2025 Condong Public School Behaviour Support and Management Plan

Overview

Condong Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Our Behaviour Support and Management Plan has been developed to cultivate a school-wide safe, respectful, and inclusive learning environment that fosters academic excellence and social and emotional growth.

Our Behaviour Support and Management Plan aims to inspire every child to participate positively in the school community and beyond. 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. Positive relationships with all members of our school community are key to the plan.

Through our school-wide rules of Be Safe, Be Respectful, and Be a Learner, that together embrace the principles of being a respectful safe learner, this plan aims to guide student conduct, nurture positive social interactions, and provide a framework for addressing behavioural challenges where student voice is encouraged and valued.

The wellbeing programs at Condong Public School prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses. Targeted professional learning for all staff in effective student wellbeing strategies is prioritised each year.

In compiling this plan, our school contributors have consulted with the following Department of Education policies and supporting documents: Student Behaviour Policy (updated 2023), Wellbeing Framework for Schools (2018), Behaviour Code for Students (2023), School Community Charter (currently being reviewed), Inclusive Education Statement for Students with Disabilities (updated 2022), Bullying of Students – Prevention and Response (2022), Strong Strides Together (2022).

Partnership with parents and carers

Condong Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by liaising with staff, students, Condong Public School P&C Association, and the Tweed/Wollumbin AECG.

Condong Public School will communicate these expectations by employing open communication methods (interviews/meetings, newsletter, email, phone), providing access to parenting and support workshops, and written confirmation of policy and procedures, including the School Community Charter which informs parents and carers on how to engage positively with our school. The School Community Charter which can be accessed at https://education.nsw.gov.au/schooling/parents-and-carers/going-to-school/school-community-charter

School-wide expectations and rules

Condong Public School has implemented the following school-wide rules and expectations:

To be Safe, Respectful, Learners.

I am Safe – We encourage students to play safely, use school equipment in a safe manner, wear approved school hats in the playground, travel safely to and from school by bus or private transport and follow teacher instructions. Students play safely keeping their hands and feet to themselves, they ensure that they are in the right place at the right time and that they use equipment correctly.

I am Respectful – We encourage students to share school spaces and facilities, show respect towards others and be responsible for their own behaviour. Students are expected to listen to and follow instructions and use appropriate language.

I am a Learner - We encourage students to embrace the positive culture of our school, encourage others to do their best, to take positive ownership of their learning, setting personal goals and being an active and supportive member of our school. They are encouraged to ask for help when needed, work together collaboratively and be ready to learn.

Condong Public School's Behaviour Support and Management Plan is underpinned by the following fundamental beliefs:

- Both students and staff have the right to work in a safe and predictable environment whereby all stakeholders feel physically and emotionally safe.
- Trust is a core principle of our policy, underpinning the foundation of a nurturing and inclusive environment.
- Throughout all interactions, the integrity of staff and students is crucial to building positive and respectful relationships.
- Students must be aware of, through explicit teaching, the expected standards of behaviour.
- All staff are required to maintain consistency when upholding the expected standards of behaviour.
- Consequences for inappropriate behaviour aim to establish connection and accountability. These consequences are transparent and agreed upon by staff, students and parents.

Positive Behaviour for Learning Mascots

Safe	Respectful	Learner

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	Connies	Positive rewards for students modelling behaviours demonstrating that they are **Safe**, **Respectful**, **Learners**.	K - 6
Prevention	Child Protection Program	Delivery of the mandatory Child Protection program K – 6.	K - 6
Prevention	School Awards	Students can receive acknowledgement for their effort with awards each fortnight at our assembly including – Class Awards, Home Reading Awards, Specific Key Learning Area Awards and Principal Awards.	K - 6
Prevention	Positive Behaviour for Learning (PBL)	To develop a positive, safe and supportive learning culture. Our school expectations are: I am **Safe**, I am **Respectful** and I am a **Learner**.	K - 6
Prevention	Australian eSafety Commissioner Toolkit for schools 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.	K - 6
Prevention	Harmony Day	Students learn and celebrate values of inclusivity and empathy.	K - 6
Prevention	Parent involvement	Parents and carers are provided with opportunities to authentically engage with their child's school life and contribute to school experiences.	K – 6
Prevention	Switch For Schools	An integrated impactful, evidence-based approach to improving mental health. Switch4Schools mission is to increase emotional intelligence all over the world to improve mental health and wellbeing.	K - 6
Early intervention	Smiling Minds	Students are taught effective self-regulation activities.	K - 6
Early intervention	Staff Mentor	Staff check in with a student to mentor and support. Students identify a trusted staff member who they can check in with.	K - 6
Early intervention	Staff meetings including Learning and Wellbeing	Staff meet fortnightly to discuss students and identify early concerns of students' behaviour and wellbeing needs.	K - 6

Care Continuum	Strategy or Program	Details	Audience
Early intervention	Positive Behaviour Learning lessons	Explicit and modelled teaching of identified focus areas in response to student needs.	K - 6
Targeted intervention	Social Skills Program	To develop a positive, safe and supportive learning culture. Facilitated by The Family Centre.	School staff or external providers
Targeted intervention	Learning and Support Program	Teachers develop and maintain ILP's, IEP's and PLP's in collaboration with parents to establish learning plans and any risk assessments, including short/long term goals.	Learning and Support Teacher, teachers, parents/caregivers and DoE supports when needed
Targeted intervention	Attendance Support	coordinate Home School Liaison Officer (HSLO) Attendance data sheets and follow up with home contact for attendance concerns. HSLO to support principal with parent meetings and/or additional follow-up.	Principal, HSLO and individual students and their families/caregivers
Targeted intervention	School Counsellor Support	Individual counsellor support for students as required. Students to be referred through in school system for support.	Individual students and their parents/caregivers
Individual intervention	Parent/caregiver Meetings with class teacher or Principal	Collaborative approach to addressing issues that arise and goal setting to support student.	Staff, student and parents/caregivers
Individual intervention	Reflective Practice	In line with PBL, students exhibiting poor behaviour choices may be referred to the principal to engage in reflective practices to encourage them to consider their choices and how their actions impact on others, including how they can make things better.	Individual or groups of students

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

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.

Condong Public School staff will 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 the school counselling service, if needed and when School Counsellor is available.

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. Teachers 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.
1. 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.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the parent portal 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 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.

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.
- 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

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reminder of expectations A brief conversation with the classroom teacher of other member of teaching staff to remind the student of classroom or school rules and expectations. The purpose is to prevent disruptive or low-level behaviour from escalating. Enact restorative practices.	Next break	Class teacher or other member of teaching staff	All records kept in School Bytes Wellbeing module
Reflection process A structured debriefing and planning after a breach of behaviour with an individual student (reflection). This involves withdrawal from free choice play and re-allocation to office or classroom for supervision during a break following a breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group. Enact restorative practices.	Depending on the time of the incident, the same day or next day at play break for up to half a break	Teacher Principal	All records kept in School Bytes Wellbeing module. Parents receive a phone call **and a copy of the reflection sheet to sign and return the next day
Re-set A structured debriefing and planning after a crisis event or behaviour of concern with an individual student. The purpose is to check the student's and parent / carer's understanding of why the behaviour breach was serious, to plan for future success and to conclude the episode. Enact restorative practices	The next day at school, or at a time deemed appropriate for the individual student	Principal	All records kept in School Bytes Wellbeing module. Parents have received a follow-up phone call

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

***The phone call will be from either the staff member involved in the incident (single incident of a medium or major breach of behaviour) OR, in the case of repeated, disruptive behaviour, the staff member conducting the Reflection Process.*

Condong Public School Anti-Bullying Plan

Condong Public School rejects all forms of bullying behaviours, including online (or cyber) bullying. We maintain 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 the individual 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 are pro-active about anti-bullying messages and programs, and actively respond to any student bullying behaviour.

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 the school counselling service.

Our school is committed to:

- Minimising all forms of harassment or violence in the school or on-line
- Establishing a climate of respect for and caring for others which is supported by staff, students and parents / carers

Our Anti-bullying Policy requires staff to:

- Be observant to signs of distress and respond as a matter of priority to reported bullying incidents
- Make efforts to minimise or prevent incidents by monitoring students in the classroom and playground (active patrolling)
- Take steps to help all students and apply procedural fairness
- Report incidents to appropriate staff members
- Participate in regular professional learning to maintain awareness of best practices
- Plan for and implement pro-active programs, events, explicit lessons and messaging to maintain student awareness of expectations

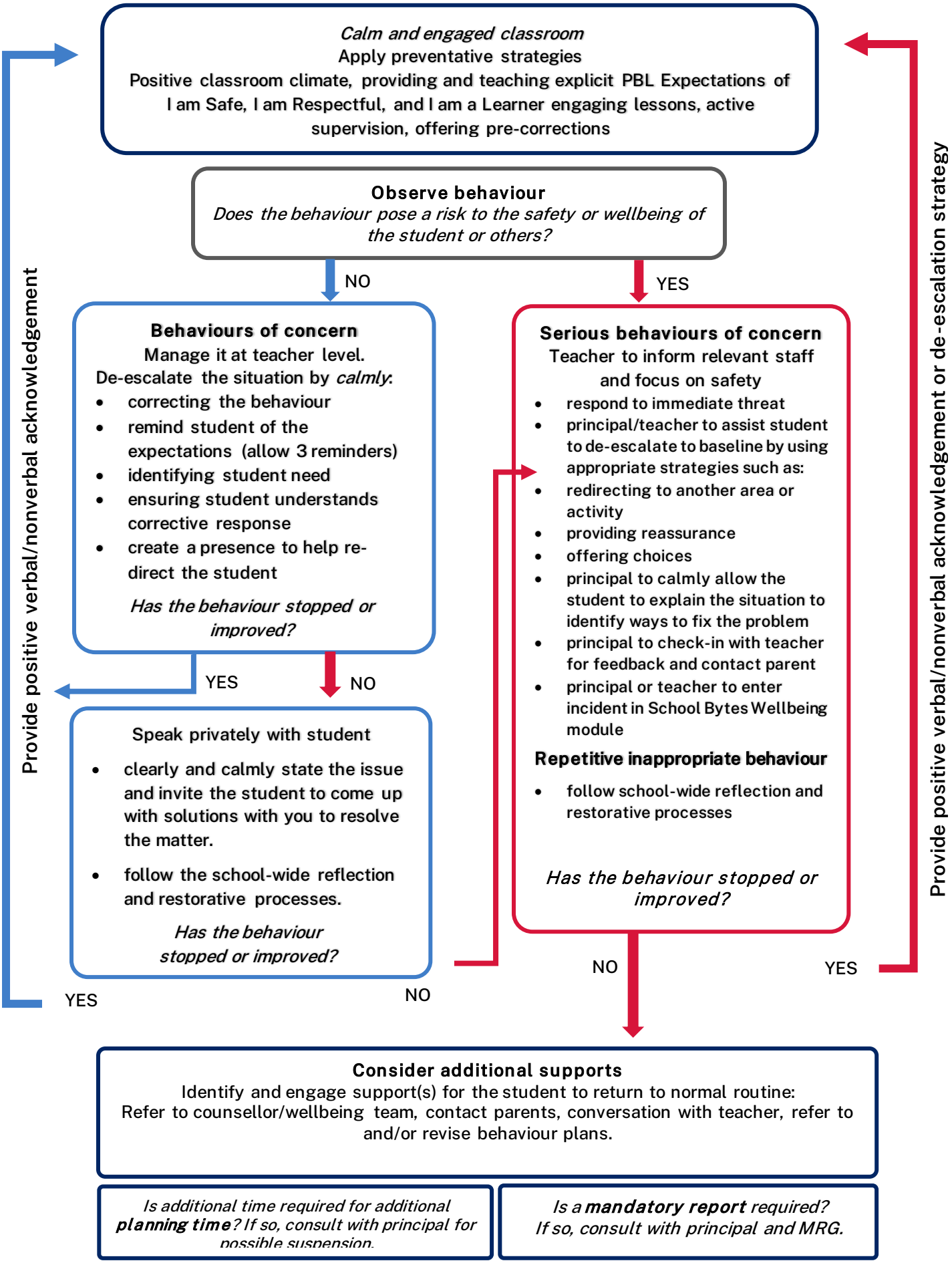
Our Anti-Bullying Policy requires students to:

- Positively participate in programs and events
- Understand the definition of bullying, and how it is different to being rude or mean
- Demonstrate the school values of Safe, Respectful and Learner
- Use appropriate problem-solving strategies when they encounter disagreement
- Encourage and involve peers in activities in the playground and classrooms

Our Anti-Bullying Policy requires parents and carers to:

- Be familiar with and supportive of the existing policies and procedures currently in place
- Understand the definition of bullying, and how bullying is different to being rude or mean
- Have open and positive lines of communication with their child's class teacher to address any issues or concerns in an appropriate way

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart

The following flowchart explains the actions Condong Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026