



BEHAVIOUR SUPPORT AND MANAGEMENT PLAN

KOTARA SOUTH
PUBLIC SCHOOL



2024



Policy statement, Document links, Tiered Support, Framework Overview



Kotara South Public School - Behaviour Support and Management Plan



Positive Behaviour and Whole School Expectations



Partnerships



Promoting Positive Student Behaviour and Whole School Expectations



Whole School Approach to Prevent and Respond to Student Behaviour



Professional Learning



Tier I- Preventative Interventions



Tier II - Early or Targeted Interventions



Tier III - Individual Interventions



Restorative Practices



Reviewing the School Behaviour Support and Management Plan



POLICY STATEMENT



Kotara South Public School is committed to supporting the learning and wellbeing of every student. Learning and behaviour support is critical to the provision of safe and supportive learning environments that strengthen student educational outcomes. Our inclusive, engaging and respectful practices enable EVERY student to access and fully participate in learning, supported by reasonable adjustments and teaching interventions tailored to meet the individual. This plan reflects our school's strategic and evidence-based behaviour management tiered approach that is aligned with the Department of Education's (DoE) Student Behaviour Policy.

PLAN DEVELOPED BY: S.Maxworthy, C.Ward, D.Summers, V.Cox and K.Robinson

PLAN ENDORSED BY: S.Maxworthy **POSITION:** Principal

PLAN APPROVED: G.Erskine **POSITION:** D.E.L

PLAN IMPLEMENTATION DATE: 27/01/2024 **PLAN REVIEW DATE:** 27/01/2025

SUPPORT DOCUMENTS

[DoE Behaviour Code for students and school community charter](#)

[DoE Care Continuum](#)

[DoE Inclusive Education for Students with Disability](#)

[DoE Restrictive Practices](#)

[DoE Detention and Time Out Guidelines](#)

[Wellbeing Framework](#)

[Kotara South Public School website](#)

[DoE Student Behaviour Policy and Procedure](#)

THREE TIERS OF INTERVENTIONS - A LAYERED SUPPORT FRAMEWORK

PREVENTATIVE INTERVENTIONS

ALL STUDENTS

Preventative approaches that aim to establish and maintain safe, respectful learning environments for all students.

EARLY OR TARGETED INTERVENTIONS

SOME STUDENTS

Early and targeted interventions provide support for students or groups of students who are identified as being at risk of developing behaviours of concern.

INDIVIDUAL INTERVENTIONS

FEW STUDENTS

Students with highly complex and challenging behavioural, attendance or wellbeing concerns may need comprehensive systems of support that require regular reviews in consultation with parent/caregivers, other relevant specialist staff, service providers, inter-agency partners, and/or the Delivery Support team.





KOTARA SOUTH PUBLIC SCHOOL - BEHAVIOUR SUPPORT AND MANAGEMENT PLAN



These procedures apply to **All NSW Government schools** and student behaviour:

- At school.
- On the way to and from school.
- On school-endorsed activities that are off-site.
- Outside school hours and off school premises where there is a clear and close connection between the school and students' conduct.
- If the student's conduct significantly affects, or is likely to significantly affect, the health, learning and safety of students or staff.
- Including the use of social networking sites, mobile devices and/or other technology involving another student or a departmental staff member for school related issues.

Essential elements of procedural fairness include an individual's right to be heard and to a fair and impartial decision, which also includes the right to:

- Know why the action is happening.
- Know how issues and decisions will be determined.
- Know the allegations in the matter and any other information the decision maker considers.
- Respond to any allegations made against an individual.
- Appeal the decision to suspend or expel and be informed of their right to do so.
- Impartiality and an absence of bias in the investigation and decision-making processes.

Effective planning for behaviour support is undertaken through Learning and Support Team Meetings. A student's immediate environment, indirect environment and cultural and political influence provide a lens with which our team can:

- Identify - The issue and cause.
- Assess - Gather evidence and function of the behaviour.
- Plan - develop strategies to support the desired behaviour.
- Implement - Ensure consistent implementation of staff.
- Monitor - regularly review implementation of the plan.
- Evaluate - Analyse data and the monitoring review.





POSITIVE BEHAVIOUR AND WHOLE SCHOOL EXPECTATIONS



At Kotara South Public School, we are committed to providing an engaging, safe and respectful learning environment for everyone. We teach and model the behaviours we value in our students. We take strong action in response to behaviour that is detrimental to self or others or to the achievement of high- quality teaching and learning. Our Behaviour Support and Management Plan has strong and explicit links to the Department of Education Behaviourcode for students, School Community Charter and Anti- Bullying Plan.

PARTNERSHIPS

Kotara South Public School utilises our local Delivery Support team,AECG and P&C to form partnerships in the development and implementation of student behaviour support and management strategies. The communication of the strategies will be made through established channels including but not limited to scheduled parent information evenings and assemblies, the KSPS website, School Newsletters, parent email and targeted communication relating to specific student behaviours. The School Community Charter is used to inform parents and carers on engagement expectations with Kotara South Public School.

PROMOTING AND REINFORCING POSITIVE STUDENT BEHAVIOUR AND WHOLE SCHOOL EXPECTATIONS

Our award system reinforces and recognises students for positive social, safe, respectful and responsible behaviour. Merit awards are issued to students for a high standard or effort in persistence, organisation, getting along, resilience and confidence.

- Once students have collected 5 merit awards, they receive a bronze award.
- A further 10 merit awards entitles the student to a silver award.
- A further 15 merit awards entitles a student to a gold award.





Education Week awards are presented to 3 students in each class for:

- Consistent Approach to Learning: for consistently displaying an outstanding commitment to learning
- Inspirational Learner: for consistently making contributions to school life by taking on challenges and encouraging others
- Kind and Considerate Learner: for consistently displaying kindness, consideration, support and care towards others

Presentation Day awards include commendations for:

- Most improved
- Class Citizenship
- Citizen of the Year
- School Spirit Award

Student Leadership and student voice at Kotara South Public School is represented by The Student Executive team consisting of 2 prefects, 2 vice captains and 2 captains. The Student Executive Team oversees the Student Parliament which is supported by the Senior Leadership Team. Student Parliament and its student representatives provide a voice and advocacy for all students at KSPS.

The Senior Aboriginal Education Committee is an integral component of the student leadership team which represents the voice of our Aboriginal and Torres Strait Islander students.

WHOLE SCHOOL APPROACH TO PREVENT AND RESPOND TO STUDENT BEHAVIOUR

Kotara South Public School's proactive and responsive approaches to student behaviours include strategies that are consistent with departmental policies and procedures. Kotara South Public School employs tiered strategies and interventions that support students to learn and practice expected behaviours.

Preventative Intervention for students displaying emerging, low level behaviours of concern.

Early or targeted Intervention for a student or groups of students identified as requiring more intensive support.

Intensive and Individual Intervention for students with highly complex and challenging behaviours.

Strategies and approaches at Kotara South Public School are supported by the Building Resilience in our Community, Kids and Staff (B.R.I.C.K) project, the Rock and Water program, The Five Keys to Success and the Class Agreement process.





Building Resilience in our Community, Kids and Staff (B.R.I.C.K.S) is a whole school community approach to managing anxiety and building resilience in students. This project is utilised at KSPS to manage anxiety using Cognitive Behaviour Therapy by training school leaders, teachers, SLSO's and Administration staff. This project is based on evidence that children can be supported to gain control over their anxiety when significant adults in a school community make 'seemingly modest' changes to their behaviour.

 <p>A fit-for-purpose approach to manage anxiety, using Cognitive Behaviour Therapy (CBT) strategies.</p>	 <p>Whole-school training of school leaders, teachers, SLSOs and parents to reduce child anxiety.</p>	 <p>Not solely based on individual professionals' strengths, but on a standardised, evidence-based approach across the school community.</p>	 <p>Linked to the promise of higher academic results in students.</p>
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Rock and Water is an evidence-based program which supports students to develop independence in managing their emotional, wellbeing, externalising and internalising behaviours. KSPS staff have undertaken professional learning to become accredited Rock and Water trainers to support the facilitation of the program in our school.



At KSPS we promote the '5 Keys to Success': Confidence-Perseverance-Organisation-Getting Along-Resilience. This whole school approach ensures a consistent language and vocabulary across the school with a focus on resolving conflicts through supported discussions and self reflection.



Explicit teaching of safe, engaging and respectful behaviour occurs through the Class Agreement process and is reinforced with effective visual reminders and a whole school language. These behaviour expectations form a key component of the school Behaviour Support and Management Plan - Preventative Interventions.

<p>Kotara South Public School</p> <p>CLASSROOM AGREEMENT FOR SCHOOL USE</p> <p>All Kotara South Public School staff will consent and will take the steps for each student to have rights and responsibilities as set out in this document for learning.</p>	
<p>My Rights (that are all mine)</p> <p>RESPECT</p> <p>We are responsible for how we speak:</p> <ul style="list-style-type: none"> To the class To the teacher To the school 	<p>RESPONSIBILITIES</p> <p>We are responsible for our responsibilities when:</p> <ul style="list-style-type: none"> Being respectful and kind to others Following the school rules Following the teacher's instructions Following the school rules
<p>WE CAN RESOLVE THIS BY:</p> <p>LEARNING</p> <ul style="list-style-type: none"> Discussing the problem Listening to each other Using words to solve the problem Using a mediator Using a class agreement Using a class agreement Using a class agreement Using a class agreement 	<p>BEING RESPECTFUL</p> <ul style="list-style-type: none"> Listening to others Being kind and helpful Being respectful to others Following the school rules Following the teacher's instructions Following the school rules Following the school rules Following the school rules
<p>CONSEQUENCES</p> <p>If anyone in the class breaks the rules for others to learn, they will be in trouble, and we will be responsible. They will be responsible for their actions.</p> <p>If anyone in the class breaks the rules for others to learn, they will be in trouble, and we will be responsible. They will be responsible for their actions.</p> <p>If anyone in the class breaks the rules for others to learn, they will be in trouble, and we will be responsible. They will be responsible for their actions.</p>	





PROFESSIONAL LEARNING




PROGRAM	DETAILS
External Professional Learning	<ul style="list-style-type: none">• Teaching and non-teaching staff are provided with opportunities to access external professional learning to build their capacity as educators and their knowledge of student learning, behavior and wellbeing interventions and health training.• Staff have been provided with opportunities to engage in professional learning such as Coach to Cope, NCCD, Trauma Informed Practice, The Anxiety Project, Rock and Water.
DoE Online Professional Learning	<ul style="list-style-type: none">• Teaching and non-teaching staff are provided with opportunities to access online professional learning via the DoE My PL suite of services to build their capacity as educators and knowledge of student learning, behaviour and wellbeing interventions.• This training is then shared with further staff members through whole staff meetings and stage meetings.
School Based Professional Learning	<ul style="list-style-type: none">• KSPS strategic direction teams drive professional learning within the school. These teams utilise staff meetings and staff development days to deliver modules and strategies that equip staff with an array of learning, behaviour management and wellbeing tools.• The school has developed an organisation framework for the planning and delivery of professional learning such as beginning teacher release from face to face, curriculum planning, Assessment strategy collaboration and implementation of new syllabuses.
Specialist Staff	<ul style="list-style-type: none">• The school has specialist staff in a variety of capacities to support student learning, behaviour and wellbeing, such as Assistant Principal - Curriculum and Instruction, Intervention Teachers, Learning and Support teacher and Intensive Learning Support Program teacher.• Wellbeing and student support staff including our School Counsellor, School Learning and Support Officers, Learning and Support Teacher and Learning and Support Team provide students with early interventions and targeted interventions.• Our school can access further support from our Glenrock Student Services team which includes the Assistant Principal Learning and Support, Learning and Wellbeing Officer and Behaviour Specialist.





PREVENTATIVE INTERVENTIONS




INTERVENTION	DETAILS
<p>Whole School Language and Expectations</p>	<ul style="list-style-type: none"> • The Anxiety Project being implemented across the KSPS school community provides a universal language around resilience, returning to calm, scientific labels for brain functions and emotions. This language is explicitly taught K-6. • The school language and expectations are built around the DoE student behaviour code - Respect, Safety and Engagement. • The Five Keys to Success framework is embedded throughout the school community, signage and assemblies.
<p>Explicit Teaching of Expected Behaviours</p>	<ul style="list-style-type: none"> • School expectations are explicitly taught through the Classroom Agreement process and reinforced through visuals. • Staff model school values and reinforce student behaviour expectations through consistent routines and language. • Staff reinforce the anti-bullying policy through explicit lessons that are designed to empower students in a supportive learning environment.
<p>Positive Reinforcement Programs and Acknowledgement</p>	<ul style="list-style-type: none"> • A variety of positive behaviour programs and strategies are promoted to encourage and acknowledge student excellence and commitment to our core values. • Staff issue merit and commendation awards for student excellence and use positive communication correspondence through Positive Postcards. • Staff actively communicate with parents/ carers using methods such as emails, phone calls, meetings and interviews. • Students are acknowledged for excellence and commitment to learning during school assemblies throughout the year with awards and certificates.
<p>Classroom Management Strategies and Routines</p> 	<ul style="list-style-type: none"> • Staff are trained in behaviour and emotional support strategies that are aligned with Cognitive Behaviour Therapy through The Anxiety Project, Trauma Informed • Practices and Restorative Practices. These approaches provide an effective blend of strategies, routines and interventions that address age appropriate misbehaviour and encourage positive student behaviours. • Staff work in collaboration with their stage teams and their Executive staff to create a maintain positive learning environments that assist in student engagement. Teachers employ a wide range of strategies to support their students and communicate regularly with parents/ carers to ensure staff, students and the community are involved in the educational development of every student. • Some interventions may include: <ul style="list-style-type: none"> -Classroom teacher behaviour monitoring. -Classroom teacher differentiation and learning adjustments. -Classroom teacher parent/ carer contact, meetings and interviews. -Classroom teacher restorative conversations.



EARLY OR TARGETED INTERVENTIONS




INTERVENTION	DETAILS
Transition	<ul style="list-style-type: none">• Interventions begin at a student transition phase through the KSPS Kindergarten Orientation Program which is held on one morning session each week through term 3 and term 4.• Our transition program includes parent and pre school student tours of the school site and resources, opportunities for pre school students to engage in school activities for up to 2 hours a week, social integration support through the Year 5 buddy program, parent information sessions and observations of pre school students by school teaching and support staff.• Transition programs are designed for early intervention group support and targeted individual support.• KSPS transition support for students transitioning to High School includes the Students with Additional Needs (S.W.A.N) program.• The aim of this transition program is to ensure that High Schools are fully prepared to meet the learning and social/ emotional needs of students and that students feel confident about moving towards their next educational stage.
Behaviour, Learning and Support 	<ul style="list-style-type: none">• Some students require early and targeted interventions to support their behaviour and educational progress. The school's application of the care continuum ensures that proactive interventions are utilised responsively by teachers and learning staff.• The Learning and Support Team (LST) is composed of the following key stakeholders - Principal, Assistant Principal Early Stage 1 and Stage 1, Assistant Principal Stage 2 and Assistant Principal Stage 3, Assistant Principal - Curriculum and Instruction, School Counsellor and the Learning and Support Teacher/ Coordinator.• Following a referral to the school's LST, interventions are aligned to student needs which may include:<ul style="list-style-type: none">-Behaviour Intervention, support and restorative programs-Disability provisions-Intervention Teacher support-Student Learning and Support Officer (SLSO) support.-Personalised Learning Pathway (PLP) or Personalised Learning and Support Plan (PLSP).-Coordinated approach to support with NDIS Providers



EARLY OR TARGETED INTERVENTIONS



INTERVENTION	DETAILS
<p>School/ External Wellbeing Programs</p>	<ul style="list-style-type: none"> The school has implemented and developed a range of programs to build the capacity of students to manage and regulate their behaviour and wellbeing. Examples of these programs include: Rock and Water, The Anxiety Project, The Five Keys to Success and Trauma Informed Practice.
<p>External Agency and Contact Support</p>	<ul style="list-style-type: none"> The Learning and Support Team (LST) plays an active role in linking students and families to services and agencies that along with education professionals, for a collaborative approach towards supporting the student. The LST liaises regularly with medical professionals and health agencies, government services and community organisations to facilitate this essential collaboration.
<p>Assistant Principal Interventions</p> 	<ul style="list-style-type: none"> Teaching and learning is led by a dedicated team of Assistant Principals who utilise their vast experience and expertise in curriculum knowledge, professional learning and behaviour support interventions to provide a holistic educational experience that is inclusive of the DoE Wellbeing and School Excellence Frameworks. Some interventions may include: <ul style="list-style-type: none"> -Behaviour monitoring. -Classroom Teacher support. -Parent/ Carer contact, meetings and interviews. -Restorative conversations. -Referral to the Learning and Support Team.

KSPS Learning and Support Team Referral

Student:

Date	Teacher	Class	Year	D.O.B	Attendance %

Have you discussed concerns regarding this student with your AP? Y N

Have parents been contacted regarding concerns? Y N

Have you implemented adjustments for at least 5 weeks and recorded on SB's? Y N

Have you accessed all relevant information attached to this student's SB's profile? Y N

Please do not submit a referral until you have answered yes to all of the above

Current Concerns (Please tick)

Social/Emotional	Academic Learning
Physical	Sensory (Hearing/Vision)

Learning and Support Interventions - Current

Adjustment Caseload	Y	N	IVT	Y	N	SLSO	Y	N
PLP/RLSP	Y	N	BSP/RMP	Y	N	LaST Support	Y	N
ARLAS	Y	N	ISTH/ISTV	Y	N	School Counsellor	Y	N
OCHC Teacher	Y	N	SWG	Y	N	Network Spec. Facilitator	Y	N

Outside Specialist / Agency Support

DCI	Y	N	Speech/Language	Y	N	Occupational Therapy	Y	N
Psychologist	Y	N	Paediatrician	Y	N	Physiotherapist	Y	N

Briefly describe your concerns

KSPS Unit 10/11, 10/11 St
 101 The Crescent, Bayswater Vic 3041, 246 4671 013
 10/11 St Bayswater Vic 3041, 246 4671 013

Provide data for academic learning concerns

Dibels	Phonics Screener	Writing	Mathematics
MAZE	Spelling	Overall English Grade	Overall Maths Grade

List adjustments implemented during previous 5 weeks

SUPPORTS REQUESTED (Please tick)

1	Review support plan - learning/behaviour/ social & emotional	
2	Identification of further adjustments/strategies to be implemented	
3	Parent communication/meeting	
4	School Counsellor referral/ advice	
5	Liaison with external providers	
6	Access Request/ IFS/ Support class processes	
7	SLSO/ LaST/ IVT support	
8	ARLAS/ SWG/ Behaviour Specialist support	
9	Professional learning	
10	Attendance support planning	

Further Notes:

Teacher Name: _____ Signature: _____

Assistant Principal Name: _____ Signature: _____

KSPS Unit 10/11, 10/11 St
 101 The Crescent, Bayswater Vic 3041, 246 4671 013
 10/11 St Bayswater Vic 3041, 246 4671 013



INDIVIDUAL INTERVENTIONS




INTERVENTION	DETAILS
Attendance Administration	<ul style="list-style-type: none">• Student attendance in NSW public schools is mandatory for all children under the age of 17.• It is the responsibility of the parent/ carer to ensure that their child attends school each day unless reasonably excused and must notify the school of the absence within seven school days. Some interventions may include:<ul style="list-style-type: none">-Daily attendance SMS.-3-day absence call.-Home School Liaison Officer (HSLO) caseload.• Occasionally a student may be unable to attend school for a medical/mental Health or Cultural reason and require individualised intervention that may include part day exemption (up to 5 weeks) and Exemption from school attendance (up to 100 days).
Behaviour, Learning and Support	<ul style="list-style-type: none">• Occasionally, some students require more individualised and targeted interventions to support their behaviour and educational progress. The school's application of the care continuum ensures the proactive interventions are utilised responsively by teaching and learning staff.• Following a referral to the school's Learning and Support Team (LST), interventions are aligned to the needs of the student which may include:<ul style="list-style-type: none">-Access Request for Integration Funding Support (IFS) or specialist setting placement.-Referral to the School Counsellor.-Support Plan Review Meeting.
Assistant Principal Interventions	<ul style="list-style-type: none">• The Class Teacher is responsible for the coordination and initial management of student and/or parent/ carer learning or wellbeing concerns.• The Class Teacher communicates learning or wellbeing concerns to their stage Assistant Principal who provides





INDIVIDUAL INTERVENTIONS



INTERVENTION	DETAILS
<p>Referrals</p>	<ul style="list-style-type: none"> To provide specialist support for a student, the learning and Support Team may refer to and consult with Department of Education / external delivery support teams. Interventions may include: LST may refer internally or through delivery support to create Individual Behaviour Support Plans, Safety Plans or Risk Management Plans. Referral to the Learning and Wellbeing Officer (LWO), Home School Liaison Officer (HSLO), Aboriginal Education and Wellbeing Officer (AEWO) or the Aboriginal Community Liaison Officer (ACLO). Referral to the Assistant Principal Learning and Support (APLaS). Referral to the Delivery Support and Coordination Team Around a School, Complex Casre Team or Behaviour Specialist.
<p>Principal Intervention</p>	<ul style="list-style-type: none"> Teaching and Learning is led by the Principal who utilises their vast experience and expertise in curriculum knowledge, professional learning and behaviour support interventions to provide a holistic educational experience that is inclusive of the DoE Premier's Priorities, Student Behaviour Startegy and School Excellence Frameworks. Some interventions may include: <ul style="list-style-type: none"> Behaviour monitoring. Classroom Teacher support. Parent/ Carer contact, meetings, interviews. Restorative conversations. Referral to external agency, such as Child Wellbeing Unit.
<p>External Agency and Contact Support</p> 	<ul style="list-style-type: none"> The Learning and Support Team plays an active role in linking students and families to services and agencies that with education professionals, form a collaborative approach towards supporting a student. For students with complex behaviour or learning concerns, the wellbieng team will liaise with medical professionals and health agencies, government services and community orgnaisations to facilitate this strong and essential partnership. Some interventions may include: <ul style="list-style-type: none"> Application for an alternative learning pathway, such as Distance Education. Referral or communication with services such as Child and Adolescent Mental Health Service (CAMHS) and Department of Communities and Justice (DCJ).



RESTORATIVE PRACTICES




INTERVENTION	DETAILS
Restorative Practices	<ul style="list-style-type: none">• Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful.• Restorative practice focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur. Restorative practices are high in accountability and high in support as they draw out what harm has been caused and about being able to repair that harm.
Classroom	<ul style="list-style-type: none">• Staff at KSPS:• actively ensure that their students feel a sense of welcome and belonging• create a class environment that encourages communication with each other and with staff• interact with students and colleagues with respect and inclusion• use de escalation strategies when conflict arises between students• follow consistent processes to resolve conflict or disagreements between students.
Conversations with teachers, Assistant Principals and Principal	<ul style="list-style-type: none">• To ensure the safety and wellbeing of all students and staff, as well as provide an educational environment where all students can achieve and succeed, it is essential that behaviour is managed appropriately. Where students do not respond positively to the standards and expectations of the school, it may be necessary to apply a fair, reasonable and proportionate action.• Staff are trained in behaviour management practices that provide an effective blend of strategies, routines and interventions that address age appropriate misbehaviour and encourage positive student behaviours in all school settings.• Staff use restorative language, phrasing and questioning when addressing a student exhibiting behaviours of concern in a calm, understanding and supportive demeanour that reinforces the Classroom Agreement.• Staff are trained in Serve and Return conversations





REVIEWING THE SCHOOL BEHAVIOUR AND SUPPORT MANAGEMENT PLAN



INTERVENTION	DETAILS
Student Consultation	<ul style="list-style-type: none">• Students are an integral part of the consultation and collaboration process to create effective Personalised Learning and Support Plans, Personalised Learning Pathways and Behaviour Support Plans.• Students contribute to the development of their personalised goals and the strategies that will support them to achieve their goals through conversations, meetings and interviews with teachers and parents.• The Learning and Support Team are best placed to review data and evaluate the behaviour support and management plan as key stakeholders within the school. They lead student, teacher and community consultation and actively seek ways to strengthen interventions and actions to support student needs.
Teaching and Learning Staff Consultation	<ul style="list-style-type: none">• Teachers and Learning staff are consulted throughout the survey and teacher consultation process. Tell them From Me (TTFM), consultation and advocacy (staff, stage and executive meetings, staff surveys). These surveys are reviewed periodically by the Learning and Support Team.
Community Consultation	<ul style="list-style-type: none">• The community is consulted throughout the survey and community consultation process - Tell them From Me (TTFM) and the Kotara South Public School Parents and Citizens Group.• The Learning and Support Team are best placed to review data and evaluate the behaviour support and management plan as key stakeholders within the school. They lead student, teacher and community consultation and actively seek ways to strengthen interventions and actions to support student needs.
Mid Year Review	<ul style="list-style-type: none">• The Learning and Support Team undertake a mid year review of the behaviour support and management plan interventions and strategies. Data sources informing this review include but are not limited to:• Academic, attendance and SENTRAL incident data.• Current school behaviour procedures, systems and practices.• Referrals to the Learning and Support Team, and Delivery Support teams.• Current department policies and procedures.
 Yearly Review	<ul style="list-style-type: none">• The Learning and Support Team undertake a mid year review of the behaviour support and management plan interventions and strategies. Data sources informing this review include but are not limited to:• Academic, attendance and SENTRAL incident data.• Current school behaviour procedures, systems and practices.• Referrals to the Learning and Support Team, and Delivery Support teams.• Current department policies and procedures.• The new plan will take effect in Term 1 of the new school year.