

# SUPPORT AT SCHOOL



## SUPPORTIVE STUDENT FOCUSED PROGRAMS

- **Chaplain**- Mentor and support students with social and emotional needs for immediate and on going concerns. (All students)
- **SPARC**- Social and emotional small group program that focuses on five key areas. (Stage 1 and 2)
- **Bro Code**- Program aimed at boys learning about emotions, self esteem, relationships and the importance of keeping healthy. (Stage 2)
- **Ophelia Project**- Program for girls to navigate social situations and regulating emotions. (Stage 2 and 3)
- **Chillax**- Program designed to help students manage their ADHD symptoms and channel them into constructive zones. (Stage 3)
- **Top Blokes**-Program for boys in their pre-teen years. The program guides them through the complexities of early adolescence with a focus on promoting healthy and safe lifestyles. (Stage 3)

In order to support changes in behaviour our school has a range of supports available that can meet the students point of need. Listed below are the services available to our students.

- **Wellbeing Check-ins**- Weekly check-in with wellbeing teacher to offer support.
- **Wellbeing Survey**- Provides information on how a student is feeling at school and supplies areas of focus for on going wellbeing check-ins
- **Individual Education**- Supports the focus of specific goals for the student, and sets small, achievable steps
- **Behaviour Response**- Developed with the student to identify emotions and understand how to respond for the student and staff supporting.
- **Safety Support**- Identify safe people, places and activities and explicitly teach students how to access this support.
- **5 Week Intensive Intervention**- Intensive support from the learning and support team to help students with their self-regulation at school. This is used to focus on one specific skill that requires intensive support for change to occur.
- **Student Attendance**- Supports to identify barriers in coming to school and working with the family to create a consistent plan across home and school settings to support improvement in attendance and sense of belonging at school.



At Umina Beach Public School our focus is to support students to be Safe, Respectful, Learners

## SUPPORT AT HOME



There are simple things that can be implemented at home that will support positive behaviours to occur at school.



### Sleep

Primary age children need 10-12hrs sleep a night. Without proper sleep, the brain struggles to put emotional experiences into context and produce a controlled, proportional response.



### Technology

Technology is an 'invited guest' in your home and children must be over the age of 13 to have social media accounts. Set boundaries and limits on screen time. Two hours of screen time per day is associated with a significant rise in behavioural problems in children.



### Positive Support

Listen and support children through conversation. Work through the negative/difficult events that occurred together to allow them to learn from what happened. This will allow you to teach your child how to cope with a future event.



### Downtime

Provide downtime each day to unwind without technology. This activates the system for self reflection and reflection about others. It allows the brain to store information, gain perspective, process complicated ideas and be creative.

CONTACT US!

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Umina Beach Public School

What you need to know

# RED LEVEL



SAFE, RESPECTFUL LEARNERS



# WHAT IS A RED BEHAVIOUR?

- An action that causes serious physical, mental or emotional harm to self or others.
- An action that is illegal
- Persistent behaviours that have occurred over time, despite supports having been put into place.

## Safe

- Use of/bringing weapon
- Use of/bringing illegal substance/items
- Violence
- Absconding from school
- Criminal behaviour
- Using objects as a weapon
- Physical aggression (causing injury or pain/intent)

## Respectful

- Continued offensive language towards a member of staff or community member
- Spitting at another person
- Inappropriate touching
- Cyberbullying
- Bullying
- Sexual harassment/sexualised contact
- Destruction of school/others property

## Learner

- Persistent/severe disobedience

# RED BEHAVIOUR SUPPORT PROCESS

At red level our aim is to provide a high level of support to assist students in understanding their actions, and how positive changes can be made moving forward.



Seemingly modest interventions, repeated over time, have the biggest effect

**Sort and Talk** is the process used to help students make positive changes to their behaviour. Sort and talk takes place over several days to ensure there are multiple opportunities to develop an understanding of positive behaviours and to put supportive plans in place



## DISCUSSION WITH TEACHER

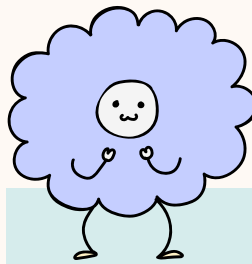
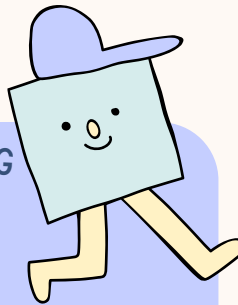
Teacher will talk with the student to support their emotions, to understand the 'why' of the behaviour, and explain the process that will follow.

## PHONE CALL HOME TO FAMILY

Deputy Principal will call to explain what has happened. Parents/carers may be required to meet in person depending on the incident that has occurred.

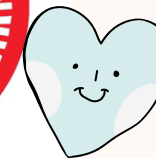
## REFERRAL TO LEARNING AND SUPPORT TEAM

Student will be referred to the learning and support team to determine what supports the school can put in place to initiate positive changes.



## ON GOING SUPPORT

While a student's sort and talk is completed they are continued to be monitored for 30 days. This is to allow on going supports to remain in place. This also means that if another incident occurs they will return to sort and talk so that PBL expectations can continue to be taught and reinforced.



## SORT AND TALK INTERVIEW

The following day the student will attend an interview at lunch to discuss the incident and work with the student to determine the PBL value that will be reviewed and what changes need to be made. The students monitoring card will also be set.

## SORT AND TALK RESOLUTION

Once the monitoring card is completed students will return the next day at lunch to sort and talk for a resolution. They will complete an activity to demonstrate their understanding of the changes they can make to their behaviour. The sort and talk is then resolved. This is a short time and only takes a small portion of the students break time.

## MONITORING CARD

A red monitoring card offers support for the classroom and playground. In the playground students attend the restorative play area supported by a teacher. In the classroom the card provides the student with visual reminders of the PBL expectation. A red card is for a minimum of 5 days and a maximum of 15 days.

## SORT AND TALK PBL RE-TEACH

On the same day as the sort and talk interview students will return to sort and talk at recess. During this time they will complete an activity that focuses on the PBL expectation that they need support with. The aim of this session is to give them the skills they can then practice on their monitoring card.