

# Corowa South Public School

## School Behaviour Support and Management Plan

### Overview

Corowa South Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

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.

The school's Strategic Improvement Plan 2021-2025 articulates *Data Driven Practices* and *A Strong Engaged Community* as key initiatives to ensure every student at Corowa South Public School connects, thrives and succeeds.

To achieve our vision, key programs prioritised and valued by the school community are the Bounce Back resilience program, Drumbeat, Big Life Journals and the social emotional learning program Rock and Water.

### **Promoting and reinforcing positive student behaviour and school-wide expectations**

Corowa South Public School has the following school-wide rules and expectations:

#### **I will treat other people as they like to be treated:**

- . By working, playing and moving as safely as possible.
- . By being fair and honest.
- . By allowing people to work and play undisturbed.
- . By respecting other people's private property.
- . By taking pride in myself and my school.

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

- daily mindfulness time
- class points rewards
- merit awards
- positive messages to parents.

## Behaviour Code for Students

The Behaviour Code for Students can be found at [Behaviour code for students](#)

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

## Whole School Approach

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 cyber-bullying behaviour.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Bounce Back	The Bounce Back program is taught in PDHPE lessons, across all classes K-6. This program builds resilience skills and strategies.	All
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	All
Prevention	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	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 cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
Prevention	Zones of regulation	Students are explicitly taught the Zones of Regulation to assist them with self-regulating.	Some
Early intervention	Drumbeat Rock/Water Big Life Journals	Our school chaplain is running the Drumbeat program in Year 3/4, this social program teaches social skills through music. Our school chaplain is facilitating the Big Life Journals and Rock and Water programs in the Year 5/6 class, this social program teaches students emotion regulation.	Some
Early intervention	Social stories	Social stories are developed to assist students in learning school rules and developing appropriate behaviours.	Some

Care Continuum	Strategy or Program	Details	Audience
Early intervention	Calming areas	Students have access to calming areas to assist them in self regulation.	Some
Early intervention	SLSO - wellbeing support	Students are referred, or self-refer, to the SLSO-wellbeing to check in.	Some
Targeted intervention	Learning and support	The LST works with teachers, students and families to support students who require personalised learning and support.	Some
Targeted intervention	Attendance support	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Some
Targeted intervention	Small group gardening and woodwork	A cultural and mentoring workshop program, which has a strong cultural focus and is designed to teach young students how to work together on an outdoor sensory project.	Some
Individual intervention	Team Around a School	Team Around a School is a coordinated system-wide approach that utilises the skills and expertise of specialist staff to support schools through a dedicated team.	Few
Individual intervention	School counsellor	The school counsellor works collaboratively with teachers, families, school executives, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community. School counsellors support students with a range of issues related to learning, peer and family relationships, and managing emotions such as depression, anxiety, worry or isolation.	Few
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Few

## Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Reflection time– a structured debriefing and planning after a inappropriate	Immediately or at next break time 10 mins	Teachers	Documented in School Bytes

Action	When and how long?	Who coordinates?	How are these recorded?
behaviour incident concern with an individual student (reflection).			
Detention- after an unacceptable behaviour	Next recess or lunch time	Principal	Documented in School Bytes
Restorative practice	Withdrawal from class	Teachers	Documented in School Bytes

## **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.

Corowa South Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student'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.

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.

## **Preventing and responding to behaviours of concern**

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.

What do we consider is unsafe:

- 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.
- Corrective responses are recorded on a school used School Bytes system.

These include:

Classroom	Non-classroom
<ul style="list-style-type: none"> <li>- rule reminder</li> <li>- re-direct</li> <li>- offer choice</li> <li>- error correction</li> <li>- prompts</li> <li>- reteach</li> <li>- seat change</li> <li>- stay in at break to discuss/complete work</li> <li>- conference</li> <li>- detention, reflection and restorative practices</li> <li>- communication with parent/carer.</li> </ul>	<ul style="list-style-type: none"> <li>- rule reminder</li> <li>- re-direct</li> <li>- offer choice</li> <li>- error correction</li> <li>- prompts</li> <li>- reteach</li> <li>- play or playground re-direction</li> <li>- walk with teacher</li> <li>- detention, reflection and restorative practices</li> <li>- communication with parent/carer.</li> </ul>

Corowa South Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Class and whole school learning programs are centred around the explicit teaching of our school values. A consistent use of evidence-based strategies is used daily by teachers to teach self-regulation, reduce impulsivity, increase focus, and strengthen peer networks. We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts as well as having student voice as a key in making decisions.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses

- enhance self-esteem and build an internal focus of control.

### Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on school used system 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
- detention, reflection and restorative practices
- 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.

### 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.

### School Anti-bullying Plan

Corowa South Public School rejects all forms of bullying behaviours, including cyber bullying, by maintaining 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 diversity 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 in person environments. School staff actively respond to student bullying behaviour.

### **Partnership with parents/carers**

Corowa South Public School partners with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by inviting parent/carers and student feedback through formal and informal means such as school surveys, Tell Them From Me surveys, consulting with the P&C and local AECG.

Corowa South Public School communicates these expectations to parents/carers through messages in our School Bytes parent portal, via our website and in our routine activities, such as school assemblies and school recognition systems. Our school proactively builds collaborative relationships with families and the local community to create a shared understanding of how to support student learning, safety and wellbeing.

### **School Community Consultation**

At Corowa South Public School we prioritise strong communication and collaboration with our school community. To ensure parent/caregivers have a voice in the school environment we hold Parent and Citizen meetings twice each term, providing a platform for discussion and feedback. In addition, we distribute digital surveys to gather input from our school community on various matters, allowing for broad participation.

We also maintain an open-door policy, encouraging parents to share any concerns or suggestions as they arise, fostering a welcoming and responsive atmosphere. This approach ensures that we continually strengthen our partnership with families and create a positive, supportive learning environment for all students.

### **Reviewing dates**

Last review date: 31 January 2025

Next review date: 19 December 2025