

Overview

Carinda Public School will provide every child with a high-quality education through caring and collaborative partnerships between staff, students, parents and the community. Students will participate in engaging and enjoyable learning experiences while endeavouring to achieve their personal best and become respectful and successful life-long learners.

Carinda Public School is committed to explicitly teaching and modelling positive behaviours. High expectations of student behaviour are established, maintained and shared throughout the school community.

All members of the school community work together to implement high behaviour expectations of all students and reject all form of bullying including cyber bullying, through providing a safe, inclusive and respectful learning community. Carinda Public School staff actively respond to student bullying behaviours within the school.

Carinda Public School staff and parent community work together to foster a positive, caring learning environment for all students, valuing diversity and differences and building positive relationships throughout the school community.

Whole school programs used at Carinda Public School to support the implementation, of School Behaviour Support and Management include the **Life Skills Go** program to track student wellbeing and for explicit education lessons on behaviour management and wellbeing and **School Bytes** for recording behavioural concerns and parent communication regarding student behaviour.

Partnership with parents and carers

Carinda Public School will partner with parents and carers in revising the current behaviour management plan and establishing expectations in developing and implementing student behaviour management and antibullying procedures by:

- Inviting and gathering parent and career feedback through school surveys and consultation with the parents and community at P & C meetings.

Behavioural expectations and management strategies including those for bullying behaviours will be communicated to parents and community though P & C meetings, the school newsletters, the Carinda Public School website and our School Bytes Parent portal.

School-wide expectations and rules

Respectful	Responsible	Resilient
Be kind to others	Safely uses classroom and playground equipment	Embrace opportunities and challenges
Use appropriate language use kind and polite language	Cares for and organise property belonging to self and others	Be persistent and complete tasks
Cooperate with others	Demonstrates self-control	Ask for help when needed
Be accepting of others' differences	Take pride in self and schoolwork	

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

Student wellbeing and positive behaviour are of the utmost importance at Carinda Public School. Our school promotes positive behaviour and responds proactively to behavioural concerns, including bullying and has strategies and practices in place across the care continuum to promote positive behaviour.

Practices that are used at Carinda Public School to promote positive behaviour and encourage a culture of engaging and respectful learning and relationships include:

- Praising and rewarding positive behaviours
- Explicitly teaching and modelling expected behaviours
- Collaboratively building and explicitly teaching classroom/playground expectations and rules
- Providing engaging lessons, with content and activities differentiated to cater for differentiated to meet the learning needs of all students.
- Actively and in a timely manner addressing inappropriate behaviours.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Life Skills Go	School Bytes and Life Skills GO allows for critical data, metrics, insights, and evidence-based, trauma-informed, and curriculum-aligned resources to be in place, helping educators make data-led decisions about student wellbeing and student readiness to learn.	All
Prevention	Child protection training for staff	Annual child protection training is a requirement for all staff under our 'Child Protection: Responding to and reporting students at risk of harm' policy, and reflects the department's commitment to child protection	All staff
Prevention	Child protection	It is mandatory to teach child protection education in every stage of learning from kindergarten to year 10 as part of the NSW Education Standards Authority (NESA) Personal Development, Health and Physical Education (PDHPE) K-10 Syllabus.	All

Care Continuum	Strategy or Program	Details	Audience
Early intervention	Bullying and cyber bullying lessons and programs	Student engage in informative and engaging lessons to learn how to identify and address bullying and cyber bullying. Students learn who they can approach to get support if they feel they or someone they know is being bullied.	Students k-6
Early intervention/Individual intervention	Learning and Support	Principal and teachers work with families and individual students to develop personalised learning and support plans.	All
Targeted intervention	Attendance	Student attendance is regularly monitored, in the case of identified attendance concerns, the principal will plan and convene meeting with HSLO, parents and identified students to address attendance barriers to improve student attendance.	HSLO, principal, teacher, parent carer, individual students
Individual intervention	Individual behaviour support planning	Development, implementing, monitoring and reviewing behaviour management plans	Staff, parents/carer, individual students and principal

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

Where a behaviour arises that does not meet the school expectations, staff will use their professional judgement to whether the behaviour is teacher or executive managed.

- **Positive behaviour Response:**
 1. **Recognition:** "We celebrate and acknowledge students who demonstrate positive behaviour. This can include verbal praise, certificates, or opportunities to lead activities."
 2. **Encouragement:** "We encourage students to reflect on their positive actions and the impact they have on their peers and the school community."
 3. **Reinforcement:** "Positive behaviours will be reinforced through a structured rewards system to motivate continued appropriate behaviour."
- **Inappropriate Behaviour**
- **Response:**
 1. **Immediate Intervention:** "Staff will address inappropriate behaviour as soon as it occurs, using a calm and constructive approach."
 2. **Clarification of Expectations:** "Students will be reminded of school behaviour expectations and the impact of their actions on others."

- 3. **Restorative Practices:** "We will engage in restorative conversations with the student to help them understand the consequences of their behaviour and to encourage accountability."
- **Behaviours of Concern**
- **Bullying**
- **Response:**
 1. **Acknowledgement:** "All reports of bullying will be taken seriously and addressed promptly. Students are encouraged to report incidents to a trusted staff member."
 2. **Support for Victims:** "Victims of bullying will receive support from school staff, including counselling services and regular check-ins."
 3. **Intervention with Perpetrators:** "Students found to be engaging in bullying behaviour will be subject to appropriate disciplinary measures and will participate in restorative practices to repair harm."
- **Cyberbullying**
- **Response:**
 1. **Reporting Mechanism:** "We provide clear pathways for students to report incidents of cyberbullying, ensuring confidentiality and support."
 2. **Education on Digital Responsibility:** "Students will receive education on responsible use of technology and the implications of cyberbullying."
 3. **Monitoring and Follow-Up:** "Staff will monitor reported incidents and provide ongoing support to affected students, ensuring a safe online and offline environment."
- **General Guidelines**
 - **Promote a Positive Environment:** All responses aim to foster a positive school environment where students feel safe and supported.
 - **Engagement with Parents/Guardians:** Parents/guardians will be informed and involved in discussions regarding behaviours of concern to promote a unified approach.
 - **Training for Staff:** Ongoing professional development will be provided to staff to equip them with strategies for managing all types of behaviour effectively.

[list how the school will identify behaviour, including bullying and cyber-bullying]

[Add as many lines as required to communicate the strategies and responses for student behaviour. The table below is optional. Appendix 1 presents an example of an alternative option. Refer to Appendix 2 for an optional bullying response flowchart that school can modify]

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.

<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback</p>	<p>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.</p> <p>Incident review and planning is scheduled for a later time determined by the context and nature of the incident.</p>
<p>3. Tangible reinforcers including winners tickets that are used by all staff and Class Dojo in the infants classroom</p>	<p>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.</p>	<p>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 eg: formal caution/suspension.</p>
<p>4. All social-emotional learning programs are taught weekly including Life Skills Go Class do an emotional check in every morning with life skills go for teachers to assess class readiness to learn</p>	<p>4. Teacher records on the centralised recording system by the end of the school day. Monitor and inform family if repeated. Make contact with parents if behaviour is repeated and ongoing.</p>	<p>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.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Teacher contact through phone calls home to communicate student effort to meet expectations.</p>	<p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful.</p> <p>In some cases, individual planning and referral to LST may be discussed.</p>	<p>Principal contacts parent/carer to discuss any support and behaviour responses, including referral to the LST, outside agencies or Team Around a School.</p>

Responses to serious behaviours of concern

All serious behaviours of concern, including those involving bullying behaviours will be recorded on our School Bytes behaviour system –

Responses may also include

- Review and document the incident
- Identify support responses for all affected students and staff
- Liaise with Team Around The School for support and advise
- Where require develop individual student behaviour plan
- Communicate with parents/carers to discuss behavioural concerns and assist in the development/support of the behavioural support plan
- Formal letters for 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

Toilet and food breaks are always included/allowed when withdrawal from free choice play during break times is in place due to a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

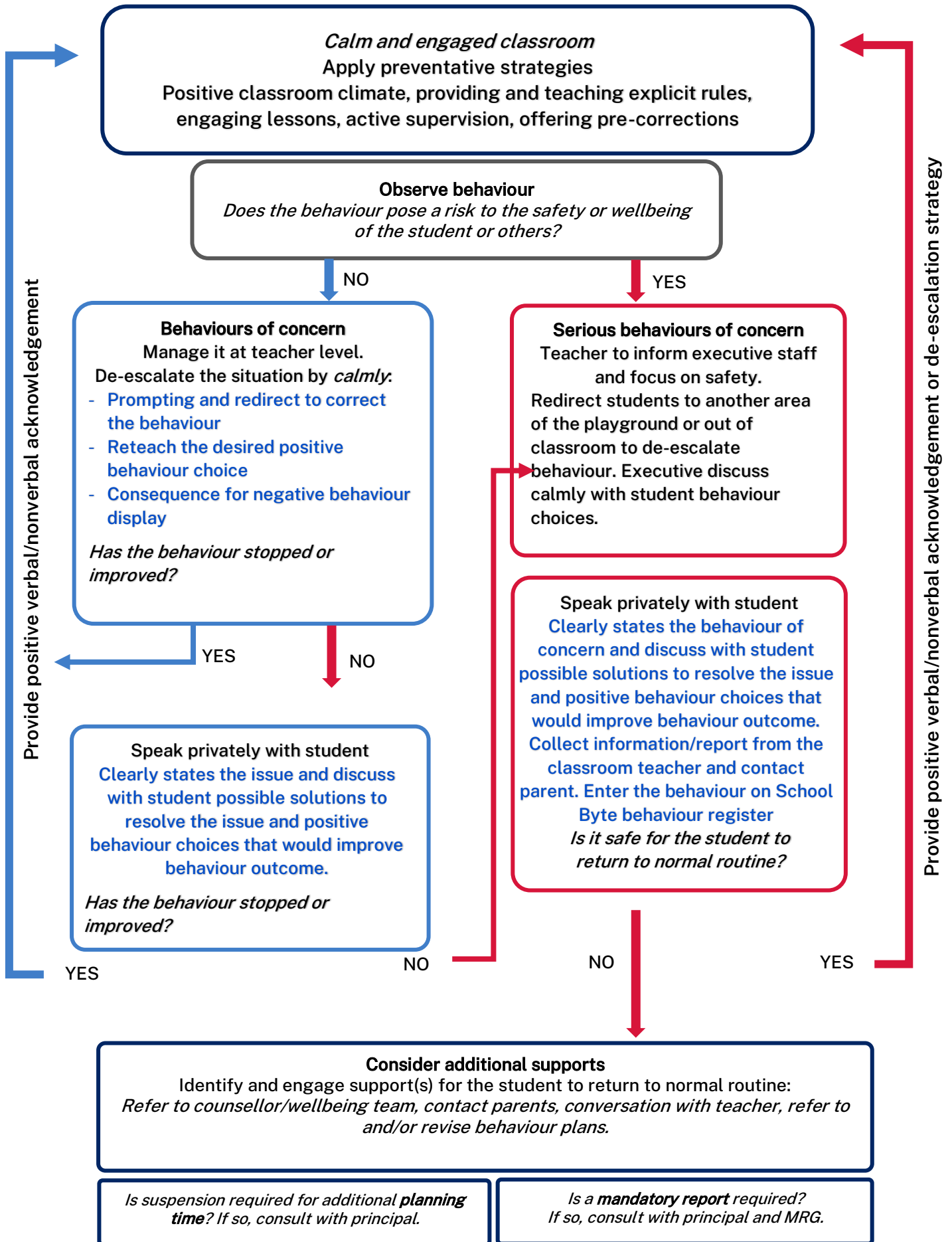
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection conversation (problem-solving) – What happened, what did you do, and what could you do instead next time.	Class time and break times as required	Teacher/ principal	Documented in school record system – School Bytes
Alternate play plan- students are withdrawn from free choice play and are to be supervised in the classroom or separate play area, with the purpose for the student to reflect on their behaviour and make future positive behaviour choices.	Next Break	Teacher/ principal	Documented in school record system – School Bytes for serious behaviours or class planner for lesser incidents

Review dates

Last review date: 7/2/2025 Day 1, Term 1, 2025

Next review date: [7/2/2026: Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart Carinda Public School



Appendix 2: Bullying Response Flowchart (Optional)

