

Canley Heights Public School Behaviour Support and Management Plan

Overview

Canley Heights Public School is committed to the provision of educational excellence, promoting a culture of high expectations and continual improvement, where every student, with the support of our staff and community, strives to achieve their social, emotional, physical and academic best. We aim to prepare our students to be responsible, confident, and curious learners who can successfully contribute to a complex and challenging world, whilst engaging with their own cultural identity.

Canley Heights Public School rejects all forms of bullying behaviour including online (or cyber) bullying. Our 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 with families and communities to create a shared understanding of how to support student learning, safety and wellbeing. Our school expects students to be safe, inclusive and to respect other students, their teachers, school staff and community. We use evidence-based strategies and practices to encourage positive student behaviour, recognise and reinforce student achievement and wellbeing and manage disruptive and anti-social student behaviour.

The 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.

Key programs prioritised and valued by the school community are-

- Positive Behaviour for Learning
- Second Step social-emotional learning
- Smith Family student sponsorship
- Koori Kulture Klub

Partnership with parents and carers

Canley Heights Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by:

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them from Me surveys, school surveys, consultative parent groups.
- using concerns raised through complaints procedures to review school systems, data and practices.

Canley Heights Public School will regularly communicate these expectations to parents/carers through inclusion on the school's website, in the school newsletter and through announcements via the school's *Seesaw* communication app.

School-wide expectations and rules

Our school-wide expectations are underpinned by examples of the behaviour students should demonstrate in each area of the school.

Area	Be Respectful	Be Safe	Be Responsible
Classroom	• Be a good listener. • Use manners. • Follow teacher directions. • Use appropriate language	• Hands and feet to yourself • Walk • Use equipment appropriately. • Be in the right place	• Be on time. • Bring your own equipment. • Make good choices. • Be a learner. • Keep the area tidy
Playground	• Be kind to others. • Be a good friend. • Take care of all equipment • Use manners. • Stop, Go, Tell	• Hands and feet to yourself • Be in the right place. • Wear a hat. • Use equipment safely. • Play appropriate games	• Be on time. • Make good choices. • Follow teacher directions. • Put rubbish in the bin. • Look after your belongings
Bubblers	• Be water wise. • Use bubblers properly	• Walk in the area. • Turn bubblers off when finished	• Take turns. • Line up
Hall	• Listen attentively	• Walk • Hands and feet to yourself	• Follow teacher directions
Canteen	• Wait for your turn. • Use good manners. • Follow directions	• Walk up and down the stairs. • Line up sensibly	• Buy for yourself. • Have your money and order ready
Office Area	• Speak politely. • Wait quietly	• Stay seated. • Listen to the office staff	• Use your manners. • Follow staff directions
Library	• Speak quietly. • Wait for your turn	• Walk in the area. • Use your manners	• Return books to their proper places
Toilets	• Respect others privacy. • Keep area clean	• Keep your hands and feet to yourself. • Use facilities safely. • Walk • Stop, Go, Tell	• Wash hands with soap

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

Care Continuum	Strategy or Program	Details	Audience
Prevention	Koori Culture Club	A cultural and mentoring workshop program supported by local Aboriginal Elders and teachers with Aboriginal heritage to inspire a sense of belonging in Aboriginal and Torres Strait Islander students.	Aboriginal and Torres Strait Islander young people
Prevention	Clubs and co-curricular activities	A wide variety of co-curricular activities are offered throughout the school year including academic cultural, artistic, sport and physical activities.	K-6 students
Prevention	Wellbeing Wednesday	Students nominate an activity they would like to participate in. Activities range from yoga, craft, art, tech-based learning as well as passive and physical games.	3-6 students
Prevention	Feel Good Friday	Students nominate an activity they would like to participate in. Activities range from yoga, craft, art, tech-based learning as well as passive and physical games.	K-2 students
Prevention/ Early Intervention	PBL Tier 1	Positive Behaviour for Learning (PBL) Tier 1 schoolwide and classroom systems of support contribute to developing a positive, safe and supportive learning culture.	P-6 students
Early Intervention	Second Step Program	This program helps students build social-emotional skills- like nurturing positive relationships, managing emotions, and setting goals- so they can thrive in school and in life.	P-6 students and families
Early Intervention	Men-to-be	A program for boys focusing on physical and emotional wellbeing.	Identified Stage 3 boys
Targeted Intervention	Attendance Sprints	At risk students are supported to improve attendance over a focused 5-week period,	K-6 students
Targeted Intervention	PBL Tier 2	Positive Behaviour for Learning (PBL) Tier 2 offers additional support for students who may have academic and/or social-emotional learning needs that require more targeted supports. As with Tier 1 systems, Tier 2 targeted support is a team driven process designed to enhance and build upon what has been taught to students at the universal level.	P-6 students
Targeted Intervention	SLSO Support Program	School Learning Support Officers are employed across the school to aid students with disability and additional learning and support needs.	P-6 students
Targeted Intervention	Technology Learning Centre (TLC)	Students are offered the chance to develop their technology and life skills, be creative and engage in problem-solving while socialising and making friends.	Stage 2 and 3 students
Targeted intervention	Smith Family Learning for Life	National charity that helps Australian children and young people succeed at school, make the most of their education opportunities and	

	Scholarship Program	increase their chance of success at school, TAFE and university.	
Targeted Intervention	Transition	Students are supported at key transition points through programs that focus on identifying students with social, emotional and academic needs and building positive connections with key teachers and leaders.	P-K, 2-3, 6-7 students
Individual Intervention	PBL Tier 3	Positive Behaviour for Learning (PBL) Tier 3 offers support for students requiring intensive and individualised behaviour intervention. Personalised behaviour plans are developed and implemented to reduce the intensity and severity of challenging behaviours.	P-6 students
Individual Intervention	Learning and Support	The learning and support team, work with teachers, students and families to support those students who require personalised learning and support. Support includes instructional leadership, development of risk assessments and development of short-term and long-term goals.	P-6 students and families
Individual Intervention	Drumbeat	A music program focusing on exploring healthy, supportive relationships, emphasising teamwork and cooperation.	Stage 3 students

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

Planned responses to behaviour that does not meet 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.

See Appendix 1 for the school's response to bullying plan.

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
Explicit lessons to model and teach appropriate behaviours linked school expectations and rules. and social-emotional learning	Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	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. Incident recorded on School Bytes
Recognition of students engaging in appropriate behaviours through a whole school reward system that	Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise and	Executive/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as:

includes sticker charts, awards given in class and at assemblies and public acknowledgement through community communication channels.	redirect with specific corrective feedback.	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.
Use of verbal and non-verbal feedback and reinforcement. Verbal reinforcement is a form of social reinforcement that provides information on successful behaviour while reinforcing or increasing the likelihood that behaviour will be repeated.	Use of direct responses such as managed choice, scaffolded reflection, time out in classroom, and student conferencing. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequences are applied.	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 email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
Social emotional learning through explicit lessons that promote growth mindset and goal setting; emotion management; empathy and kindness and social problem solving.	Ongoing low-level behaviour and PBL defined minor behaviours are recorded on School Bytes. Behaviours are monitored and family is informed if repeated. Refer to the school's Learning and Support Team considering current and previous behaviour data.	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.

Responses to serious behaviours of concern

All students at Canley Heights Public School have the right to be treated fairly and with dignity, in an environment free from disruption, intimidation, harassment and discrimination. It is necessary to maintain high standards of behaviour. To achieve this:

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 and restorative practices (listed below)
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, Seesaw, 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.

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.

Reporting and recording behaviours of concern

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

Incident Notification and Response Policy

Incident Notification and Response Procedures

Student Behaviour policy and Suspension and Expulsion procedures.

Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Classroom time out	As long as student needs to reflect on their behaviour in regard to school rules and behaviour expectations.	Classroom teacher	School Bytes
Buddy class time out	No more than 20 mins	Buddy classroom teacher	School Bytes
Reflection seat	Used in the playground. (5-15 mins of 30 min break, depending on situation).	Teacher on playground duty	School Bytes
Reflection room	When students are referred to executive for an incident involving a major behaviour or 3 minor behaviours. (15 mins of 30 min break)	Executive	School Bytes
Removal by executive from the classroom or playground or classroom.	When a major incident occurs and a student needs time to calm down immediately. This is given as much time as needed by the student.	The teacher Involved and executive	School Bytes

Review dates

Last review date: 26 June 2024; Term 3, 2024

Next review date: 1 December 2025