

School Behaviour Support and Management Plan

Overview

Corowa Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Our goal is to inspire every child to participate positively in the school community and beyond. 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.

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.

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

- Positive Behaviour for Learning
- The Berry Street Program for Trauma Informed Practice
- The Anxiety Project
- Inclusive classrooms

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

Corowa Public School rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

Partnership with parents and carers

Corowa Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG.
- using concerns raised through complaints procedures to review school systems, data and practices.

Corowa Public School will communicate these expectations to parents/carers through the school newsletter and school website. Our school proactively builds collaborative relationships with

families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

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

To be **respectful, responsible and resilient learners.**

| Expectations - Respectful | Expectations - Responsible | Expectations - Resilient |
|---------------------------|--|--------------------------|
| Be kind and value others | Be ready to learn | Be your best |
| Use appropriate language | Be safe | Face challenges |
| Work co-operatively | Care for our school | Ask for help |
| Accept differences | Repair harm and restore relationships | Bounce back |

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.](#)

Whole school approach across the care continuum

Corowa Public School embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying behaviour.

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:

- stating and 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
 - providing active supervision of 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.

| Care Continuum | Strategy or Program | Details | Audience |
|--|--|---|-----------------------------------|
| <u>Prevention</u> | Positive Behaviour for Learning | Explicit teaching of school-wide behaviour expectations and routines for all learning spaces. Consistency of teacher language and expectations is evident in all learning spaces and communicated regularly to families. | Staff Students K-6 Families |
| <u>Prevention</u> | Berry Street Educational Model- Trauma Informed Practice | An evidence-based program of professional development for staff to understand broad range of trauma impacts and proactive and responsive strategies to apply to prevent and calm escalated behaviours with an emphasis on movement brain breaks, co-regulation and resilience training. | Staff Students K-6 Families |
| <u>Prevention</u> <u>Targeted Intervention</u> | The Anxiety Project | An evidence-based program of professional development aimed at building resilience in students and using co-regulation skills to assist students experiencing anxiety. A training package also available for parents. | Staff Students K-6 Families |
| <u>Prevention</u> | PDHPE Curriculum | The development of self-management skills enables students to take personal responsibility for their actions and emotions in class and the playground. | Staff Students K-6 |
| <u>Prevention</u> <u>Early Intervention</u> <u>Targeted Intervention</u> | School Wellbeing Officer | Supports the wellbeing of all students through playground games and informal interactions. Is assigned to work with small groups of students and individuals identified as requiring pro-social skill development. Can be assigned to work alongside the student in class. | Staff Students K-6 |
| <u>Prevention</u> <u>Early Intervention</u> <u>Targeted Intervention</u> | Transition P-K, 6-7 | Specific program for Pre-school and Year 6 students to ensure a safe and successful transition into Kindergarten and High School. Pre-school meetings and observations are conducted, and extra-transition opportunities are made available to students as required. Parent meetings are conducted, documentation from specialists and from the current setting are shared with the Learning Support Team as appropriate. | Staff Students K-6 Families |
| <u>Prevention</u> <u>Early Intervention</u> | Communication with parents | All staff communicate, at the earliest convenience, any learning or behaviour concern to parents via SeeSaw App or by Phone. Parent meetings are requested for | Staff Families |

| Care Continuum | Strategy or Program | Details | Audience |
|--|---|---|-----------------------------------|
| <u>Targeted Intervention</u> | | ongoing concerns. Parent- Teacher meetings are held in Term 1, 2 and 4. | |
| <u>Prevention</u> <u>Early Intervention</u> <u>Targeted Intervention</u> <u>Individual Intervention</u> | Restorative Practice | Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes Circles and Restorative Conversations. | Staff Students K-6 |
| <u>Prevention</u> <u>Targeted Intervention</u> | Check-in Check-out Mentor | Positively engaging students exhibiting low-level behaviour concerns to make better choices by reflecting on their behaviour and celebrating the positive changes with a staff mentor each day, then sharing this with parents. | Staff Students K-6 |
| <u>Prevention</u> | Child Protection | Teaching child protection education is a mandatory part of the PDHPE syllabus. | Students K-6 |
| <u>Prevention</u> | National Week of Action against Bullying and Violence | All staff and students K-6 participates in the annual National Week of Action against Bullying and Violence (NWA) in August. | Staff Students K-6 |
| <u>Prevention</u> <u>Early Intervention</u> <u>Targeted Intervention</u> <u>Individual Intervention</u> | Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying | The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents. | Staff Students K-6 Families |
| <u>Prevention</u> | Harmony Day NAIDOC Week | The school celebrates these important events each year and uses this time to | Staff Students K-6 Families |
| <u>Early Intervention</u> <u>Targeted Intervention</u> <u>Individual Intervention</u> | Anti-racism training | Teachers facilitate a continually deepening understanding of racism and the role of individuals in promoting peace, harmony and anti-racism. This is done through all Key Learning Areas, but specifically through Geography and PDHPE. School has an Anti-Racism Contact Officer | Staff Students K-6 |

| Care Continuum | Strategy or Program | Details | Audience |
|---|---------------------------------------|---|-----------------------------------|
| <u>Early Intervention</u> <u>Targeted Intervention</u> <u>Individual Intervention</u> | Learning and Support | The Learning Support Team works with teachers, students and families to support students who require personalised learning and support. The team seeks advice from specialist personnel such as the School Counsellor, Network Assistant Principal for Learning and Support, the Wellbeing team and allied specialists. | Staff Students K-6 Families |
| <u>Early Intervention</u> <u>Individual Intervention</u> | Attendance monitoring and support | Student attendance monitored weekly. Patterns of poor attendance are addressed with families to address barriers and improve attendance by setting growth goals. | Staff Students K-6 Families |
| <u>Individual Intervention</u> | Individual Behaviour Support Planning | This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans. Specialist assistance maybe sort from the Network Assistant Principal for Learning and Support, the Wellbeing Team, Team-around-a-school, Health and Safety and Behaviour specialists. | Staff Students K-6 Families |

Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying

Recognising and responding to positive appropriate behaviour

Corowa Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning consists of explicitly taught expectations and routines that are reinforced daily by teachers to teach self-regulation, reduce impulsivity, increase focus and create calm and productive learning and play environments.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease inappropriate behaviour and behaviours of concern and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

Identifying behaviour of concern, including bullying and cyber-bullying

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 2.

Corowa Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service.

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

- 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
- when using social media, mobile devices and/or other technology involving another student or staff member.

Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet Corowa Public 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.

Teacher managed – low level inappropriate behaviour is managed by teachers in the classroom and the playground.

Executive managed – behaviour of concern is managed by school executive.

Corrective responses are recorded on our student record system SENTRAL. These include:

- rule reminder
- re-direct
- offer choice
- error correction
- prompts
- reteach
- seat change/ play or playground re-direction/ time-out of play/ walk with a teacher

- student- teacher conference
- reflection and restorative practices
- communication with parent/carer

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

| Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour | Early Intervention Responses to minor inappropriate behaviour | Targeted/Individualised Responses to behaviours of concern |
|---|--|---|
| 1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules. | 1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate. | 1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day. |
| 2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour. | 2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback. | 2. Executive/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident. |
| 3. Tangible reinforcers include those that are: fast and frequent moderate and intermittent significant and infrequent | 3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied. | 3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on SENTRAL and contact parent/carer by phone. Executive/principal may consider further action e.g., formal caution or suspension. |
| 4. Social-emotional learning lessons are taught weekly in PBL lessons according to data collected. | 4. Teacher records on SENTRAL by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator. | 4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan. |
| Teacher/Parent contact | Teacher/Parent contact | Teacher/Parent contact |
| Teacher contact through the parent portal or phone calls home are used to communicate student | Teacher contacts parents by phone or SeeSaw when a range of | Parent/carer contact is made by school executive to discuss any support and behaviour responses, |

| | | |
|--|--|---|
| effort to meet expectations. Recognition awards for positive individual and class behaviour are given at school assemblies and Presentation Day. | corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed. | including referral to the LST, school counsellor, outside agencies or Team Around a School. |
|--|--|---|

See Appendix 1

Responses to serious behaviours of concern

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

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection, specified play area and restorative practices (listed below)
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- 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

Staff will comply with reporting and responding processes outlined in the:

Incident Notification and Response procedure

- [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, Specified Play Area and Restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

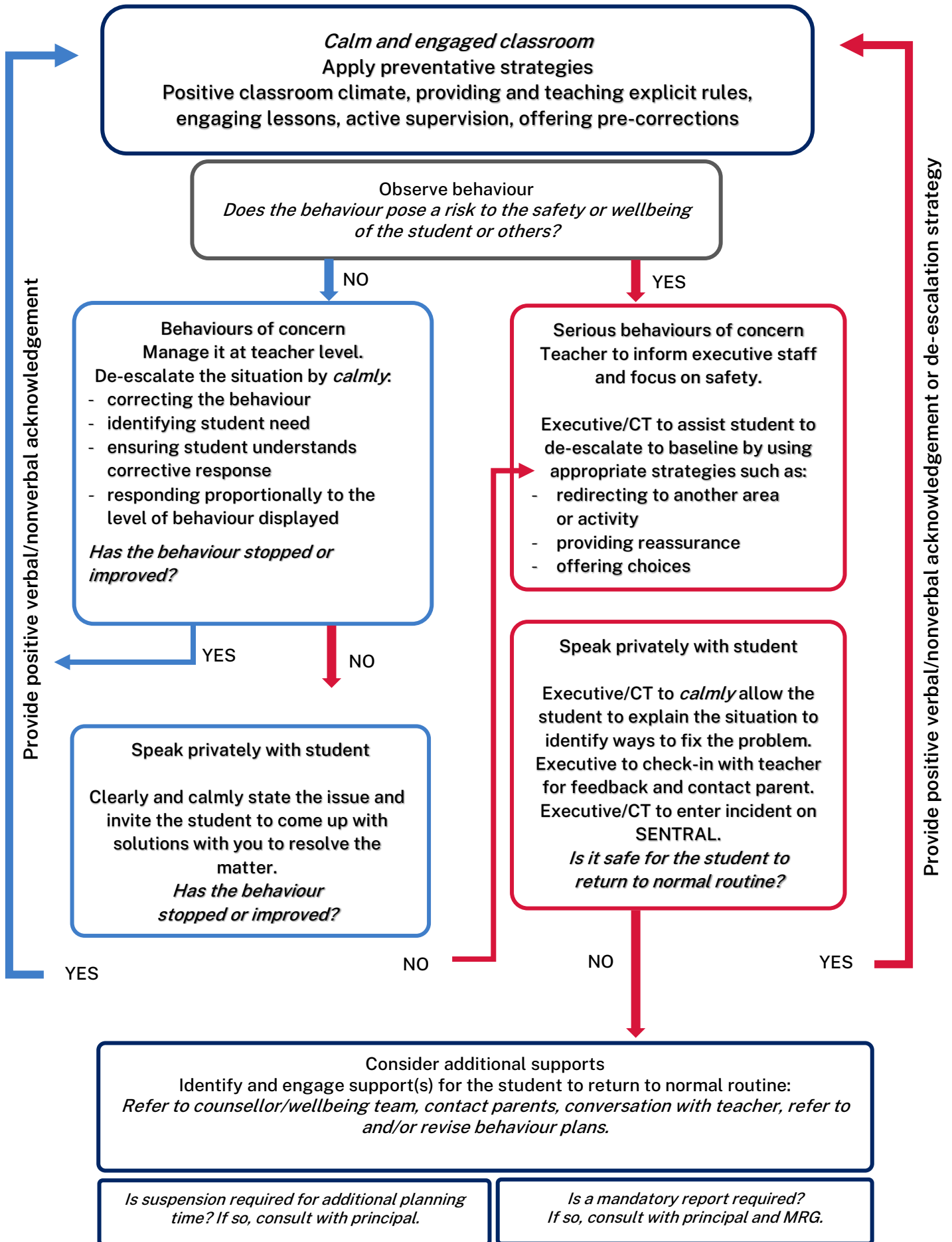
| Strategy | When and how long? | Who coordinates? | How are these recorded? |
|--|--|---------------------|-------------------------|
| Reflection – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student. (reflection) Behaviour monitoring card will be issued for 3 to 10 days. | Next day at either lunch or recess break | Assistant Principal | Documented in SENTRAL |
| Detention – withdrawal from free choice play and re-allocation to office or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention) | Next break | Assistant Principal | Documented in SENTRAL |
| Specified Play Area – Teacher directs student to play in a specified area to assist in monitoring behaviour and provide specific positive feedback for improved behaviour. | Lunch or Recess | Assistant Principal | Documented in SENTRAL |
| Restorative practice – peer mediation or circles in groups | Scheduled for either lunch or recess break | Assistant Principal | Documented in SENTRAL |

Review dates

Last review date: 6th February 2025 (Day 1, Term 1)

Next review date: 6th February 2026 (Day 1, Term 1)

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart

