

The Channon Public School Behaviour Support and Management Plan

Overview

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

Our goal is 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.

Principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

To achieve our mission, key programs prioritised and valued by the school community are:

- Grow Your Mind
- Zones of Regulation
- Smiling Mind

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

The Channon Public School rejects all forms of bullying behaviours, including online (or 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 offline environments. School staff actively respond to student bullying behaviour.

Partnership with parents and carers

The Channon 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 informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

The Channon 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

The Channon Public School has the following school-wide expectations:

To be creative, curious, collaborative, independent and reflective learners.

Creative	Curious	Collaborative	Independent	Reflective
Interactive	Inquisitive	Communicates	Set goals	Build on previous learning
Imaginative	Adventurous	Connects	Plan and organise	Communicate my learning
Expressive	Open Minded	Respectful	Show initiative	Act on feedback
Connection makers	Experimental Explorers	Considerate	Strive to do my best	Resilient

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	Grow Your Mind	Social and emotional wellbeing program that is explicitly taught in classrooms.	All
Prevention	Learning Dispositions	Our set of agreed upon expectations for how students engage in and relate to the learning process.	All
Prevention	Zones of Regulation	Our social and emotional learning curriculum that supports self regulation, increase self-awareness and social ad emotional skills.	All
Prevention	Morning Assembly	An opportunity to Check In with students, reinforce school expectations and provide an outline of the day.	All
Prevention	Celebration Days	Community Engagement & Celebration of Learning and Wellbeing.	All
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention	Attendance Support	Newsletter articles to share resources. Parent communication via phone calls and text messages.	All
Prevention	Class Dojo	Classroom management platform used for positive reinforcement of behaviour and learning expectations.	All
Prevention / Early Intervention	Life Education	Yearly incursion with a focus on physical health, safety, social and emotional wellbeing.	All
Prevention / Early Intervention	Aurora – Cyber Security	Virtual Classroom webinars about working, learning and interacting safely while online. Focusing on digital citizenship, password safety and net-izen etiquette.	3-6 students
Early Intervention	Student Support Officer Groups	Small group intervention to support and increase the coping strategies of students who are feeling anxious, stressed or who have poor resilience in a small group environment at school. StormBirds, Seasons for Growth, Zones of Regulation & Healthy Friendships.	Individual students K - 6
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support. Literacy and Numeracy Groups	All

Care Continuum	Strategy or Program	Details	Audience
		Differentiation in the classroom	
Targeted / Individual intervention	Learning and Support	Life Skills Programs with our Learning and Support staff provide students with a disability support in developing their communication skills, negotiation skills and healthy choices.	Individual students
Targeted / individual 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.	Individual students, attendance co-ordinator
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP

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

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.

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. See Appendix 1.

- **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 ITD 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 	<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • reteach • play or playground re-direction • walk with teacher

<ul style="list-style-type: none"> • conference • withdrawal for reflection and restorative practices • communication with parent/carer. 	<ul style="list-style-type: none"> • withdrawal for reflection and restorative practices • communication with parent/carer.
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The Channon Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Grow Your Mind, Zones of Regulation, Learning Dispositions and Smiling Mind consist of evidence-based strategies 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.

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.

Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour are teacher managed.	Responses to behaviours of concern are executive managed
1. Learning Dispositions are taught and referred to regularly. Teachers model expectations and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations. Class Dojo is used to positively acknowledge students displaying the Learning Dispositions.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Withdrawal for reflection time and offer choice for 5minute reset. Restorative conversation had with student after withdrawal or reset.
2. Verbal and non-verbal specific positive feedback is paired with Class Dojo and Learning Dispositions for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Executive/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.
3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent. Reinforcers are recorded on Class Dojo system.	3. Use direct responses e.g. reminder, re-teach, provide choice and student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.	3. Record incident on School Bytes and contact parent/carer by email or phone or in person. Executive/principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught (Grow Your	4. Teacher records on School Bytes by the end of the school	4. If required a risk assessment and/or collaboratively developing

Mind, Zones of Regulation, Learning Dispositions & Smiling Mind) weekly.	day. Monitor and inform family if repeated. For some incidents, referral is made to the school Principal.	a behaviour support/response plan will be completed.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact in person or by phone call home to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies.	Teacher contacts parents in person or by phone when a range of corrective responses have not been successful.	Parent/carer contact is made by school principal to discuss any support and behaviour responses, including referral to the school counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on 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
- withdrawal for 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.

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.

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.

Detention, 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.

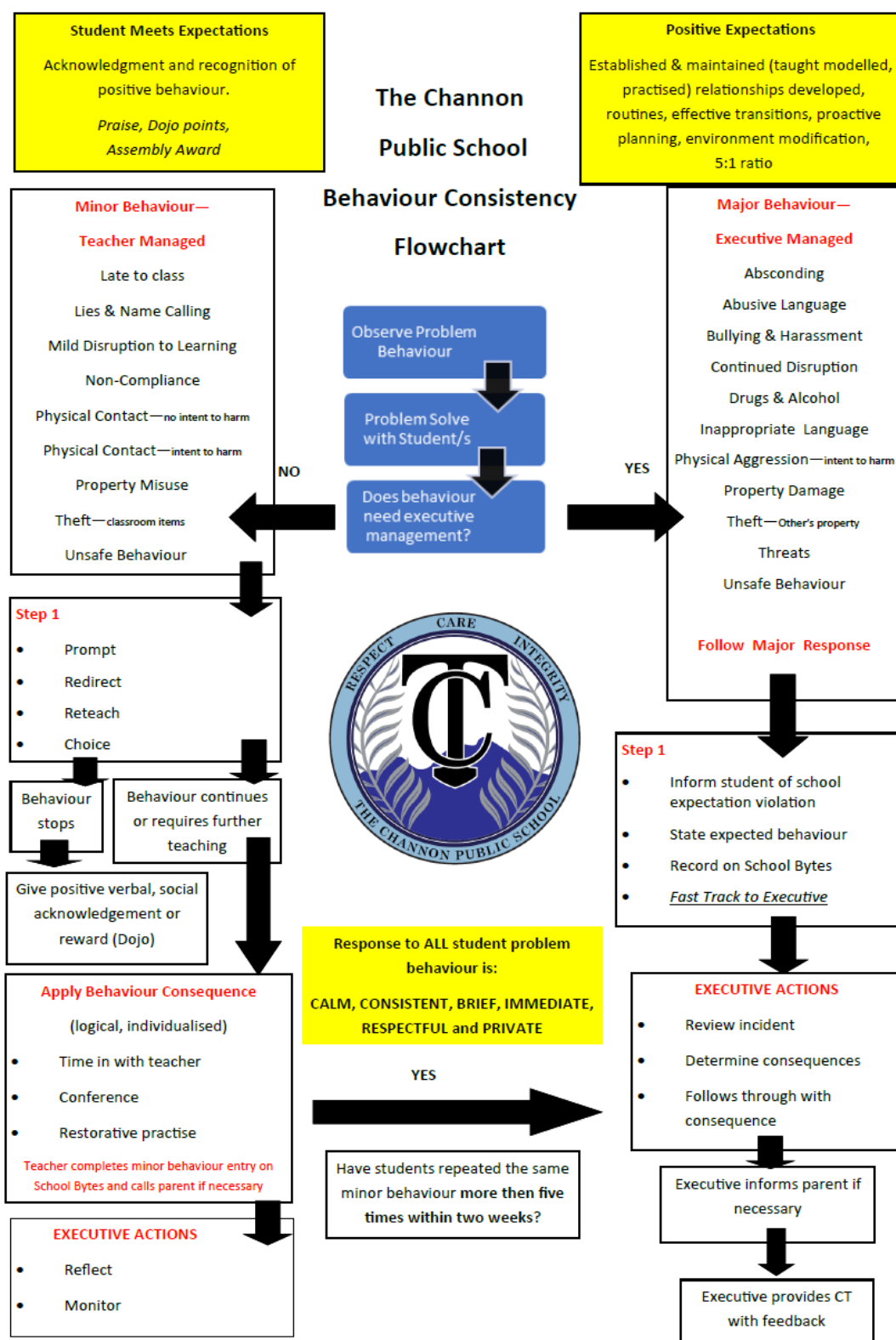
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next break at either lunch or recess	Principal	Documented in School Bytes
Alternate play plan – withdrawal 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 (withdrawal)	Next break	Principal	Documented in School Bytes
Restorative practice – peer mediation or circles in groups	Scheduled for either lunch or recess break	Principal	Documented in School Bytes

Review dates

Last review date: [29.4.24: Day 1, Term 2, 2024]

Next review date: [31.11.24: End, Term 4, 2024]

Appendix 1: Behaviour management flowchart



Bullying Response Flowchart

The following flowchart explains the actions The Channon 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.

