Canterbury Public School

School Behaviour Support and Management Plan

Canterbury Public School is committed to explicitly teaching and modelling positive behaviour and supporting all students to be engaged in their education.

Our goal is to challenge, inspire and support every child to reach their potential and embrace learning as an active and creative life-long pursuit. We are dedicated to equipping students with the skills, values and understandings in order to have choice and opportunity in future education and employment, as well as be happy and successful in an ever-changing and complex world. We grow confident, informed and community-minded citizens with a strong sense of identity, belonging and social responsibility in an inclusive environment.

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 informed parenting.

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

- Positive Behaviour for Learning
- Zones of Regulation
- Conflict Resolution
- Restorative Practice

Canterbury Public School's School Behaviour Support and Management Plan (SBSMP) is evidence-based and research-informed, reflecting what we now know about the developing brain and effective strategies that help children be resilient, form healthy, positive relationships and be active and engaged learners. Such a focus helps to achieve positive mental health outcomes as well as promote positive pro-social and ethical behaviour, academic engagement and learning (Roffey, 2012). The pathways to wellbeing include physical and emotional safety, pro-social values; social and emotional learning, a supportive and caring school community, a strengths-based approach, a sense of purpose and a healthy lifestyle. (Noble et al., 2008)

The SBSMP is guided by the NSW Department of Education's Student Behaviour Policies, Suspension and Expulsion Procedures, Behaviour Code for Students, School Behaviour Support and Management Plan, Uniforms at School Procedures, Student Attendance in NSW Public Schools Procedures, Student Health and Wellbeing Policy and Values in NSW Public Schools.

The Plan contains four components:

- school expectations (the discipline code or school rules)
- strategies and practices to promote positive student behaviour, including specific strategies to maintain a climate of respect
- strategies and practices to recognise and reinforce student achievement and positive behaviour
- strategies and practices to manage inappropriate student behaviour

The school and the community work together to provide a quality learning environment which is:

- inclusive
- physically safe
- psychologically safe

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, bullying and discrimination.

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Outcomes for Students

The School Behaviour Support Management Plan supports the following outcomes for students:

- Positive feelings about yourself and the world around you
- Engagement - being absorbed by what you are doing, not bored or anxious about yours and others' performance
- Relationships - having positive interactions with others and managing differences and conflicts safely using appropriate tools and strategies
- Meaning and purpose - living a life that you see as worthwhile
- Achievement or attainment - setting your own goals and reaching them
- Quality learning environment - teachers can teach and you can learn and play
- Sense of belonging – feeling connected, known, valued and cared for
- Accountability – reflecting and being responsible for own actions

Partnership with Parents and Carers

When parents enrol their child at a public school, they enter a partnership with the school. This partnership is based on a shared commitment to provide opportunities for students to take responsibility for their actions and to have a greater say in the nature and content of their learning.

Canterbury Public School proactively builds collaborative relationships with families to create a shared understanding of how to support student learning, safety and wellbeing.

The aim of the partnership is to develop socially responsible young people who can make informed decisions. This is achieved through an effective social, cultural and academic curriculum which caters for the individual needs of students.

Canterbury Public School will partner with parents and 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, student focus groups, consulting with the P&C and local AECG
- facilitating parent workshops
- hosting Meet the Teacher sessions
- leading Growth Goal interviews with students, parents and carers
- hosting Support Unit morning teas
- hosting EAL/D drop-in sessions
- using concerns raised through complaints procedures and informal feedback to review school systems, data and practices

Canterbury Public School will communicate these expectations to parents and carers through the school newsletter and school website (forms and documents).

One of the best ways children learn appropriate behaviour is through positive role models, and so it is essential that parents, carers, visitors and volunteers display appropriate behaviour to create a positive environment where everyone is respected.

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School-wide Expectations

Canterbury Public School has three overarching expectations:

Expectations	Examples in all school settings
Be safe	• Follow teacher instructions • Keep hands, feet and objects to yourself • Use equipment safely • Welcome different opinions
Be respectful	• Use kind words • Take turns • Wear your school uniform • Take care of your belongings and those of others
Be a learner	• Only bring what you need to learn • Listen to and follow instructions • Mistakes are a part of learning and growing

Behaviour Code for Students

Canterbury Public School is committed to providing a safe, supportive and responsive learning environment 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/policies/pd-2006-0316-06 This is document translated into multiple languages is available here: https://education.nsw.gov.au/schooling/translated-documents/behaviour-code-for-students

The PSSA Player's Code for Students can be found at https://canterburyps.schoolzineplus.com/pssa-player-s-code

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 through practices outlined below in the Care Continuum
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced and engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners

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Care Continuum: Prevention

- School expectations and examples of positive behaviours and strategies are taught and practised every week as part of the social/emotional curriculum
- Parents and carers are informed every fortnight through the newsletter about the focus of the Positive Behaviour for Learning/social-emotional learning curriculum to discuss and support at home
- Positive behaviours and school expectations are visible across the school
- Co-regulation, self-regulation, sensory regulation, mindfulness and productive communication is practised K-6 to help students self-identify how they are functioning in the moment given their emotions and state of alertness
- Anti-bullying curriculum is taught from Kindergarten to Year 6 through the Personal Development, Health and Physical Education syllabus
- Parenting workshops facilitated by the school focused on social, emotional and behaviour support
- K-6 Cyber Safety PDHPE curriculum
- Playground Buddy program that acknowledges positive behaviour and supports social
- Transition programs and detailed handovers identify and support students at key transition points (e.g. pre-school to primary school, year to year, Year 6 to Year 7)
- Parent, Carer, Volunteer and Visitor Code of Conduct clearly outlines the expectations for adults (behaviour role models)
- High expectations for students and a consistent school-wide approach
- Leadership programs (K-6 SRC, House Captains, Student Leadership Team)
- Extra-curricular programs provide students with enrichment and engagement opportunities beyond the core curriculum
- Classroom feedback systems promote positive classroom behaviours
- Classroom teachers facilitate whole-class incentive awards (e.g. pebble jar) to reinforce the collective group's efforts
- Teachers provide regular verbal feedback to students including explicit praise and encouragement for positive behaviour choices
- Class profiles provide casual staff with knowledge of students' needs and tailored support strategies to use in that class
- Students are recognised through the whole school acknowledgement system starting with PBL tokens (or an alternative negotiated between the class and teacher) as they work towards the Captain Canterbury Ultimate Trophy each year
- Students are recognised through Seesaw communications with families from Kindergarten to Year 4
- Students are recognised at weekly assemblies
- Students are recognised fortnightly in the school newsletter
- Students are recognised at the termly Principal Afternoon Tea to which families are invited
- Teaching child protection education is a mandatory part of the curriculum
- Whole-school incentives including Ready to Learn line prizes and Tidy Spaces prizes to reinforce school-wide expected behaviours
- Extensive student handovers between the child's present and future teacher

Care Continuum: Early Intervention

- Ongoing collection of school-wide data to inform the focus of future PBL and SEL teaching and learning programs and support individual and groups of students
- Small group intervention to support and increase the coping strategies of students who experience social, emotional or communication challenges
- Fun Zone program during lunchtimes that facilitates social coaching in a small group setting
- A behaviour specialist supports staff to understand trauma, anxiety, emotional intelligence and disability in order to build positive relationships and a harmonious learning environment

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Care Continuum: Targeted Intervention

- The LST refers students to the attendance co-ordinator who will convene a planning meeting with students, families, teachers and Home School Liaison Officer as required to address barriers to improved attendance and set growth goals
- A behaviour specialist supports staff to understand trauma, anxiety, emotional intelligence and disability in order to manage behaviour and support students to thrive

Care Continuum: Individual Intervention

- School counsellor support for individuals who require personalised learning and support
- The Learning Support Team works with teachers, students and families to support students who require personalised learning and support
- Behaviour Response Plans are developed, implemented, monitored and reviewed in consultation with family and relevant stakeholders (e.g. student's therapists, LST) as required and shared with relevant staff
- Behaviour Support Plans are developed, implemented, monitored and reviewed in consultation with family and relevant stakeholders (e.g. NSW DoE Delivery Support) as required and shared with relevant staff
- Student Tailored Risk Management Plans are developed, implemented, monitored and reviewed in consultation with family and relevant stakeholders (e.g. NSW DoE WHS complex cases team, NSW DoE Delivery Support) as required and shared with relevant staff
- Additional resources including staffing for one-to-one support in the classroom, playground or during transitions
- Daily check-ins to support safety and wellbeing
- Plans are communicated and shared with relevant casual staff as part of morning briefings

Planned Responses to Inappropriate Behaviour and Behaviours of Concern Including Bullying and Cyber-bullying

Schools are places of learning and this includes learning how to behave in a positive, safe and respectful manner. When a student is not following school expectations, the school views this as a learning opportunity. The following steps are implemented to reteach the expected behaviours and resolve incidents that have affected the student or others.

The school works in partnership with families to ensure that parents and carers are informed of reported behaviours and have the opportunity to discuss the way forward with their child. Due to privacy laws, the school cannot identify or discuss other people's children.

When a more serious incident has occurred, the natural consequences of the behaviour may result in more than just a conversation.

All actions by the school are guided by policy and procedural fairness. In some instances, the incident may not have been witnessed by a staff member however the school is responsible for determining an outcome based on all accounts and information. Parents and carers must not approach other people's children and families are encouraged to address concerns about other students directly with the school.

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 physical or psychological harm.

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In Australia, there is a ban on social media for children under 16. It is illegal for children under 16 years of age to have an account with social media platforms.

Identifying behaviours of concern, including bullying and cyber-bullying

Canterbury 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, carer, community member or agency

Students, parents and carers can and should 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 and school procedures in deciding whether a behaviour is teacher managed or executive managed. They 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 and is recorded in the school's management system, Sentral Wellbeing
- Executive managed – behaviour of concern is managed by school executive and is recorded in the school's management system, Sentral Wellbeing
- Corrective responses are recorded in the school's management system, Sentral Wellbeing and may include:

Classroom	Non-classroom setting
• rule reminder • re-direct • offer choice • error correction • prompts (verbal and non-verbal) • reteach • seat change • stay in at break to complete work • conference • reflection and restorative practices • communication with parent/carer	• rule reminder • re-direct • offer choice • error correction • prompts (verbal and non-verbal) • reteach • play or playground re-direction • walk with teacher • reflection and restorative practices • communication with parent/carer

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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

Responding to Serious Behaviours of Concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded in the school's management system, Sentral Wellbeing. 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
- reflection and restorative practices (listed below)
- liaise with the department's *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 Serious Behaviours of Concern

Staff follow the procedures outlined in the department's:
Incident Notification and Response policy, Incident Notification and Response Procedures, Student Behaviour Policy and Suspension and Expulsion procedures

Parents and carers can also report cyberbullying to the eSafety Commissioner and reporting links for most sites, games and apps can be found at the eSafety Guide.

Reflection and Restorative Practices

To assist students to achieve the desired behaviour, reflection and restorative practices take place during break times. This arrangement protects learning time, allows both the student and teacher uninterrupted time to debrief and reflect on the behaviour and keeps everyone safe while the matter is resolved. This is recorded in the school's management system, Sentral Wellbeing.

Toilet and food breaks are always part of a planned response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

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Class Awards

Merit Awards		Given by class teachers to one student per week on Fridays. Focus is generally academic.
PBL Awards		Given by class teachers to one student per week on Fridays. Reason relates to the weekly PBL focus.

Presentation Day

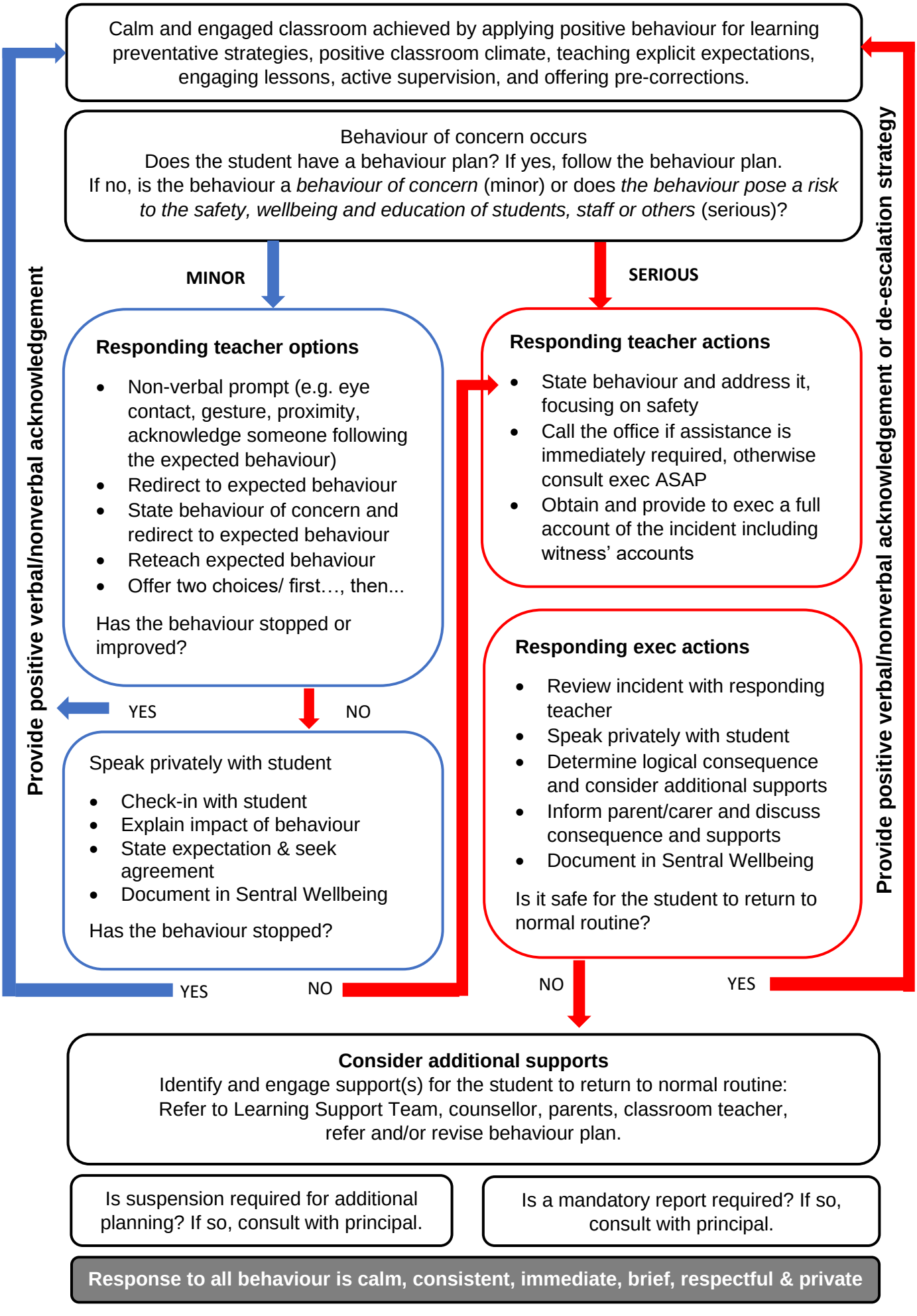
This day takes place in Term 4. Every student is recognised for a unique contribution they make to school life. There are also various categories of awards that students receive, including Academic Excellence, Academic Effort, Academic Achievement and Citizenship, as well as sport and special awards.

Award			When	Guidelines on numbers awarded
Tokens	Teachers choose how to track		Catch students making positive choices	Any time, roughly one per student per day but students who consistently demonstrate desired behaviours will receive more.
100 tokens	Bronze award		Final assembly Term 1 (then weekly assemblies)	By the end of the year all students have achieved*
200 tokens	Silver award		Final assembly Term 2 (then weekly assemblies)	By the end of the year most students have achieved*
300 tokens	Gold award		Final assembly Term 3 (then weekly assemblies)	By the end of the year most students have achieved*
400 tokens	Captain Canterbury Pin		Recognition Day Term 4	By the end of the year it is anticipated that close to half of students have achieved* These should be students who are consistently safe, respectful learners.
450 tokens	Ultimate Trophy		Presentation Day Term 4	By the end of the year it is anticipated that a third of the students have achieved* This should be students who are consistently safe, respectful learners.

*Students who enrol at Canterbury part way through the year begin the award system at the same point as where we expect most students to have attained.

The students receiving the highest levels of PBL recognition are those that most consistently model our expected behaviours.

Canterbury Public School Behaviour Management Flowchart



Canterbury Public School Behaviour Management Flowchart

Examples of minor behaviours of concern

- Inappropriate verbal language
- Physical contact (e.g. nudging, poking, prodding, pulling, rough play, inappropriate touching)
- Disobedience and/or disruptive behaviour
- Disruption of learning (e.g. calling out, shouting, talking over others)
- Property misuse (own or others)
- Late to lessons
- Out of bounds
- Leaving supervised area or classroom without permission
- No hat and not playing in COLA
- Running indoors or on the asphalt
- Unkind words
- Littering
- Climbing
- Failure to check-in personal device (e.g. phone, smart watch)
- Undirected spitting

Examples of serious behaviours of concern

- Continued or persistent disobedience and/or disruptive behaviour
- Swearing or abusive language
- Inciting harmful behaviour of others
- Aggressive behaviour
- Threatening or engaging in physically violent behaviour
- Forgery
- Malicious damage or theft of property
- Bullying or cyberbullying
- Property damage
- Absconding
- Criminal behaviour
- Leaving school grounds
- Discrimination (including based on sex, race, religion, disability, sexual orientation or gender identity
- Misuse of technology
- Being in possession of, use or supply of legal or illegal/restricted substances (e.g. vapes, alcohol, tobacco, prescription or illicit drugs) or weapons
- Using an implement as a weapon
- Engaging in serious criminal behaviour related to the school
- Engaging in sexualised behaviour that causes physical or psychological or emotional harm to others

Possible logical, fair and relevant consequences in order to correct and teach minor behaviours of concern

- Temporary time-out from activity if unsafe, disruptive or not following instructions
- Alternative activity
- Time to calm/reflect in another supervised setting
- Conference/reflection with teacher
- Loss of privilege
- Stay with teacher on duty
- Tidy the playground or classroom (e.g. if correcting littering)
- Make up time lost after being late to lesson
- Move to the end of the line if pushing in line
- Hold ball/equipment until instruction is followed/behaviour is corrected

Bullying Response Flowchart

The following flowchart explains the actions 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

- Identify bullying behaviour, including cyber-bullying
- 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 Sentral Wellbeing
- 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 Sentral wellbeing
- 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 Sentral Wellbeing

Ongoing follow-up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in Sentral Wellbeing
- 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