

## School Behaviour Support and Management Plan

### Overview

Clergate Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are The Resilience Project, the Berry Street Education Model as well as a schoolwide focus on physical activity and wellbeing.

### Partnership with parents and carers

Clergate Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by sharing information on behaviour system via newsletter, regular phone check-ins and communication with families of targeted students, parent input with regular planned reviews of the behaviour system.

Clergate Public School will communicate these expectations to parents/carers by sharing information via newsletter and student assemblies.

### School-wide expectations and rules

Clergate Public School has the following school-wide rules and expectations which run in line with the Behaviour Code for Students:

- **Respect**  
*At Clergate PS I will:*
  - ✓ Listen carefully and follow instructions.
  - ✓ Speak politely to others.
  
- **Responsible**  
*At Clergate PS I will:*
  - ✓ Take responsibility for my own actions and accept consequences.
  
- **Engagement**  
*At Clergate PS I will:*
  - ✓ Keep my hands and feet to myself.
  - ✓ Behave in a safe manner.

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

- Whole school Golden Rules and Bonza Reward System
- Student of the Week awards
- Explicit teaching and modelling of specific skills including behaviour expectations and social skills.
- Communication with parents around school expectations.
- Class based systems of expectations and positive reinforcement.
- Integrating mindfulness, movement breaks and social/emotional learning into teaching and learning programs.
- Individualised Learning Programs

## 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/policylibrary/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	Class based systems of expectations and positive reinforcement.	Each class provides a positive rewards system to encourage student behaviour and engagement in learning	All Students Class teacher
	Integrating mindfulness, movement breaks and social/emotional learning into teaching and learning programs.	School investment in programs such as resources from the <a href="#">Student Wellbeing Hub</a> , The Resilience Project, Berry Street Educational Model, Smiling Minds and school wide morning fitness program.	All students All staff
	PD H PE Curriculum and Child Protection	The development of self-management skills enables students to take personal responsibility for their actions and emotions.  Teaching child protection education is a mandatory part of the syllabus.	All students Class Teachers
	<a href="#">Australian eSafety Commissioner Toolkit for Schools</a> to prevent and respond to cyber bullying	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 cyber bullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All students Class Teachers
	National Week of Action (NWA)	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Staff and students K-6

Care Continuum	Strategy or Program	Details	Audience
Early intervention	Character Strengths	Schoolwide Program for teaching values and character traits that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture Adopted from The Berry Street Education Model.	Whole school Class Teacher
	Lessons targeting self-regulation	Students to participate in whole class lessons such as Smiling Minds or Gratitude, Empathy and Mindfulness - Resilience Project principles and activities, How Big Is My Problem Chart and High Five Hand. Chill out spaces established in rooms to support student’s self-regulation.	Whole class Class Teachers SLSOs
Targeted intervention	Attendance support	The principal will convene a planning meeting with students, families and teachers to address barriers to improve attendance and set growth goals	Individual students, Principal, families and teachers
	Learning and Support	The Learning and Support Team work with teachers, students and families to support those students who require personalised learning and support. Including instructional leadership, development of risk assessments and the development of short- and long-term goals.	Targeted students L&ST Executive Class teacher
	Leadership Programs	These include the four senior leadership groups: Peer, Eco, Sport and Community and the Student Representative Council.	Students K-6 Staff
Individual intervention	Communication book with families	Teacher/executive to establish communication book which refers to daily behaviour and focuses on positive goals achieved. Parent will check daily and enter any additional information from home.	Targeted student Executive Class teacher Parents
	Check in with teacher before playground	Executive will establish a check in person who will remind student of expected behaviours with student before they enter playground breaks. “2-minute mentor teacher”	Targeted student Identified staff members
	Playground behaviour contracts	Short term positive reinforcement plans to remind student play areas and to separate students who are having regular conflict on the playground.	Targeted student Principal Duty teacher Parents

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	Individual Behaviour Support	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 and Parents
	Application for IFS	Targeted funding to support student achieve academic and social/emotional outcomes.	Targeted student L&ST Class teacher School Counsellor Principal Parent

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

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
Positive appropriate behaviours		
<ul style="list-style-type: none"> <li>Behaviour expectations are taught and referred to regularly.</li> <li>Teachers model behaviours and provide opportunities for practice.</li> <li>Students are acknowledged for meeting school-wide expectations and rules through Bonza Tickets and the Awards system.</li> </ul>	<ul style="list-style-type: none"> <li>Students refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul> <p>Partnerships with parents.</p>
Inappropriate behaviours/ behaviours of concern		
<ul style="list-style-type: none"> <li>Behaviour plans are in place to support all students.</li> <li>IEP goals are written in consultation with parents and reviewed each semester.</li> </ul>	<ul style="list-style-type: none"> <li>Specialist support from region engaged to assist school with reviewing plans.</li> <li>School counsellor support with family accessing services</li> <li>Restorative Conversations</li> </ul>	<ul style="list-style-type: none"> <li>Consideration for specialist class placements to support student need.</li> </ul>
Bullying, including Cyber-bullying		
<ul style="list-style-type: none"> <li>Students participate in programs that ensure anti bullying strategies are promoted.</li> <li>School counsellor support to develop resilience strategies.</li> <li>Police Youth Liaison Officer presentations to students.</li> <li>Signed Technology Use agreement</li> </ul>	<ul style="list-style-type: none"> <li>Targeted behaviour plan to correct bullying behaviours written in collaboration with parents.</li> <li>Involvement from school counsellor.</li> <li>Restorative Conversations</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour system implemented (as required).</li> </ul>

## Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Wellbeing system in School Bytes. 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 session and restorative practices
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers through phone calls and face-to-face meetings
- 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](#)

[Appendix 1: Bullying Response Flowchart](#) [Appendix 2:](#)

[Behaviour Management Flowchart](#)

## Reflection and restorative practices

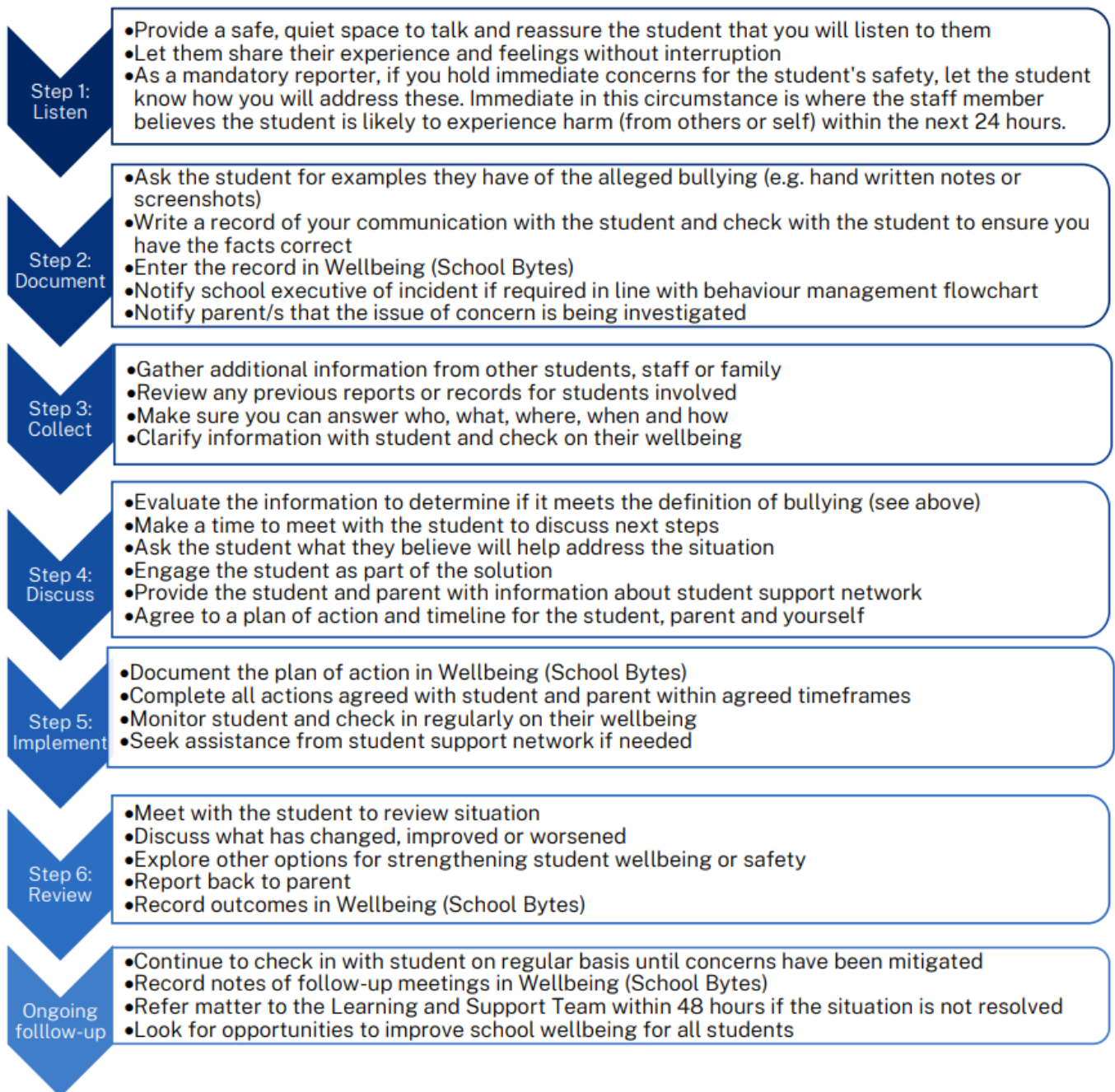
Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Major Behaviours - playground	Teacher directed time out at next break period – 25mins to complete reflection sheet	Principal	Online tracking system – School Bytes Parent notification
Minor behaviours - playground	Walk with teacher for 5 mins	Duty teacher	Online tracking system - School Bytes
Major behaviours - classroom	Teacher directed time out in buddy room to complete a reflection sheet K-2 - 5 mins 3-6 - 10 mins	Class teacher	Class based systems Online tracking system – School Bytes Parent notification
Minor behaviours - classroom	Teacher negotiated, age appropriate and timely consequences.	Class teacher	Class based systems

### Review dates

Last review date: Term 1, 2025 Next review date: Term 1, 2026 (Following discussion with students, P & C and broader community)

## Appendix 1: Bullying Response Flowchart



## Appendix 2: Behaviour Management Flowchart – Clergate Public School

Clergate Public School – Behaviour management flow chart

