual Intervention	5-Point Scale	The 5-point scale is a visual system supporting emotional regulation, that can help to organize a person's thinking when working through difficult moments, particularly those that require social understanding.	Individual students Staff
Targeted Intervention	Learning and Support	The Learning and Support team works 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.	Individual students, families, staff
Targeted Intervention	The Nest	The Nest is a structured play space that is open during break times with the purpose of providing a quiet space for structured play under the supervision of a teacher. Structured activities are specifically chosen to support development of social skills	Executive Team, SLSOs
Targeted Intervention	Individual Intervention	Anti-Racism in Action Individual students supported to address racism and helped to understand the impact of racism on others. May be used in conjunction with Restorative Practices	ARCO, Executive Team

## Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Positive Outcome Process: a structured discussion which includes reflection, usually involves a 'walk n talk' around the school or learning hub	Closely following the disconnecting behaviour event. This will happen as early as circumstances allow.	Hub Teachers / Hub Assistant Principal / Principal	School Bytes Wellbeing Portal
Restorative Practices: will vary, depending on the circumstances of the disconnecting behaviour event.	As close to the disconnecting behaviour event as possible. Duration will vary depending on the consequence being implemented	Hub Teachers, Hub Assistant Principal, Principal	School Bytes Wellbeing Portal
Self-directed time-out: agreed and identified pre-arranged 'chill-out' spaces within the school where student is visible to supervising staff (dependent on need)	When student identifies need according to strategies such as 1-5 scale or Zones of Regulation. Duration agreed upon as part of student's plan.	Hub Teachers, Hub Assistant Principal, Principal	In student's Personalised Support Plan
Teacher-directed time-out: agreed and identified pre-arranged 'chill-out' spaces within the school where student is visible to supervising staff (dependent on need)	When teacher identifies need to de-escalate disconnecting behaviours. Duration agreed upon as part of student's plan.	Hub Teachers, Hub Assistant Principal, Principal	In student's Personalised Support Plan.

## Partnership with parents/carers

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Porters Creek Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by consultation through the P&C and AECG, and through Learning Support meetings with parents/carers.

Porters Creek Public School will communicate these expectations to parents/carers through P&C Meetings, as well as through avenues such as email, the school newsletter, the School Bytes portal, and on the website.

## School Anti-bullying Plan

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[Porters Creek Public School Anti-Bullying Plan](#)

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

### Reviewing dates

Last review date: 13 February, 2023

Next review date: 29 January, 2024