NSW Department of Education

School Behaviour Support and Management Plan
Cringila Public School

Overview

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

We develop curious and resilient learners who are connected to culture and aspire to and strive for excellence. Our vision is for all students and staff to be leaders of learning, applying what they know with confidence and accepting challenges as they grow and become active global citizens.

We prepare students for success with a focus on wellbeing, academic growth and social and emotional intelligence. In our setting, every child is known, valued and cared for through strong connections with culture, families and the wider community.

Cringila Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. A key program prioritised and valued by the school community is Positive Behaviour for Learning (PBL).

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.

Promoting and reinforcing positive student behaviour and school-wide expectations

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

- To be safe, responsible and respectful.

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

- Whole school PBL data-based focus taught explicitly through class lessons.

- Whole school use of the Inclusive Practice Hub.

- Positive reward system linked to the 'Gotcha Shop' and PBL reward sessions.

- Tiered prevention and supportive structures.

Partnership with parents and carers

Cringila Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management strategies and antibullying strategies through parent meetings, newsletters, forums and consultations with the AECG.

Parents and carers play an important role in the school community. The School Community Charter informs parents and carers on how to engage with NSW public schools.

School-wide expectations and rules

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

To be responsible, respectful and safe learners.

Responsible	Respectful	Safe
Be in the right place at the right time	Follow staff instructions	Hands, feet and objects to self
Ask for help when needed	Use manners with everyone	Use equipment safely
Always try your best	Take care of all property	Ask permission to leave an area
Make good choices	Listen to others	Move safely around the school
Be persistent and resilient	Motivate others	Stay in designated areas
	Problem solve respectfully	
	Speak respectfully	

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. Cringila Public School utilises the department's endorsed evidence-based approaches that support behaviour include Positive Behaviour for Learning (PBL), trauma-informed practices, and the principals of inclusive practice. 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	Strong connections with students	Every student is known, valued and cared for and can recognise adults at school who advocate for them.	Staff, students, families
	PBL	Consistent implementation and understanding of the three PBL expectations	Staff, students, families
	Attendance	Attendance is reported on fortnightly in the newsletter. 100% attendance awards are also handed out at each assembly.	Staff, students, families
Early intervention	PBL Tier 1	PBL Tier 1 Schoolwide and classroom systems of support brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture.	Whole school
	Attendance	Classroom teachers contact families if a child has been absent for 2 days without making contact of if they notice a pattern of non-attendance	Class teachers, students and families.
Targeted intervention	PBL Tier 2	PBL Tier 2 targeted interventions address students' social-emotional and behavioural learning through evidence-based supports which are delivered to small groups of students or individual students.	Class teacher, Wellbeing teacher, Executive staff, LaST, students and families.
	Wellbeing Targeted intervention	Wellbeing check ins and targeted group support.	Wellbeing teacher and students.
	Learning and Support	The Learning and Support team work 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 short- and long-term goals.	Individual students, families, staff
	Attendance	Member of the executive to make contact with families of students and provide support to increase attendance rates.	Executive, students, families.
Individual intervention	PBL Tier 3	Support for students who require more intensive, individualised support to improve their behavioural and academic outcomes. The team focuses on creating and implementing individualised behaviour	Principal, class teacher, staff with specific behavioural expertise for example LaST,

Care Continuum	Strategy or Program	Details		Audience
Individual intervention continued		support plans that are linked to the universal system. Students are identified by the team as needing Tier 3 supports using the school's established data decision-making framework.		school counsellor, wellbeing teacher, students, families.
	Attendance	Executive to complete a referral to and liaise with the Home School Liaison Officer for further support and improve individual student attendance.		Executive, HSLO, families, student.
	Got It! Program	Work with the Got It! Team to provide individual intervention for students and families in K-2 to support the social and emotional needs of students.		Got It! Team, wellbeing teacher, families, students.

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 School Bytes. These include:

Classroom	Non-classroom setting
- rule reminder - re-direct - offer choice - error correction - prompts - reteach - seat change - stay in at break to discuss/ complete work - conference	- rule reminder - re-direct - offer choice - error correction - prompts - reteach - play or playground re-direction - walk with teacher - detention, reflection and restorative practices

• detention, reflection and restorative practices • communication with parent/carer.	• communication with parent/carer.

Cringila Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. The Positive Behaviour for Learning approach consists 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 Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed.	Targeted/Individualised Responses to major 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 and rewarded 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. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.
2. 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. 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. 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 School Bytes.	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. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on School Bytes and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.

4. Social emotional learning lessons are taught through PBL weekly focus lessons.	4. Teacher records on School Bytes 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 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

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
- detention, 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 school-endorsed activities that are off-site
- 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.

Detention, reflection and restorative practices

Students have a 15-minute food/drink and bathroom break at lunch time and a 10-minute food/drink and bathroom break at recess; however, additional opportunities to eat or use the bathroom are provided as required. The maximum length of time appropriate will be considered and modified based on the age/developmental level of the student as well as the behaviour displayed.

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 or group of students (reflection)	At the next lunch or recess break	Assistant Principal or school executive	Documented in School Bytes
Tiered behaviour support system. Please refer to the Cringila Public School Student Support document.	Refer to Cringila Public School Behaviour Support and Management Plan Support Document.	Principal and school executive	Documented in School Bytes

Review dates

Last review date: Day 1, Term 4, 2024

Next review date: Day 1, Term 3, 2025

Appendix 1 - Bullying Response Flowchart

The following flowchart explains the actions Example 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.

Listen
- Provide a safe, quiet space to talk and reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

Document
- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student and check with the student to ensure you have the facts correct
- Enter the record in School Bytes
- Notify school executive of incident if required in line with behaviour management flowchart
- Notify parent/s that the issue of concern is being investigated

Collect
- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Discuss
- Evaluate the information to determine if it meets the definition of bullying (see above)
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Implement
- Document the plan of action in School Bytes
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Review
- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in School Bytes

Ongoing follow-up
- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in School Bytes
- Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students