

FORSTER PUBLIC SCHOOL

Continuum of Support

Overview

UNIVERSAL SUPPORT

This support is given to all students across all settings.

At times this support may be focused to provide additional assistance to a student. This supportive assistance is focused on patterning positive behaviours.

TARGETED SUPPORT

Universal Strategies that require additional support. This approach is taken when universal strategies and procedures have not effected change in a student's behaviour.

A collaborative approach to defining and managing behaviour.

INTENSIVE SUPPORT

Targeted Strategies requiring additional support.

Highly individualised strategies are required with multilayered support and documentation such as a support plan with very specific expectations of behaviour, goals, means of support and rewards

May require additional documentation such as risk assessments, partial attendance plans, behaviour plans

SUSPENSION – as per DEC policy

Student is suspended from school.

An opportunity for the school to plan support for the student.

Focus on behaviour-

Focus on positive outcomes

Developing and nurturing a partnership between school and home and community.

On return from suspension student will receive intensive support,

RESOURCES

- School Expectations and Rules
- Stage Support
- Christine Richmond Microskills
- Friendly Families, Friendly Schools
- Behaviour Learning and Teaching North Coast Region Modules 2 & 3

UNIVERSAL SUPPORT

This support given to all students across all settings.

At times this support may be focused to provide additional assistance to the student. This supportive assistance is focused on patterning positive behaviours.

STUDENTS WILL	TEACHERS WILL:	PARENT / CARERS WILL:	STAGE LEADERS WILL:
<ul style="list-style-type: none"> ○ Talk with the teacher re behaviour of concern; ○ Complete 5 –10 minute time out; ○ Make restitution eg apologise, spend time with the teacher, community service. 	<ul style="list-style-type: none"> ○ implement school policy; ○ Teach class rules and expectations of behaviour explicitly, frequently and in all settings; ○ focus on patterning positive behaviours; ○ Praise and encourage students (7:1 – 7 positive to 1 negative comment); ○ Be proactive and vigilant; ○ Provide necessary accommodations and adjustments to cater for individual student needs; ○ Implement micro skill lessons (based on Christine Richmond / Bill Rogers, NCR Behaviour Module 2); ○ Use buddy class system; ○ Use timeout with the teacher involved (5 – 10 min in the classroom) as an opportunity for the student to reflect and make restitution; ○ Communicate with parent /carers via letter and meeting (if required); ○ Keep a record of behaviours of concern; and ○ Inform stage leader of concerns. 	<ul style="list-style-type: none"> ○ Communicate with teachers and discuss issue with child. 	<ul style="list-style-type: none"> ○ Discuss behaviours of concern with class teacher; ○ Provide collegial support as required via stage meetings

TARGETED SUPPORT

Universal Strategies that require additional support. This approach is taken when universal strategies and procedures have not effected change in a student's behaviour.

A collaborative approach to defining and managing behaviour.

STUDENTS WILL:	TEACHERS WILL:	PARENT /CARERS WILL:	LaST WILL:	STAGE LEADER WILL:
<ul style="list-style-type: none"> ○ Follow school rules and act in a safe and fair manner; ○ Talk with the teacher re behaviour of concern; ○ Complete 5 –10 minute time out; ○ Make restitution; ○ Have restricted privileges eg non-participation in extra curricula activities such as discos, movie nights; ○ Attendance at school excursions or representative sport / cultural activities to be negotiated as part of their targeted behaviour support plan. 	<ul style="list-style-type: none"> ○ Implement school policy; ○ Focus is on behaviours and identifying the frequency and intensity of the behaviours; ○ Provide accommodations and adjustments such as- <ul style="list-style-type: none"> ➤ More intense strategies; ➤ Buddy plans; ➤ Review/revisit class rules/expectations, use of rewards, positive patterning behaviours; ➤ Weekly rule focus. ○ Refer to NCR Behaviour Modules 2 & 3; ○ Keep a record of incidents and meetings with parents / carers; ○ Debrief and discuss with Stage Leader and/or LaST; ○ Refer student to School Learning and Support Team; ○ Involve parents/carers as partners. 	<ul style="list-style-type: none"> ○ Communicate with teachers and Stage Leader; ○ Participate in development of and implementation of behaviour support plan; ○ Consider accessing support from outside agencies eg medical practitioners, therapists if recommended during meetings. 	<ul style="list-style-type: none"> ○ Observe, collect, analyse and interpret data relating to student; ○ Assist in the review of existing strategies and their implementation; ○ Provide support to CT / Stage leader in preparation of behaviour support plan & risk management plan (if required). 	<ul style="list-style-type: none"> ○ Guide the process and facilitate a team approach to management; ○ Discuss and negotiate alternatives eg buddy class, restricted playground, temporary playground or class withdrawal as part of behaviour support plan; ○ ensure stage staff have input; ○ work with CT(and LaST) to develop a behaviour support and risk management plan (if required); ○ Closely monitor student; ○ Provide a copy of completed behaviour support plan for Deputy Principal.

INTENSIVE SUPPORT

Targeted Strategies requiring additional support.

A collaborative team approach will be implemented to devise a support plan with very specific expectations of behaviour, goals, means of support and rewards

STUDENTS WILL:	CLASS TEACHER WILL:	PARENT / CARERS WILL:	STAGE LEADERS WILL:	LaST WILL:	DEPUTY PRINCIPAL / PRINCIPAL WILL:
<ul style="list-style-type: none"> ○ Follow school rules and acts in a safe and fair manner; ○ Talk with the teacher re behaviour of concern; ○ Complete 5 –10 minute time out; ○ Make restitution; ○ Have restricted privileges: <ul style="list-style-type: none"> ➤ non-participation in extra curricula activities such as discos, movie nights; ➤ Not able to attend school excursion or representative sport or cultural activities 	<ul style="list-style-type: none"> ○ Maintain universal strategies including support plans and communication; ○ Be involved in development of behaviour support plan and monitoring process; ○ Keep record of incidents 	<ul style="list-style-type: none"> ○ Participate in development of and implementation of behaviour support plan; ○ Communicate with teachers / stage leaders/ deputy principal on a regular basis; ○ participate in meetings where a behaviour support plan / risk management plan is reviewed; ○ respond to recommendation for involvement of interagency groups; ○ Participate in suspension resolution meeting (if required); ○ Participate in review meetings. 	<ul style="list-style-type: none"> ○ Enlist additional support such as: <ul style="list-style-type: none"> ➤ Referral to School Learning and Support Team / school counsellor; ➤ RSSSP; ➤ U & E funding; ➤ Funding Support (if applicable); ○ Modify the student's context through: <ul style="list-style-type: none"> ➤ Partial attendance (approval from Principal required); ➤ restricted play area; ➤ personalised coaching for specific behaviours. ➤ Review behaviour support plan, risk management plan and monitoring system; ➤ communicate with all staff; ○ Refer to interagency 	<ul style="list-style-type: none"> ○ Work with CT to deliver support; ○ Review plans and assist in implementation; ○ Provide support in review of behaviour support plan & risk management plan (if required); ○ Involve school counsellor. 	<ul style="list-style-type: none"> ○ Assist with review of behaviour support plan & risk management plan and monitoring process; ○ Participate in case conferences as required; ○ Assist with the engagement of interagency support ○ Assist with the engagement of DEC support eg RSSSP, U & E funding, partial attendance; ○ Ongoing collegial support; ○ Closely monitor student; ○ Apply Nonviolent Crisis Intervention strategies if required; ○ Issue caution of suspension / suspension letters; ○ Complete suspension checklist;

			<p>groups;</p> <ul style="list-style-type: none">○ Maintain support to class teacher;○ Closely monitor student;○ Conduct return from suspension meeting with support from DP / P.		<ul style="list-style-type: none">○ Facilitate return from suspension process;○ Maintain FaCS and Suspension registers.
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