

Caniaba Public School Behaviour Support and Management Plan

Overview

Caniaba 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 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.

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 Strategic Excellence Plan](#) prioritises student growth and attainment, and inclusive practices for students to connect, succeed and thrive.

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

- Berry Street Education Model for trauma-informed practice
- Positive Behaviour for Learning

Caniaba Public School rejects all forms of bullying behaviours, including cyberbullying 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

Caniaba Public School partners with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and bullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means such as school surveys, exit slips, and consulting with the P & C and local AECG

Caniaba Public School communicates these expectations to parents/carers through the weekly school newsletter and on our 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

Caniaba Public School has the following school-wide rules and expectations to be safe, fair learners.



PBL MATRIX

Settings	Be Safe	Be Fair	Be a Learner
All settings	Be in bounds Hands, feet and body to self Be aware of your surroundings Report problems to a teacher	Speak kindly to others Keep area tidy Follow staff instructions	Wear your uniform Actively participate Listen to the speaker Be in the right place at the right time
Arrival morning	Walk to classroom Hang your bag up Wear hat Walk to play area Go to office before 8am bell Be in bounds	Greet others Join play Take turns through gate on arrival	Follow the game rules Take notes and special items to the office
Office	Walk	Wait quietly at office window Use your manners Follow staff instructions	Speak clearly Give message or request
Transition	Walk Line up Hands, feet and body to self Eyes forward	Move promptly and quietly Wait quietly Follow staff instructions	Move to lines when the bell goes
Walkways & Verandas	Walk Keep to the left Bags and hats on hooks	Line up	All belongings in bags Bags zipped up
Sandpit	Walk Wear hat Sand in pit only	Use equipment for its purpose Pack equipment into basket Follow Staff instructions Share	Cover sandpit at end of play Shoes and socks off and put around edge
Rainbow Playground, Spider Web and Balance Bridge	Walk near fixed equipment Wear hat One person on slide Down slide only Be aware of surroundings	Take turns Follow staff instructions Use equipment for its purpose Include others	Use equipment at correct times Follow safety posters
Cola Play and Sport Shed	Walk Be aware of your surroundings Throwing and catching games only	Take turns Allow other games to continue Share and include others Follow staff instructions Use equipment for its purpose	Follow game rules Line up to borrow and return equipment Year 6 only in shed

Tennis and Basketball places	Wear hat Be aware of your surroundings	Follow staff instructions Use equipment for its purpose Pack up and return equipment	Follow game rules
Grassed Area	Wear hat Be aware of surroundings Stay in bounds	Follow staff instructions	Follow game rules Sticks on the ground
Cola Eating	Eat your own food Sit while eating	Put rubbish in lunchbox Follow staff instructions Quiet conversations	Bring all food and water bottle Put lunch boxes away
Canteen	Walk Line up quietly Hands, feet and body to self	Use your manners Take turns Only spend your money	Order lunch by Wednesday Put change in your bag
Breakfast Club	Sit to be served Sit to eat	Use your manners Wait to be served Move on unless eating Follow staff instructions	Return plates and spoons Help if asked
Library	Walk quietly in class line	Use a quiet voice Use a library bag Use browser card and return book	Borrow and return books regularly Return borrowed books to "returns box" Handle books with care
After School lines	Walk to lines with teacher Sit quietly Walk quietly to bus with teacher	Be silent on second bell Follow staff instructions Cross legged in lines	Listen carefully for variations Put belongings in your bag
Bus	Stay in your seat Seatbelt on Face the front Hands, feet and body to self	Speak politely Use a quiet voice Follow the driver's instructions	Listen to the driver Keep belongings with you
Monday Assembly	Stand quietly Walk quietly	Year group lines Face the flag Hats off Follow staff instructions	Move to flag area when bell goes Actively participate
Whole School Assembly	Walk in class lines with teacher Hands, feet and body to self Chairs on floor	Sit quietly Use your manners Follow staff instructions Face the front	Speak clearly Listen to speaker Actively participate Respond appropriately
Toilets	Shut door Flush toilets after use Wash hands Walk to and from	Keep area tidy Respect privacy of others Use a quiet voice Wait your turn Be waterwise	Attend toilets during breaks Ask for permission Promptly return to class or playground

Veggie Garden	Wear hat Be aware of your surroundings Wash hands	Use garden equipment appropriately Follow staff instructions	Ask staff for permission to enter
Chook Pen	Wear hat Be aware of your surroundings Wash hands	Use a quiet voice Gentle hands Follow staff instructions	Fill water containers One scoop of feed at Recess Ask staff for permission to enter
Learning Spaces	Quiet voice Walk Hand, feet and body to self Chairs on floor	Be aware of personal space Enter only when teacher is present Follow staff instructions Enter quietly Allow others to learn	Strive for quality work Listen to speaker Actively participate Be responsible for own learning Ask for help
Technology	Follow cyber safety rules Report unsafe technology use	Work quietly Care for equipment Pack up promptly Leave area clean Follow staff instructions	Use technology for learning purpose Put technology away in correct place Put technology on charge

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

Our 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 cyberbullying 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 students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Breakfast Club	Staff run a breakfast club program that provides access to a free healthy breakfast and builds strong student-teacher connections.	Staff, students K - 6
Prevention	<u>National Day of Action Against Bullying and Violence (NDA)</u>	Our school participates in the annual National Day of Action against Bullying and Violence (NDA) - in August each year.	Staff & students
Prevention/ Early intervention	<u>Berry Street Education Model</u>	The Berry Street Education Model provides strategies to support trauma-informed practice with a strong emphasis on belonging and inclusion, encouraging the children to accept and value themselves and their peers for who they are.	Students K-6
Prevention / Early intervention / Targeted / Individual	Student engagement support	Check in/check out program for identified students through our weekly wellbeing meetings	Individual students, staff, families
Prevention / Early intervention / Targeted / Individual	Australian eSafety Commissioner <u>Toolkit for Schools</u> to prevent and respond to cyberbullying	The toolkit supports our school to prepare, engage and educate the school community about creating and maintaining safe online environments to prevent cyberbullying incidents.	All students, individual students K - 6, families, staff
Targeted intervention	Attendance support	The principal will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, principal, families
Targeted / individual intervention	School learning and support	Provides support for students who need personalised learning and support.	Principal, individual students K - 6, families
Individual intervention	<u>Individual Behaviour Support Planning</u>	Planning is done in collaboration with the student and their family with support from Team Around a School where needed. This can include individual behaviour support and risk management plans.	Individual students, staff

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

Caniaba 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 child or young person'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 their classroom teacher or 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

Caniaba Public School uses the following strategies to recognise and reinforce positive student behaviour and behavioural expectations:

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 unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

Specific positive feedback may not be sufficiently reinforcing for some students, so the school-wide continuum provides the opportunity to pair verbal or non-verbal feedback with a positive, tangible consequence.

The school-wide continuum for acknowledging expected behaviour includes:

- free and frequent – for everyday use by all staff in all settings
- moderate and intermittent – awarded occasionally
- significant and infrequent – semester or annual types of recognition.

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. Staff 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. Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP.
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. Principal/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: • free and frequent • moderate and intermittent • significant and infrequent Intermittent and infrequent reinforcers are recorded on the centralised recording system.	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 a low-level consequence is applied.	3. Principal collects information and review the incident from multiple perspectives and determine next steps. Principal records the incident on the centralised recording system and contact parent/carer by email or phone. Principal may consider further action e.g. formal caution/suspension.
4. All social-emotional learning programs Berry Street Education Model are taught fortnightly.	4. Teacher records on the SENTRAL centralised recording system by the end of the school day. Monitor and inform family if repeated.	4. Refer to the school's Learning and Support Team or APLaS 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
Teacher contact through the parent portal, Class Dojo or phone calls home are used to communicate student effort to meet expectations.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. In some cases, individual planning and referral to LST may be discussed.	Principal contacts parent/carer to discuss any support and behaviour responses, including referral to the LST, outside agencies or Team Around a School.

Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded in the SENTRAL centralised recording system. 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
- reflection 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](#)
- If a behaviour of concern is also a child protection matter use the [Mandatory Reporting Guideline Tool](#).

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](#).

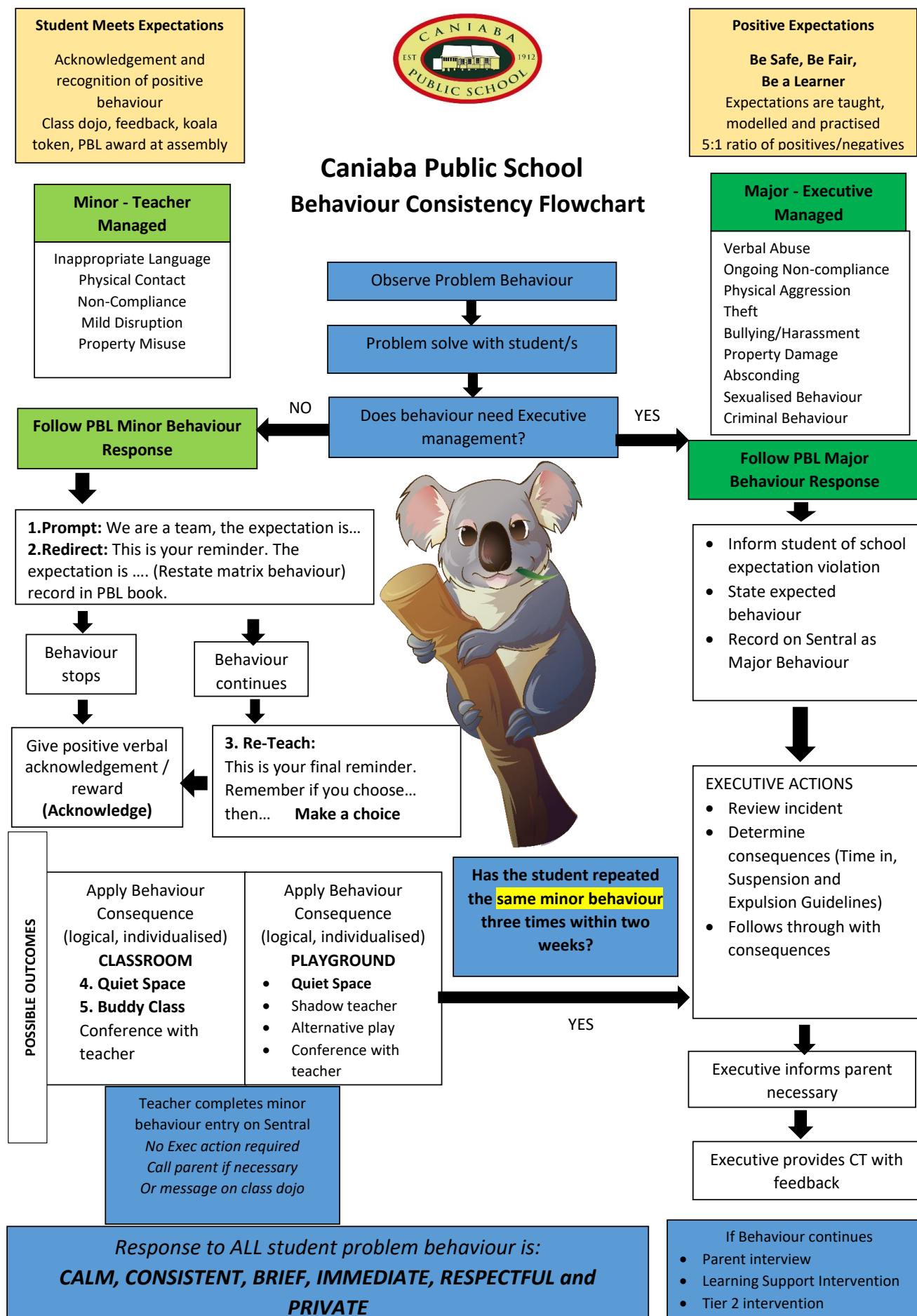
Detention, reflection and restorative practices

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.

Action	When and how long?	Who coordinates?	How are these recorded?
Reflection conversation (problem-solving) – What happened, what did you do, and what could you do instead next time. All staff follow the Behaviour Consistency Flowchart (see appendix 1 below)	Class time and break times as required	Teacher/principal	Documented in school record system



Caniaba Public School Behaviour Consistency Flowchart



Review dates

Last review date: Day 2 Term 1 2025

Next review date: Day 1 Term 4 2025