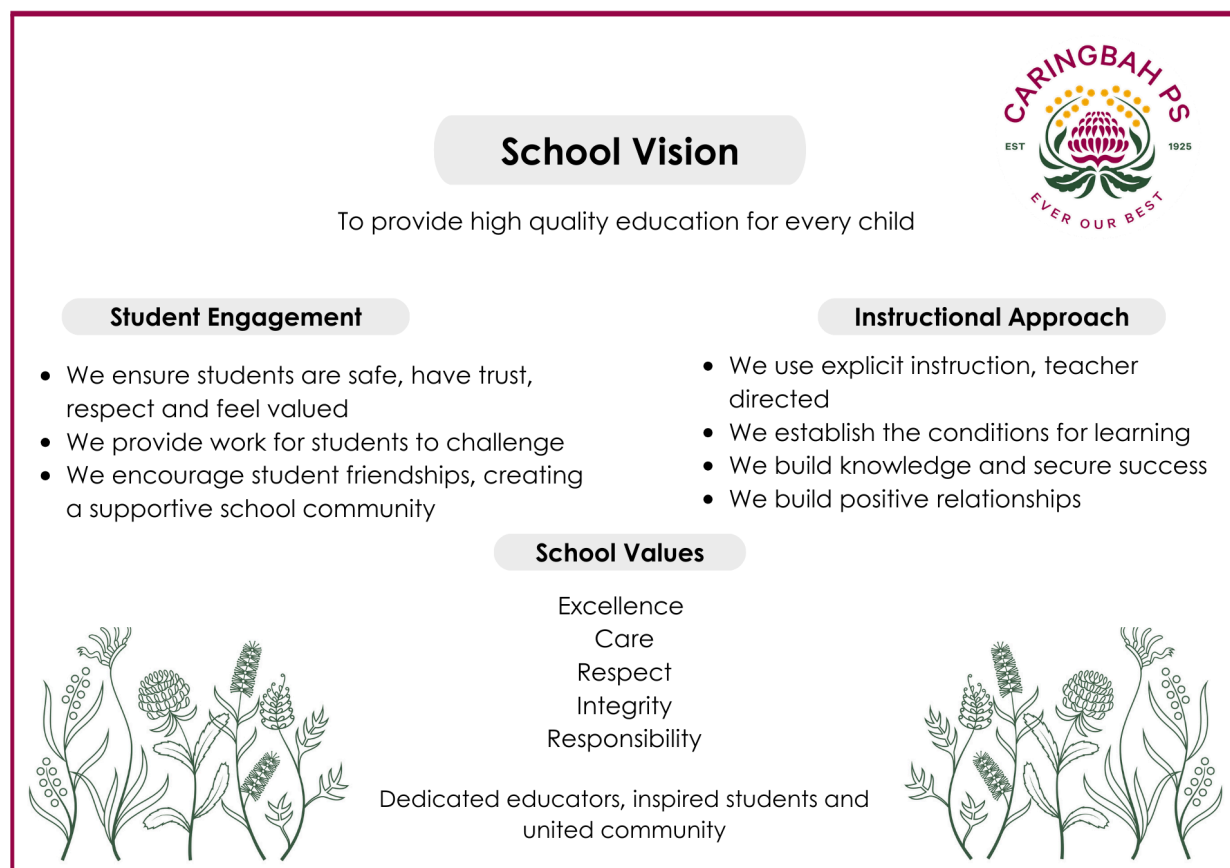


Caringbah Public School Behaviour Support and Management Plan

Overview

Caringbah Public School is committed to *providing high quality education for every child to be enriched, inspired and challenged. We support a culture of high expectations and purposeful collaboration between the school and community.* Caringbah Public School is committed to explicitly teaching and modelling positive behaviour to support all students to be engaged with their learning. Key programs prioritised and valued by the school community are: Open Parachute Wellbeing program to support PDHPE, Happiness HQ, Social Skills lessons, Calm Club, Peer Mediators, our CPS welfare and consequences system and a Real Schools focus on restorative practices.



Promoting and reinforcing positive student behaviour and school-wide expectations

Caringbah Public School follows school-wide rules and expectations. We teach values in the classroom to help our students to:

- be caring, respectful and responsible learners
- develop a love of learning
- strive for excellence and high standards
- take pride in their work
- display a strong sense of fairness and inclusion
- have respect for and understanding of Australia's history including the cultures and experiences of Aboriginal and Torres Strait Islander people as the first peoples of Australia, and Australia as a multicultural society
- be active and inclusive participants of school and community

We expect all students to:

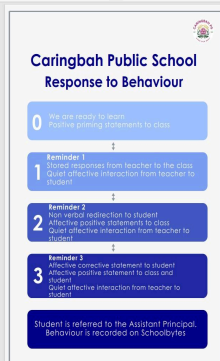
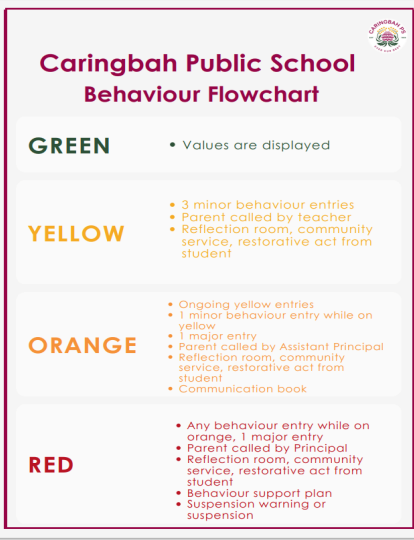
- follow class and school rules, engage respectfully and cooperate with instructions and learning activities
- treat staff, other students and members of the school community with dignity and respect
- follow our value of 'care' for property belonging to themselves, the school and others.
- be responsible for their own behaviour and ask for help when required.
- to attend school every day, unless they are legally excused
- be in class on time and prepared to learn
- maintain a neat appearance and follow the school uniform policy
- behave safely, considerately and responsibly including when travelling to and from school

Caringbah Public School Whole School Approach and Inclusive Practices

Caringbah Public School uses the following strategies and systems to explicitly teach, promote, recognise and reinforce positive student behaviour and school-wide expectations:

Care Continuum	Strategy or Program	Details	Audience
Prevention	School Wellbeing Program / PDHPE lessons Open Parachute	Weekly welfare programs focusing on the explicit teaching of whole school values, expectations and social skills and behaviour expectations. Lessons are grade based and utilised each week in classrooms during a wellbeing timeslot. A daily emphasis for 5-10mins is also expected.	K-6

Care Continuum	Strategy or Program	Details	Audience
		Assemblies each fortnight	
Prevention	SEL group	Promoting and recognising excellence and high expectations with identified Year 5 students and the Wellbeing officer	Year 5
Prevention/ Early intervention/ Targeted/ Individual intervention	Quality differentiated teaching practice	Universal support for positive classroom management. Effective differentiation functions on the premise that every student can learn with the appropriate guidance and support.	Students K-6
Prevention	Real Schools - whole school culture	An overarching support program for the school with a focus on building a culture of trust with the students, staff and community which is strong, relational and positive, building on language, conduct and mindset.	K-6 whole staff community
Prevention / Early Intervention	Positive Student Behaviour – Tier 1	Positive behaviour taught and modelled explicitly. This is with the whole school classroom systems of support to maintain an inclusive school community and develop a positive, safe and supportive learning culture. ▪ Bronze Award (Tiered reward system) ▪ Way to Go playground award ▪ Classroom reward systems ▪ Silver and gold awards	Whole school
Early Intervention	Refer to whole school behaviour plan here	<u>Whole school classroom behaviour system 0, 1, 2, 3:</u> All students remain on 0 when displaying whole school expectations. <u>Level 1:</u> student verbally reminded of values / expectations. Redirect behaviour. <u>Level 2:</u> further reminder of expected behaviour and opportunity to redirect self. <u>Level 3:</u> Time out within the classroom. Continued non-compliance will result in Level 4: Time out with grade supervisor or Reflection room time with Assistant	Whole school

Care Continuum	Strategy or Program	Details	Audience
		Principal.  	
Targeted Intervention	Learning & Support	The Learning and Support teamwork with teachers, students and families to support students requiring personalised learning and support. Including development of Personal Learning and Support Plans (PLaSPs), implementation of targeted intervention learning programs.	
Target Intervention	Individual Support Plan Behaviour Response Plan	Students requiring specific and individualised support to assist in behaviour and regulation needs within the classroom and playground will be provided with a personalised plan in consultation with families.	Individual students K-6
Prevention/ Early intervention/ Targeted/	Trauma Informed Practices which are related to our Real Schools	A whole school approach with a focus on consistent, relationally based and predictable strategies supporting the wellbeing and learning of children who	Students K-6

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	underpinnings	have experienced trauma.	
Prevention/ Early intervention The toolkit resources are categorised into four elements:	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	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.	
Target Intervention	P3/P3/F3	Affective interactions with a small group where the focus is on resolving conflict and restoring a relationship. The group discuss what has happened in the past, what is happening now and how to move forward.	
Individual Intervention	Happiness HQ / Calm Club	Two different small, structured lunchtime play programs to support the social / emotional needs of all students in an inclusive, teacher led peer interaction. Students are supported to build on personal and social capabilities.	Available to individual students K-6
Individual Intervention	Social Skills Support Groups Integration funding support	In class lessons as required Integration funding support helps schools to provide adjustments for students with disability in mainstream classes who have moderate to high learning and support needs as defined by the Department's disability criteria.	Available to individual students K-6
Individual intervention	National consistent collection of data for students with a disability NCCD	Nationally Consistent Collection of Data (NCCD) is an annual data collection that requires information on the extent of support and adjustments made for students with disability. It supports students with disability to access and participate in education on the same basis as other students.	Individual students



Behaviour Code for Students

The Behaviour Code for Students can be found at: [Behaviour code for students \(nsw.gov.au\)](https://www.nsw.gov.au/behaviour-code-for-students)

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Our school embeds student wellbeing and positive behaviour for learning 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 all learning area (including classrooms) expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement in stored affective responses
- discouraging inappropriate behaviour using corrective affective statements
- 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

Responses to serious behaviours of concern

Responses for serious behaviours of concerns, including students who display mean, silly, annoying, rude or long term, targeting behaviours (labelled bullying



if ongoing, repeated and targeted) are recorded on Schoolbytes. These may include:

- review and document the incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning support team (LST)
- develop or review individual student support planning, including teaching positive replacement behaviour, using social stories, and making learning and environmental adjustments
- community service and restorative practices directly related to the incident, reflection and counselling
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, face-to-face 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.

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.

Reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Behaviour Support Plans	As required	Classroom teacher / AP / APL&S	Schoolbytes / printed for all staff
Risk Management Plans for Individual Students	As required	Classroom teacher / AP / APL&S	Schoolbytes / drive. printed copies for all staff
Crisis Team Response Plans	As required	Classroom teacher / AP / APL&S	Schoolbytes / drive / printed
Whole School Incident Recording	ongoing as incidents arise	supervising teacher / stage AP / Principal	Schoolbytes
Reflection Room and Restorative Practices	as required according to whole school behaviour plan	Assistant Principals	Schoolbytes

Partnership with parents/carers

Caringbah Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies.

School Anti-bullying Plan

Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

ANTI-BULLYING PLAN - 2024.pdf **Reviewing dates**

Last review date: Term 1 2025. Next review date: Term 3 2025