

Crabbes Creek Public School

Be Proud ~ Be Respectful ~ Be a Learner

Crabbes Creek Public School Behaviour Support and Management Plan

Overview

At Crabbes Creek Public School our vision is to nurture engaged individuals who are resilient, successful, and confident learners in an environment where teachers and students are challenged to improve each year through a diverse range of opportunities. Collaboration between the school and community provides a whole child focus where each child is known, valued, and cared for.

Partnership with parents and carers

Crabbes Creek Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parent/carer and student feedback through formal and school surveys, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Crabbes Creek Public School will communicate these expectations to parents/carers through the school newsletter and school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

Be a respectful proud learner

Be a Learner	Be Respectful	Be Proud
Be ready to learn	Be kind and value others	Overcome challenges
Ask for help and questions	Follow teacher instructions	Be your best
Know what I'm learning	Be cooperative	Restore harm
Know when I'm a successful learner	Accept differences	Be safe

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 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 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 learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning	Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.	All
Prevention	Trauma Informed Practice/Berry Steet	BSEM implements practical, classroom-based strategies to increase the engagement of all students, including those with complex, unmet learning needs.	All

Care Continuum	Strategy or Program	Details	Audience
	Education Model (BESM)	BESM enables staff to support students' self-regulation, relationships and wellbeing to increase student engagement and significantly improve academic achievement.	
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	All
Prevention / Early Intervention / Targeted / Individual	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
Early intervention	Restorative Practices	A whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It recognises that a variety of factors influence behaviour and seeks to address the underlying influences through empathy, relationship-building, communication, social and emotional learning and finding ways to respectfully hold one another accountable.	
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	Attendance support	The LST refer students to the HSLO, who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, Principal, HSLO
Early intervention	Learning and Wellbeing	Wellbeing meetings for discussion and processing to ensure relevant staff are aware of pertinent details to support students or groups of students as required. Support may include referral wellbeing, or other DoE school services personnel.	All Staff
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.	All Staff K-6

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	School Counsellor Support	Individual counsellor support for students as required. Students to be referred through in school referral system.	Individual students and their parents/caregivers
Individual intervention	<u>Individual behaviour support planning</u>	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LST, APLST

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

Identifying behaviour of concern, including bullying and cyberbullying

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. See Appendix

Crabbes Creek 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.

- **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 Behaviour / wellbeing School Bytes system. These include

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

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
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.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise,	2. Principal/CT to take immediate steps to restore safety and return the situation to calm by using

school-wide continuum for acknowledging expected behaviour.	redirect with specific corrective feedback.	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 School Bytes Behaviour / wellbeing ITD 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 low-level consequence is applied.	3. Principal collects information and reviews the incident from multiple perspectives to determine next steps. Principal to record incident on Behaviour / wellbeing ITD system and contact parent/carer by email or phone. Principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught (Zones of Regulation & BSEM) weekly.	4. Teacher records on School Bytes Behaviour / wellbeing ITD system by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.
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. Recognition awards for positive individual and class behaviour are given at weekly school assemblies.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

- 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

[Include information about food and toilet breaks and the maximum length of time appropriate to the age/developmental level of the student]

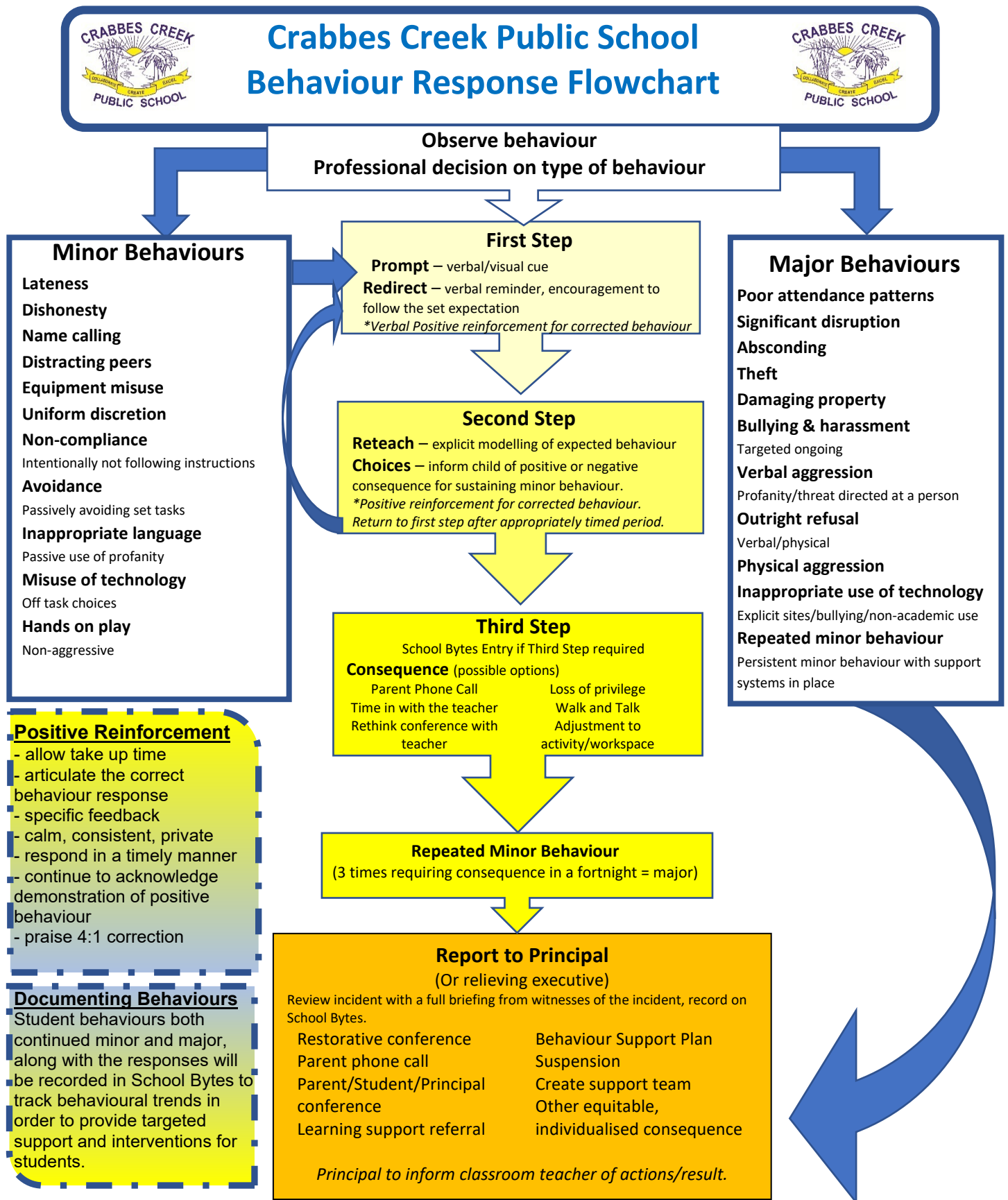
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection space – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at either lunch or recess break	Principal/Classroom teacher	Documented in [Behaviour / wellbeing ITD system]
Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play following 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 (detention)	Next break	Principal/Classroom teacher	Documented in [Behaviour / wellbeing ITD system]
Restorative practice – peer mediation or circles in groups	Scheduled for either lunch or recess break	Principal/Classroom teacher	Documented in [Behaviour / wellbeing ITD system]

Review dates

Last review date: [Day 1, Term 1, 2025]

Next review date: [Day 1, Term 4, 2025]

Appendix 1: Behaviour management flowchart (Alternative example)



PLSP, Individual Behaviour, Risk or Crisis Management Plans: Some students have individualised support plans in place. Please apply the strategies in those plans. Major behaviours must still be referred to the principal.

Proactive measures to support behaviour consistency and student success: Ensure PBL expectations are known through a variety of communication methods, provide *clear and explicit* learning intentions, regularly *check for student understanding*, plan for *reasonable adjustments*, use proximity for *active supervision*, always maintain a *calm demeanour* and use *positive language* during learning and intervention.

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Crabbes Creek Public School Acknowledgement System



Whole School
Acknowledgement
Crabbes Creek
Champ Cards
PBL Student
Award
PBL Leadership
Award

5 PBL Student Awards = PBL Leadership Award

- *Student can choose a reward from the Leadership Menu
 - *Student photo will appear in newsletter
 - *Student receives movie voucher
- This award category expands over the duration of a child's time at school from K-6.

PBL Student Award earned by demonstrating whole school focus.

- *Whole school focus introduced at assembly (odd weeks)
- *Whole school learning based on PBL focus
- *Data and records will inform PBL focus
- *One student from ES1/S1, S2 and S3 will be chosen by teachers for demonstrating the PBL focus to receive the student award

Crabbes Creek Champ Card frequently awarded for demonstrating PBL expectations.

- *All settings, all expectations
- *Champ Cards are folded up and placed into the PBL Barrel
- *Monday mornings (even weeks) two names are drawn out of the barrel
- *Students select a prize from the prize box

On the last day of each term a PBL acknowledgement day will be held to celebrate the positive behavioural efforts demonstrated by students that term.

School leaders will consult with their peers to decide on a whole school activity which the PBL Team will organise and run for the students.

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