

Putland Education and Training Unit Behaviour Support and Management Plan

Overview

Putland Education and Training Unit is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged in their learning.

Our goal is to inspire every child to participate positively in society. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

The principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

Our processes are founded on the idea that students must learn to take responsibility for their own actions and to ensure all staff and students are able to learn, work and engage in a safe and secure educational environment.

The School is currently with our partner agency Youth Justice reviewing, and implementing a refresh positive behaviour system across the site to enable all staff and students to be using consistent positive behaviour reference points, rewards and review periods.

To achieve our mission, key approaches and programs prioritised and valued by the school community are:

- Restorative Practice through Positive Expectation Agreements (PEA), Mediations and Executive Interviews
- Explicit subject lessons based on a combination of Social Emotional Lessons
- Cultural specific programs and workshops including but not limited to Pasifika, Mens Group, Brotherhood and Afronited
- Health Program
- POD based system of support enhancing service delivery as a united, collaborative interagency approach

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

Promoting and reinforcing positive student behaviour and school-wide expectations

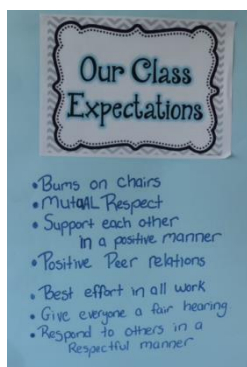
Putland ETU has the following school-wide rules and expectations:

- Safe Respectful Learners



Putland ETU uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Safe Respectful Learner Posters placed in all classrooms aligned to Positive Behaviour for Learning (Designed and developed in collaboration with Putland ETU and Cobham Youth Justice)
- Assessment Program and Enrolment – Safe Respectful Learner lessons for all new students to Putland ETU
- General Population classes – Safe Respectful Learner lessons for re-entry students and embedded SRL components within KLA programs
- SRL embedded into daily classroom expectations. Teacher/Student identified Classroom Expectations displayed in classroom - allows for differentiated needs of students, eg.



- What Works Best 'High Expectations' strategies embedded within programs and lessons to provide a quality teaching and learning environment. Proactive Strategies –Classroom Strategies: academic engagement, CAMs goal setting and feedback, communication, consistency, environment, empathy, feedback, flexibility, listening, positive reinforcement, predictability, preparation, programs, punctuality, Quality Teaching, rapport, reliability, resources, respect, role modelling, rules, safety and security, supervision, support personnel, teamwork, vigilance. Use of consistent classroom routines, Learning Intentions, punctuality, modelling of acceptable behaviours, common language.
- Whole school Targeted Behaviour Expectations reinforced in all classes to minimise school identified key behavioural issues

- Whole School Merit Award System (currently under review) to reinforce Positive Behaviours, linked to SRL (which supports Youth Justice Point System and in process of changing to EPIC Scheme)



- Putland ETU Behaviour Management and Discipline Procedures
 - Proactive Strategies: Classroom Strategies and ETU Structure
 - Level 1: Classroom Staff management and response
 - Level 2: ETU Response of Classroom Staff and Executive on DAP Duty response to inappropriate behaviour that has escalated and potential Formal Caution/Warning

Partnership with parents and carers

Putland Education and Training Unit will partner with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including for bullying behaviour by:

- inviting families and student feedback through formal and informal means, for example, through Tell Them From Me Surveys, school surveys, consulting with the school's P & C Association and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Putland Education and Training Unit will communicate these expectations to our parent agencies and parents/carers through the whole school processes and communication strategies.

School-wide expectations and rules

Example High School has the following school-wide expectations and rules:

To be Safe, Respectful, Participate, Responsible

| Respectful | Responsible | Participate | Safe |
|--------------------------|--------------------|-------------------------------|------|
| Be kind and value others | Be safe | Seek help, accept advice | |
| Use appropriate language | Be equipment ready | Restore harm, recognise | |
| Work co-operatively | Be on time | Overcome challenges | |
| Accept differences | Be ready to learn | Be aspirational, be your best | |

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 \(nsw.gov.au\)](#)

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies across the care continuum and responds to behaviours of concern, including bullying and cyberbullying behaviour. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- actively supervising students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.



| Prevention | Strong staff/student relationships | Where staffing is available teachers and support staff work with the same class of students strengthening student/staff relationships. Executive staff readily available to support students. | Staff/Students |
|-------------------|---|--|--|
| Prevention | Risk Assessed Classes & Units | Classes are formed and monitored on risk and “best mix”. This is done at a Youth Justice and Putland ETU Level. This includes a daily “Morning Briefing” where Youth Justice and Putland come together to risk assess. | Staff |
| Prevention | Initial Program | 5-day program for new students. Students assessed academically and behaviourally. Students are explicitly taught the school expectations and support structures within the custodial environment. | Students |
| Prevention | Safe Respectful Learner Lessons | Explicit teaching, modelling and display of behaviour expectations and social skills across. | Students |
| Prevention | Putland Award System and Youth Justice Points System | School and centre wide positive reinforcement award and reward system. | Students |
| Prevention | Client Assessment Meetings (CAMS)/Putland Goals | Student directed behaviour and learning goals discussed with Putland and Youth Justice staff. | Students/ Staff |
| Prevention | Transition Coordinator | Liaison with student’s previous teachers, schools, school counsellors and paraprofessionals to assist in development of behaviour plans and support structures. Utilising information from ERN (SCAS). Communication of gathered information to relevant stakeholders. | Putland Executive & Staff Youth Justice Caseworkers and Psychologists |
| Prevention | SEL (Social Emotional) /PDHPE Program | PDHPE based unit of work targeting respectful relationships and personal and social capabilities. | Students |
| Prevention | Youth Justice Partnership | Putland ETU has a positive relationship with Youth Justice who act as the parent body. Where applicable and appropriate Youth Justice are informed and involved in decision making for students. | Staff |
| Prevention | Differentiated Learning | High quality differentiated teaching addressing individual learning needs of all students. Learning adjustments are documented in IEPs and/or Personal Learning Pathways | Students |
| Prevention | Joint YJ and ETU Programs & Events | Joint programs between Youth Justice and Putland ETU including, Aboriginal Men’s Group, White Ribbon Day, Multicultural Day, Multicultural Sports Day, Creative Arts Day, NAIDOC, Sorry Day, Closing The Gap Day, Careers Expo, Services Expo etc | Staff/ students |
| Prevention | Professional Learning | Staff undertake regular updated and current professional learning, including but limited to: <ul style="list-style-type: none"> • PBL Tier 1 School Wide and Classrooms systems • Classroom management Fundamentals | Staff |

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|--------------------------------|---|---|-----------------------|
| | | <ul style="list-style-type: none"> Understanding Behaviour Trauma Informed Practice Disability Standards for Education Connecting to Country Functional Behaviour Assessment What Works Best 'High Expectations' | |
| Early Intervention | Communication Protocols | Communication between two key stakeholders, Youth Justice and Putland ETU: including SEQTA communication, YJ and ETU Logs and Alerts Briefing and CSM allow staff to communicate directly with Caseworkers, Health, Psychologists, Classification Officers, Alcohol and Drug Counsellors, Mentors, Chaplains, Unit Managers, Duty Manager, Shift Supervisors, Youth Officers and other keyworkers for early intervention. | Staff |
| Early Intervention | "DAP" Executive Support | Putland ETU resource extra executive staff to be on "on call" to support teaching staff and students in collaboration with Youth Justice. Support includes a wholistic approach including social, emotional, behavioural, cultural, academic and the transition between custody and the community. | Staff/ students |
| Early Intervention | Positive Expectation Agreements (PEAS) and Mediation | Positive Expectation Agreements and Mediation assist staff in putting early intervention plans in place. This is a Putland and Youth Justice team approach and can involve keyworkers and specialists including but not limited to: Psychologists, Caseworkers, Cultural Mentors, AEO, Shift Supervisors and the Unit Managers. | Staff/ students |
| Targeted Intervention | Aboriginal Education Officer/Aboriginal Education Team | Wholistic support structure for Aboriginal students. This includes working with students and staff in class, targeted individual programs and whole school Putland and Youth Justice initiatives. | Staff/ students |
| Targeted Intervention | Programs | Specialist programs targeting individual student needs in custody and transition to the community. Included but not limited to: Distance Education, Barista, TAFE Life Support, TAFE Fitness, White Card. | Students |
| Individual Intervention | Behaviour Support Plans (BSP) | Behaviour support plans are developed in consultation with Keyworkers. Expectations, goals and strategies are modified. BSPs are adapted from previous schools or are newly developed as students transition between schools and alternate settings from the community and within the custodial environment. May include a Functional Behaviour Assessment | Staff/ students |
| Individual Intervention | In class supports | Additional staff to work with student one to one addressing social, academic and behavioural needs. Eg. EALD, Intensive Literacy Support, AEO. | Student |
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Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying.

Identifying behaviour of concern, including bullying and cyberbullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. See Appendix 1.

Putland Education and Training Unit staff will identify inappropriate behaviour and behaviours of concern, including bullying for example:

- directly observing a student's behaviour, interactions and communication across the site.
- reading and engaging in daily distribution of information available to all staff
- concerns raised by another agencies staff within the centre.

Students or parents can report bullying to any staff member.

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

- at school

Preventing and responding to behaviours of concern and/or safety concerns

- Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.
- Unplanned responses include safety/security and/or risk to others whereby "Assistance" is called via radio communication and expert staff are deployed to manage the risk presenting.
- **Teacher managed** – Level 1 behaviours
- **Executive managed** – Level 2 behaviours whereby DAP intervention is required.

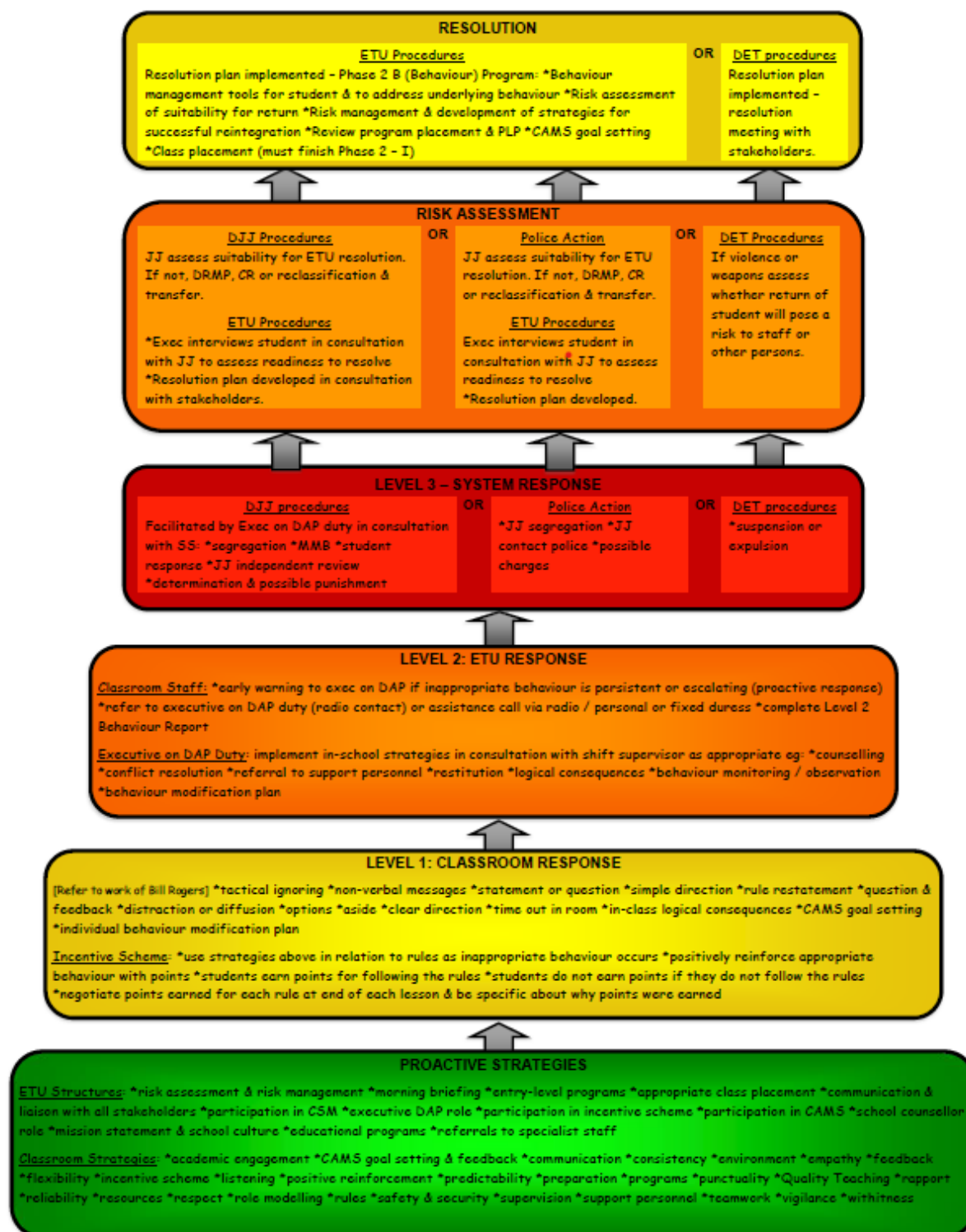
Corrective responses by teachers may include:

- rule reminder
- Expectation reminders
- re-direct, offer choice or error correction
- prompts
- reteach
- seat change/ re-direction
- communication with Youth Justice

Putland Education and Training Unit uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

PUTLAND Education & Training Unit

BEHAVIOUR MANAGEMENT & DISCIPLINE PROCEDURES



| Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour | Early Intervention Responses to minor inappropriate behaviour are teacher-managed. | Targeted/Individualised Responses to behaviours of concern are executive managed |
|--|---|--|
| <p>1. Behaviour expectations are taught and referred to regularly.</p> <p>Teachers model behaviours and provide opportunities for practice.</p> <p>Students are acknowledged for meeting school-wide expectations and rules.</p> | <p>1. Refer to school-wide expectations.</p> | <p>1. Radio Communication to either DAP Area Or ASSISTANCE to Room</p> <p>Responses may include but are not limited to:</p> <ul style="list-style-type: none"> - Timeout - Personal time - Risk Assessment - Conflict Resolution - Executive Interview - Reminder of school expectations, how to apply them - Referral to a support service such as Psych/Caseworker/Clinic/Youth Justice Staff member - Unit Manager and School Executive Intervention |
| <p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p> | <p>2. Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p> <p>Refer to Proactive Strategies for further interventions</p> | <p>Radio Communication for a DAP to attend the room once all strategies for engagement have been attempted.</p> <p>Responses may include but are not limited to:</p> <ul style="list-style-type: none"> - Timeout - Personal time - Risk Assessment - Conflict Resolution - Executive Interview - Reminder of school expectations, how to apply them - Referral to a support service such as Psych/Caseworker/Clinic/Youth Justice Staff member <p>Unit Manager and School Executive Intervention</p> |

| | | |
|---|--|---|
| 3. Tangible reinforcers include those within the EPIC and school merit system. Additional reinforcers are strong communication and joint risk assessment, and program entry shared amongst the site. | 3. Use direct responses e.g. expectation reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom behaviour expectation before a low-level consequence is applied. | |
| 4. Social-emotional learning lessons are taught (Friendly Schools) during fortnightly wellbeing lessons. | 4. Teacher records on Behaviour / wellbeing on SEQTA system by the end of the school day. Monitor and inform the collaborative working group if repeated. For some incidents, a referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator. | 4. Refer to the school's Learning Support Team considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment. |
| Teacher/parent contact | Teacher/parent contact | Teacher/parent contact |
| Parent Agency are automatically notified through SEQTA, Daily Log and Exec Communication. Student awards for positive behaviour are given at every opportunity. | Parent Agency is constantly kept in touch via phone calls, weekly meetings and daily emails of daily events. | Parent Agency is constantly kept in touch via phone calls, weekly meetings and daily emails of daily events. |

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on SEQTA. These may include:

- review and document incident
- determine appropriate response/s, in consultation with Youth Justice and/or Justice Health
- refer/monitor the student through the school learning and support team
- communication and collaboration with Youth Justice
- formal caution to suspend, suspension or expulsion.

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

Reporting and recording behaviours of concern

All behaviours of concern are reported in real-time through the DAP with a radio call. Additional documentation and reporting is completed via SEQTA with Executive staff liaising with Youth Justice allocated staff on information exchange.

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](#)

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety Guide](#).

Detention, reflection and restorative practices

There is no detentions at Putland Education and Training Unit and all behaviour reflections and restorative practices are mandatory to reconnect rapport and establish a positive mutual agreement for each other.

Toilet and food breaks are always included when students are withdrawn from the classroom as a support structure provided by Youth Justice. The maximum length of time will be appropriate to the age/developmental level of the student.

| Strategy | When and how long? | Who coordinates? | How are these recorded? |
|---|---|--|--|
| Personal Time – student elected timeout strategy whereby ETU staff radio the DAP when a student requests personal time. Youth justice staff escort the Student back to his room to allow self-regulation and reflection space. | Next session | Youth Justice staff will escort student back | SEQTA – DAP Communication |
| Restorative practice – peer mediation , circles or restorative conversations in groups via a Positive Expectation Agreement, Mediation and/or Executive Interview | Scheduled and facilitated prior to school entry | POD Executive and/or DAP | SEQTA – PEA/Mediation and/or communication |

Review dates

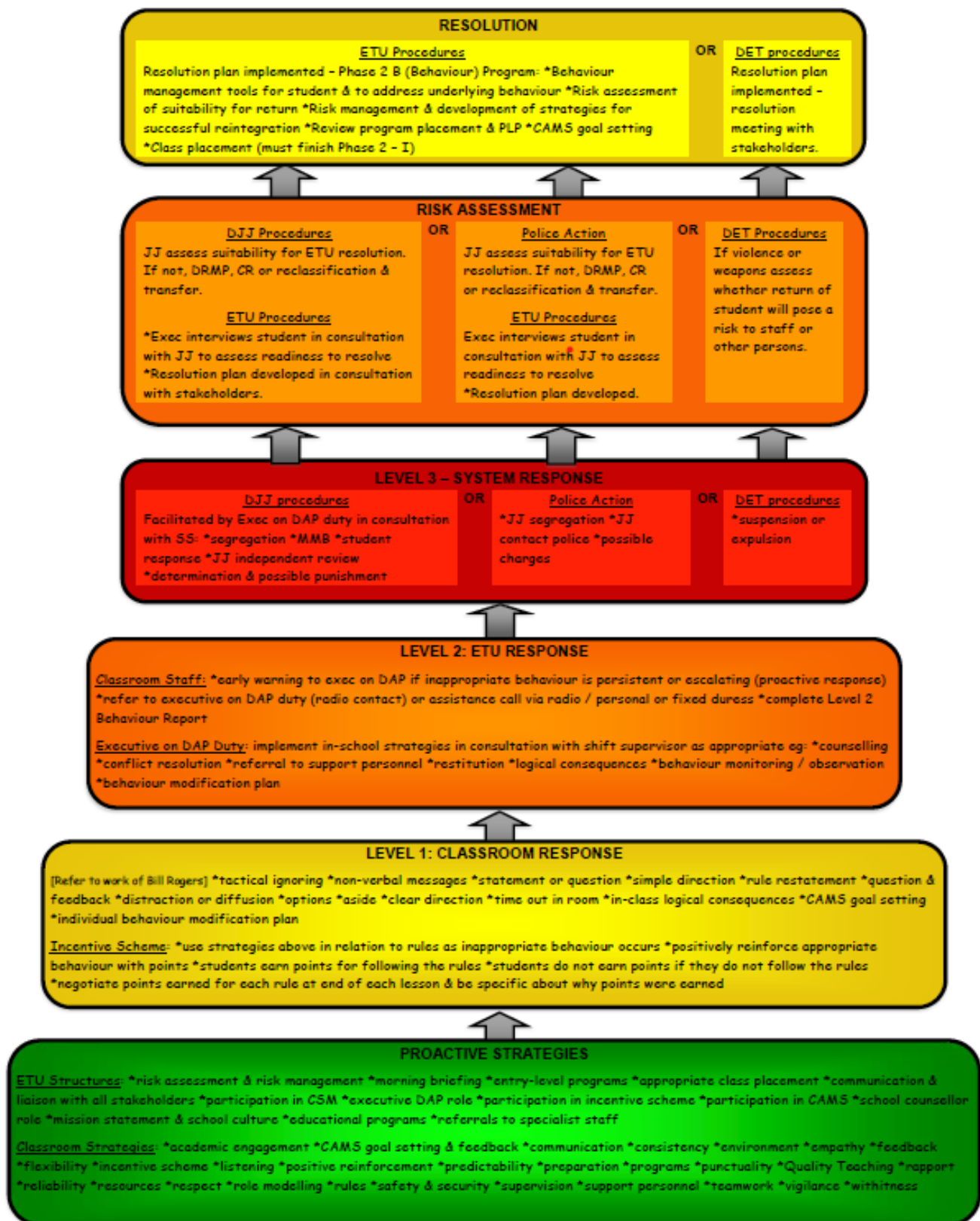
Last review date: 20th September 2024: Day 1, Term 1, 202X]

Next review date: [INSERT DATE: Day 1, Term 1, 202X]



PUTLAND Education & Training Unit

BEHAVIOUR MANAGEMENT & DISCIPLINE PROCEDURES



Bullying Response Flowchart

The following flowchart explains the actions Putland Education and Training Unit School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

