

# Cronulla Public School

## Behaviour Support and Management Plan

### ➤ Overview

All students at Cronulla Public School are supported in a caring and welcoming environment. School programs and practices reflect our shared beliefs and values. Students are provided with high quality education so that they may learn to the best of their ability and become self-disciplined, respectful and contributing members of the school and community.

Cronulla Public School (CPS) is an inclusive environment which affirms diversity and respects differences. Under the Inclusive Education Policy for students with disability, inclusive education is defined as all students, regardless of disability, ethnicity, socioeconomic status, nationality, language, gender, sexual orientation or faith, are able to access and fully participate in learning, alongside their similar aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life, and is supported by culture, policies and everyday practices.

To support the wellbeing, teaching and learning of Aboriginal students, Cronulla Public School sustains culturally secure and genuine collaborative partnerships with Aboriginal families and communities. CPS complies with relevant departmental commitments, including the Aboriginal Education Policy, the Partnership Agreement with the NSW Aboriginal Education Consultative Group Inc. (AECG) and the Connected Communities Strategy.

Cronulla Public School practices are consistent with relevant legislation and Department of Education procedures. During the implementation of procedures, no student will be discriminated against, harassed or victimised on any grounds as stated by the legislation. Cronulla Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.



## PART 1

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

#### Cronulla Public School has the following school-wide rules and expectations:

In alignment with the core rules of NSW government schools all students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

#### Management of Student Behaviour - Positive Behaviour for Learning (PBL) :

Our approach in managing student behaviour focuses on the promotion of positive behaviours with discussion and agreed expectations in being safe, respectful and successful learners. Cronulla Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations.

#### Strategies to Promote Good Discipline and Effective Learning:

- **Curriculum:** is relevant and reflects the needs and aspirations of the community, is relevant to students and is based on Departmental and NESA syllabus documents.
- **Classroom management techniques:** are consistent and fair, respect the individuality of children and provide for clearly defined expectations of work and behaviour- in line with Positive Behaviour for Learning expectations.
- **Classroom rewards and praise include:** verbal, non-verbal, recognition by peers and teachers (school awards) for positive classroom behaviour and effort.
- **Learning Support Team:** comprising executive, stage representatives and counsellor. The aim is to provide ongoing support to teachers, parents and students for curriculum and behaviour issues.
- **Playground:** all students are supervised and are rewarded using the award system for positive playground behaviours. PBL Management Procedures are implemented to address all behaviours of concern.
- **Student Leadership Program:** the Student Representative Council assists to ensure students are involved in the decision making process K to 6. Year 6 Captains and Prefects act as role models in the running of the school.

## PART 2

### Behaviour Code for Students

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

At Cronulla Public School, our approach in managing student behaviour focuses on the promotion of positive behaviours with discussion and agreed expectations in being safe, respectful and successful learners.

#### Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

#### Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

#### Learning

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

#### Code Of Conduct

The school rules form the school's Code of Conduct for all students. Parents and students acknowledge the rules and sign the Code of Conduct at the beginning of each school calendar year.

Those occasions where a student is non-compliant and whose behaviour is significantly disrupting the lesson and student learning, requires an immediate response to remove the distraction from other student's learning. Response to significant student disruptive behaviour needs to be immediate and it's approach consistent across the school.





## Anti-Bullying Procedures

Anti-Bullying Procedures Bullying are defined by the NSW Department of Education as follows:

Bullying has three main features:

- it involves a misuse of power in a relationship
- is ongoing and repeated
- involves behaviours that can cause harm

Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying can have a lasting impact on everyone involved, including those who witness it.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated. The school has a separate Anti-Bullying Procedures document. Cronulla Public School has zero tolerance for verbal, physical and emotional abuse.

### A Behaviour of Concern

A behaviour of concern is defined as a challenging, complex or unsafe behaviour that requires more persistent or intensive interventions.

A key to understanding behaviour is to understand the following aspects:

**form:** the observable behaviour – what are they actually doing?

**function:** the underlying cause – what is the goal or purpose of the behaviour? What is the behaviour trying to communicate? Is it to help meet a need, attract attention, gain or avoid an internal or sensory sensation, access an item or activity, or get away from something? What is being communicated through use of body language, facial expressions, gestures and silence?

**context:** the environmental setting and personal circumstances that influence an individual response – where does the behaviour occur? What happens immediately before and after?

In identifying and understanding student behaviour, principals, teachers, and school staff must consider the student's individual circumstances and whether these are impacting their ability to positively engage with their learning.

Such circumstances may involve but are not limited to:

- disability
- trauma background
- cultural and religious background
- interactions with other systems such as out of home care, Juvenile Justice or Mental Health
- socioeconomic disadvantage.

Major incidents involving students with a disability will be dealt with by an executive in conjunction with the classroom teacher to determine the most appropriate course of action.

## PART 3

### Whole School Approach

#### School Expectations

Cronulla Public School promotes optimum learning through our Positive Behaviour for Learning (PBL) Framework. For precise information in relation to Cronulla P.S PBL Framework, [please see specific documents and PBL matrix.](#)

All Settings	Classrooms
<b>Safety</b> <ul style="list-style-type: none"><li>• Be in the right place</li><li>• Walk on hard surfaces</li><li>• Wear a hat when outside</li><li>• Hands and feet to self</li></ul>	<b>Safety</b> <ul style="list-style-type: none"><li>• Consider the safety and rights of everyone all the time</li><li>• Move sensibly and safely</li></ul>
<b>Respect</b> <ul style="list-style-type: none"><li>• We think about others</li><li>• We use our manners</li><li>• Be polite and cooperative</li><li>• Wear school uniform with pride</li><li>• Care for property and the environment</li></ul>	<b>Respect</b> <ul style="list-style-type: none"><li>• Be kind with my words</li><li>• Maintain a clean learning environment</li><li>• Be on time</li></ul>
<b>Learning</b> <ul style="list-style-type: none"><li>• We let others learn</li><li>• Complete all tasks</li><li>• Follow teachers instructions</li><li>• Be an active participant</li><li>• Wait my turn</li></ul>	<b>Learning</b> <ul style="list-style-type: none"><li>• Bring correct equipment/ be organised</li><li>• Do my personal best</li><li>• Listen to others</li></ul>

#### Dealing With General Playground Incidents

An Incident will be documented as either:

#### Minor or Major

Minor	Major
Included but not limited to: <ul style="list-style-type: none"><li>• Inappropriate verbal language</li><li>• Physical contact - non serious but inappropriate</li><li>• Defiance/disrespect/non-compliance</li><li>• Disruption (talking when teacher is speaking, loud voices and noises indoors)</li><li>• Property misuse</li><li>• Dress code violation</li><li>• Late to class</li><li>• Partial truancy</li><li>• Cheating/plagiarism</li></ul>	Included but not limited to: <ul style="list-style-type: none"><li>• Abusive Language</li><li>• Defiance/disrespect/non-compliance</li><li>• Insolence</li><li>• Disruption (sustained behaviours including yelling and screaming)</li><li>• Physical aggression</li><li>• Theft</li><li>• Harassment</li><li>• Bullying/Cyberbullying</li><li>• Property damage</li><li>• Absconding</li><li>• Delinquent or criminal actions</li></ul>

## Care Continuum

The Care Continuum will provide support for all students requiring additional and targeted learning, wellbeing and behavioural supports across the [care continuum](#), considering any specific needs of individual students.

Care Continuum	Strategy or Program	Details	Audience
<p><b>Prevention strategies</b></p> <p>Prevention approaches aim to establish and maintain safe, respectful learning environments for all students.</p>	<p><b>Professional Learning</b></p> <p><b>Understanding Behaviour</b></p> <p><b>Classroom Management Fundamentals</b></p> <p><b>PBL Tier 1/2/3 Elearning</b></p>	<p>Support for non-teaching staff to have an understanding of behaviour, what factors may contribute towards it, and some simple strategies to respond to behaviour across a continuum.</p> <p>Fundamentals to help teachers establish essential good classroom practice including setting the scene, positive classroom environments, establishing your practice, active engagement and responding to student behaviour.</p> <p>Understanding of the positive behaviour for learning framework systems and practices, educational context and outlines the benefits of positive, proactive instructional approach to behaviour support</p>	<p>Non teaching staff</p> <p>ECT /Staff</p> <p>Staff</p>
<p><b>Early intervention</b></p> <p>Early interventions provide early support for students or groups of students who are identified as being at risk of developing behaviours of concern, or early attendance or wellbeing concerns.</p>	<p><b>PBL Tier 1 - School and Classroom wide support</b></p>	<p>Positive Behaviour for Learning (PBL ) Tier 1 School wide and classroom systems of support that brings the together the whole school community to contribute to developing a positive, safe and supportive learning culture</p>	<p>All staff</p>
<p><b>Targeted intervention</b></p> <p>Targeted interventions are designed for students, or groups of students identified as requiring more intensive support.</p>	<p><b>PBL Tier 2 - Targeted Support</b></p> <p><b>Learning and Support</b></p>	<p>The Learning and Support team work as multi disciplinary approach 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 individualised short and long term goals.</p>	<p>Individual students, staff and families</p>
<p><b>Individual intervention</b></p> <p>Students with highly complex and challenging behavioural, attendance or wellbeing concerns may need comprehensive systems of support that require regular reviews in consultation with parents, other relevant specialist staff (internal or external to the school), service providers, inter-agency partners, and/or the Delivery Support team.</p>	<p><b>PBL Tier 3</b></p> <p><b>LST</b></p>	<p>Intensive support and intervention with individualised goals, integration and regular multi disciplinary case meetings.</p>	<p>Individual students, staff and families</p>

## Restorative practices and reflection

Action	When and how long?	Who coordinates?	How are these recorded?
<p><b><u>Dealing With Minor Playground Incidents</u></b></p> <p>When things go wrong these questions are asked and student responses are documented as:</p> <ul style="list-style-type: none"> <li>• Think back to what happened. What did I do?</li> <li>• What rule was broken?</li> <li>• What is my side of the story?</li> <li>• What can I do to fix things up? Make things better?</li> <li>• Time out for counselling to be given immediately following a reported incident</li> </ul>	<p>Following 3 reported incidents parents are to be contacted by Executive.</p> <p>Students will complete 1- 2 days of restitution from the playground with Assistant Principal.</p>	<p>Assistant Principals K-2, 3-6</p>	<p>Playground incidents recorded immediately in the playground behaviour book.</p> <p>Summary Data then recorded in Sentral</p>
<p><b><u>Dealing With Major Playground Incidents</u></b></p> <p>Incidents involving physical violence including – hitting, pushing, kicking, biting – to be immediately reported to the Assistant Principal.</p> <p>When things go wrong these questions are asked and student responses are documented –</p> <ul style="list-style-type: none"> <li>• Think back to what happened. What did I do?</li> <li>• What rule was broken?</li> <li>• What is my side of the story?</li> <li>• What can I do to fix things up? Make things better?</li> </ul>	<p>An interview with the student will take place and an incident report will be completed.</p> <p>Parents to be notified asap.</p> <p>Students will complete 1- 3 days of restitution from the playground with Assistant Principal</p>	<p>Assistant Principals K-2, 3-6</p>	<p>Summary Data recorded in Sentral</p>
<p><b><u>Classroom/Behaviour Management</u></b></p> <ul style="list-style-type: none"> <li>• Student to be given a reminder if inappropriate behaviour is demonstrated.</li> <li>• A second and third reminder will be given if inappropriate behaviour continues.</li> <li>• After 3<sup>rd</sup> reminder student will have counselling session with teacher</li> <li>• Repeat incidents will be reported to an executive.</li> </ul>	<p>If a student receives three or more reminders, the behaviours will be recorded on the student tracking sheet or in Sentral</p> <p>If this occurs 3 times in a day the Executive will also be notified.</p>	<p>Assistant Principals K-2, 3-6</p>	<p>Summary Data recorded in Sentral.</p> <p>Further inappropriate behaviour will result in a case meeting with the parents, Assistant Principal and class teacher.</p>





## Formal Caution/ School Suspensions

Principals should provide a student and their parents or carers with a formal caution to suspend for a particular behaviour of concern before proceeding with a suspension. In certain circumstances, the principal may determine that a student should be suspended without issuing a formal caution to suspend because there are immediate and significant risks to health, safety and wellbeing for students or staff that cannot be otherwise mitigated.

Suspension is not intended as a punishment. Suspension allows time for the school to plan appropriate support for the student to successfully re-engage with learning at school

## Restrictive Practices

Implementation Semester 2 2023

## Practices to Recognise and Reinforce Student Achievement

- **Weekly assemblies:** 3 awards emphasising our core values of Safety, Respect and Learning are acknowledged.
- **Super Surfer Awards** - Students displaying sensible playground behaviour are rewarded with a Super Surfer Ticket which goes into a weekly draw for prizes provided by CPS and P&C.
- **Term Celebration**: At the end of each term students will participate in an end of term celebration session.
- **Terms 1 and 3 Principal Commendations**
- **Annual Presentation Assembly**: awards given for outstanding citizenship, consistency, academic excellence, improvement, sport, etc.

## Awards

All class and sport awards will count towards a Student of the Week award. These awards are handed out at the weekly assembly.

- K-6 3 Awards aligned to PBL Framework. Teachers are to give 1 safety, 1 respect, 1 learning award at school assembly.
- 3 Awards (This can include any of the following safety, respect, learning) = 1 Student Of The Week Award
- 3 Student Of The Week Awards = 1 Principal Award
- 3 Principal Awards = Merit trophy presented at the annual school assembly





## Partnership with parents/carers

Cronulla Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by [insert strategies and/or systems]

Cronulla Public School will communicate these expectations to parents/carers by media resources including the school newsletter, school website and the Skoolbag app where appropriate.

## Inclusive Education Policy

(see the Inclusive Education Policy for students with disability, the Disability Standards for Education 2005, the Disability Discrimination Act 1992 (Cth), and the Anti-Discrimination Act 1977 (NSW).

## Behaviour Code

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>.

## School Anti-bullying Plan

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

## Formal Caution/ School Suspensions

**<https://education.nsw.gov.au/schooling/translated-documents/formal-caution-to-suspend-factsheet>**

## Reviewing dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

## PART 4

### Websites/Definitions

**Disability:** means, in NSW Government schools, any category of disability under discrimination law, including physical, cognitive, sensory or social/emotional disabilities that are temporary or permanent.

The department acknowledges that disabilities are not always formally diagnosed and that students can have an impairment that impacts their educational outcomes. The term 'disability' is very broadly defined in legislation to cover physical, intellectual and emotional impairments. It includes:

- loss of bodily or mental functions or a part of the body
- the presence in the body of organisms causing (or capable of causing) disease or illness
- malfunction, malformation or disfigurement of a part of the body
- a disorder or malfunction that results in a person learning differently
- a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour.


**Expulsion:** from a particular school is a strategy schools may use within the context of student behaviour management and support. Expulsion is the permanent removal of a student from a school. Delegates of the Minister have the discretion to re-enrol expelled students in NSW Government schools.

**Inclusive education:** means that all students, regardless of disability, ethnicity, socioeconomic status, nationality, language, gender, sexual orientation or faith, can access and fully participate in learning, alongside their peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs.

**Inclusion:** means education environments that adapt the design and physical structures, teaching methods, and curriculum as well as the culture, policy and practice of education environments so that they are accessible to all students without discrimination.<sup>8</sup>

**Parent:** In these procedures, references to 'parent', 'parents', 'carer', or 'carers' includes any person, or persons having custody or care of a child or appointed by the parent as their delegate. In Aboriginal culture, this may refer to kinship care, which is provided by relatives or a member of a child's social network when a child cannot live with their parents.

**Principals:** are teachers responsible for leading, developing and evaluating the quality of teaching, learning and wellbeing in the school, within a positive culture of support. In these procedures, 'principal' also refers to any staff member who has delegation to act on the principal's behalf.



**Reasonable adjustment:** The Disability Standards for Education 2005 define reasonable adjustments as a measure (or group of measures) implemented by an education provider to assist a student with a disability to apply, enrol and participate in a course or program on the same basis as a student without a disability. An adjustment is reasonable in relation to a student with a disability if it balances the interests of all parties affected. A failure to provide reasonable adjustments may amount to disability discrimination.

Consultation with a student and/or their parent or carer must occur in order to understand the impact of a student's disability and to determine whether any adjustments or changes are needed to assist the student.

Depending on the circumstances, this may include talking about:

- the student's needs and the type of assistance that may be needed
- the adjustments that could be made by the department to meet the student's needs and whether these adjustments are reasonable
- whether there are any alternative adjustments that would be less disruptive and intrusive and no less beneficial for the student.

In deciding whether an adjustment for a student with disability is reasonable, all relevant circumstances and information should be taken into account, including the:

- impact of the disability on the student's learning, participation and independence
- views of the student with disability, or their associate, about their preferred adjustment
- impact of the adjustment on other students, staff members, the student's family, and the department
- costs and benefits of making the adjustment
- need to maintain the essential requirements of the course or program.

**Restrictive practice:** is any action that has the effect of restricting the rights or freedom of movement of a person, with the primary purpose of protecting the person or others from harm.

**Student:** is defined as any child or young person enrolled in a NSW Government school.

**Suspension:** from school is a strategy that schools may use within the context of student behaviour management and support. Suspension is removal of a student from a school for a period of time determined by the principal, in circumstances where all other behaviour support options have been appropriately implemented and given time to be effective but have not been successful in resolving behaviours of concern.