

School Behaviour Support and Management Plan Culburra PS 4485

Overview

Culburra Public School is committed to explicitly teaching and modelling positive behaviour and supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are Positive Behaviour for Learning, Peer Support, Smiling Minds and Friendly Schools Plus.

Partnership with parents and carers

Culburra Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies through consultation with the Culburra P&C.

Culburra Public School will communicate these expectations to parents/carers by our communications strategy including our website, app and social media. We will also use parent information sessions throughout the year, and individual student case conferences as required.

School-wide expectations and rules

Core Values	Expectations
Safety	I work, play, and move safely
Respect	I am considerate in all I say and do
Responsibility	I am responsible for all I say and do

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



Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL	Core values and behaviours which underpin our positive school culture.	Students
Prevention	Smiling Minds	Evidence-based resilience program.	Students
Prevention	Friendly Schools Plus	Evidence-based resilience program.	Students
Prevention	Professional Learning	Classroom management and playground management practices.	Staff
Prevention	Parent Forums	Parent forums with keynote speakers on student behaviour and wellbeing.	Parents/Carers
Prevention	Whole School Merit Award/Level system	Students receive class merit awards at the weekly whole-school assembly. Weekly school 'Burras' given for consistent behaviour collected to achieve bronze, silver, gold, diamond and platinum levels of achievement, each level with its own reward.	Students and Parents/Carers
Prevention	Positive relationships within the classroom	Teachers establish positive relationships with all students ensuring that each child is known, valued, and cared for as well as modelling our school's core values of Safety, Respect and Responsibility.	Students Teachers
Early intervention	Classroom management	Communication with parents, and where relevant, the use of communication books. Explicit teaching and modelling of specific skills including behaviour expectations and social skills.	Students Teachers Parents/Carers
Early intervention	Learning Support Team & Teacher	Referral to learning support team for academic, social, emotional support.	Teachers
Early intervention	Social Stories, visual cues and strategies, and routines.	Curriculum links, particularly in PDHPE, History and English (literature). Restorative practices and circle time. Drama and role play. Self-regulation training – brain breaks, yoga, heavy work, weighted blanket.	Students
Early intervention	Peer support, buddy programs and mentoring	Formal Peer Support Program. "Buddy Program" for kindergarten students initiated as part of orientation/transition program.	Students
Early intervention	Anti-bullying strategies including cyber-bullying and internet safety.	Annual Police Liaison Officer Cyber safety program.	Students
Early intervention	Teaching for Inclusion	Teaching for Inclusion - Teaching for Inclusion (modelfarms-h.schools.nsw.edu.au) .	Teachers

Care Continuum	Strategy or Program	Details	Audience
	Student Profile Builder	Teachers plan for adjustments using the student profile builder – week 5 Term 1 each year as well as when needs arise.	
Early intervention	School Counselling Service	School counselling staff support students by providing a psychological counselling, assessment, and intervention service.	Students Parents/carers Staff
Early intervention	Aboriginal Education	Support programs aimed at connection to Country and community for Aboriginal and Torres Strait Islander young people. Support from a full time Aboriginal Education Officer.	Students Parents/carers Staff
Targeted intervention	Individual behaviour plans	Modified individual expectations and goals. School developed programs to support behaviour and wellbeing.	Students Parents/carers Staff
Targeted intervention	Communication books	Communication with parent/carer and, where relevant, communication books.	Students Parents/carers Staff
Targeted intervention	Transition strategies	Class to playground, lesson to lesson, grade to grade, school to school.	Students Parents/carers Staff
Individual intervention	School Learning Support Officers	SLSO support for implementation of modified individual expectations and goals. School-developed programs to support behaviour and wellbeing.	Students Parents/carers Staff
Individual intervention	Sensory assessment and supports	Implemented as required in consultation with specialists and parents.	Students Parents/carers Staff
Individual intervention	Negotiated playground programs.	Implemented as required in consultation with specialists and parents.	Students Parents/carers Staff
Individual intervention	Phone Intervention Program	Dedicated School Administration Officer to monitor, follow up and record attendance issues.	Students Parents/carers Staff
Individual intervention	Delivery Support Team	Develop appropriate behaviour expectations and strategies with other staff members. Monitor the impact of support for individual students through continuous data collection. Provide consistent strategies and adjustments outlined within an individual student support plan.	Students Parents/carers Staff
Individual intervention	Specialist allied health services	Allied health services to ensure learning adjustments are appropriate and effective for students. (Psychologist, Occupational Therapist).	Students Parents/carers Staff
Individual intervention	Student services team	Students with disabilities or significant support needs may access help from itinerant support teachers (hearing and vision, conductive hearing	Staff

Care Continuum	Strategy or Program	Details	Audience
		loss, early intervention, and support teacher transition) who visit schools and work directly with the student to plan and develop personalised learning and support.	
Individual intervention	Professional Learning	Whole-school professional learning relating to the specific needs of students. Targeted professional learning for staff.	

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

See Appendix 1 & 2.

Responses to serious behaviours of concern

Responding to serious behaviours of concern in a school setting typically involves a structured process to ensure the safety and wellbeing of all students while addressing the root causes of the behaviour. Here's an outline of the steps our school will take:

- Immediate Response:
 - **Ensure Safety:** The first priority is to ensure the safety of all students and staff. This might involve removing the student exhibiting serious behaviour from the immediate environment or relocating the student group.
 - **Call for Assistance:** Depending on the severity of the behaviour, additional school staff or external agencies (e.g., police, mental health professionals) may be called for support.
- Initial Assessment:
 - **Assess the Situation:** School staff will assess the situation to understand the immediate triggers and context of the behaviour.
 - **Document the Incident:** Detailed documentation of the behaviour, including what happened before, during, and after the incident, is crucial for further action.
- Notify Parents/Carers:
 - **Immediate Contact:** Parents or carers of the involved student(s) are contacted as soon as possible to inform them of the incident and any immediate actions taken.
- Investigation and Analysis:
 - **Conduct an Investigation:** School staff will investigate the incident to gather more information from all involved parties, including witnesses.
 - **Identify Underlying Issues:** This might involve meetings with the student, parents, and possibly external professionals to identify any underlying issues contributing to the behaviour.
- Develop a Response Plan:
 - **Behaviour Support Plan:** Based on the findings, a tailored behaviour support plan is developed. This plan might include strategies for preventing future incidents, supporting the student's needs, and addressing any academic, social, or emotional issues.
 - **Set Clear Expectations and Consequences:** Clearly outline the expected behaviours and consequences for future incidents. Ensure the student understands these expectations.

- Implement Interventions:
 - **Support Services:** Provide access to counselling, mentoring, or other support services as needed.
 - **Restorative Practices:** Engage in restorative practices that involve the student taking responsibility for their actions and working to repair any harm caused.
- Monitoring and Review:
 - **Regular Check-Ins:** Schedule regular check-ins to monitor the student's progress and the effectiveness of the interventions.
 - **Adjust the Plan as Needed:** Based on ongoing observations and feedback, adjust the behaviour support plan to ensure it remains effective.
- Communication and Collaboration:
 - **Collaborate with Parents/Carers:** Maintain open communication with parents or carers throughout the process.
 - **Engage External Agencies:** Where appropriate, involve external agencies (e.g., mental health services, social services) for additional support.
- 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-site 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

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection).	As required Next day at either lunch or recess break	Assistant Principal	Teacher tracking sheet and digital entry on Compass (Chronicle entry)
Alternate play plan – withdrawal from free choice play and re-allocation to office area or classroom/hall for supervised play	As required	Assistant Principal	Compass Chronicle entry

Strategy	When and how long?	Who coordinates?	How are these recorded?
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)			
Restorative practice	Scheduled for either lunch or recess break	Assistant Principal	Compass Chronicle entry

Review dates

Last review date: Week 5, Term 4, 2024

Next review date: Week 5, Term 1, 2026 to be reviewed and tabled at P&C AGM

Appendix 1: Behaviour management flowchart

Types of Problem Behaviours – (MAJOR)		
Behaviour Type	Definition	Consequence (all 1st incidence)
Property Damage	The student damages or destroys any property; intentionally or due to negligence.	RTA + Restitution Send for AP immediately if necessary
Abusive Language / Inappropriate Language / Profanity	The student communicates verbal or written messages that include swearing, name calling or use of words in an inappropriate way for the developmental age of the child, including online methods of communication.	
Outside School Problems Continuing at School	The student, at school, displays major problem behaviours pertaining to issues that happened after school hours or on the weekend. This includes online (cyber) harassment.	
Theft	Student is in possession of, having passed on, or being responsible for removing someone else’s property (i.e. taking someone else’s personal belongings).	
Cheating / Plagiarism	Student acts dishonestly or unfairly in order to gain an advantage in a game whilst representing the school (i.e during a game at PSSA or cheating in an assessment).	
Disruption	The students behaviour causes an interruption in class, including yelling, noise with materials and sustained out-of-seat behaviour (i.e. tantrums, yelling, rough play).	

Defiance	The student refuses (at high level) to follow directions, talks back or has socially rude interactions with staff. The student refuses to follow directions after an initial request has been made directly to that student.	Executive Supervision / Warning of Suspension / Suspension + Restitution
Physical Aggression	The student takes actions involving serious physical contact where injury (with intention) may occur (i.e. hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.)	
Harassment / Tease / Taunt	<p>The student communicates disrespectful messages (verbal or gestural) to another person, which includes threats and intimidation, obscene gestures, pictures, or written notes.</p> <p>Disrespectful messages include negative comments based on race, religion, gender, age and or national origin, sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.</p> <p>Online bullying or disrespectful comments.</p>	Executive Supervision + Restitution + Counselling from the Aboriginal Education Office re:racism
Absconding	The student absconds and places self in potential danger. This can be within school grounds or leaving school grounds (i.e. running away from classroom, leaving the school grounds, hiding from staff).	Send for Principal and AP. Executive Supervision
Criminal Behaviour	<p>Criminal or delinquent behaviour may include but not limited to:</p> <ul style="list-style-type: none"> ● Possession of use of a prohibited weapon ● Making credible threats ● Stalking and cyber stalking ● Custody of a knife at school ● Use of technology to intimidate or harass ● Harassment and victimisation ● Criminal damage ● Vilification ● Access inappropriate internet material 	<p>Send for, or inform Principal immediately.</p> <p>Leadership Supervision / Meeting with Parents / Suspension / Expulsion + Restitution</p>

Types of Problem Behaviours – (MINOR)		
Type	Definition	Consequence
Inappropriate Verbal Language	The student communicates verbal messages or use of words in an inappropriate way for the developmental age of the student (i.e. name calling, teasing).	<p><u>1st and 2nd incidence =</u> Playground: verbal reprimand by playground teacher and record pink slip. Classroom: classroom and buddy timeout and entry into student Code of Conduct book.</p> <p><u>3rd incidence =</u> Playground: verbal reprimand by playground teacher and placed onto the blue seat outside the Executive Office / RTA referral Classroom: Supervisor timeout and letter home/ or parent phone call.</p>
Physical Contact	The student makes inappropriate physical contact (but not serious) with other students or staff (i.e. over-affectionate, patting, light tapping, etc).	
Out of Bounds	The student intentionally takes themselves out of the allowed area of play.	
Unsafe Actions	The student makes unsafe actions, which has the potential, without intention, to injure themselves or others (i.e. Stage 3 students running through a group of ESI students).	
Cheating	The student acts dishonestly or unfairly in order to gain an advantage in a game (such as handball or back playground soccer).	
Area Specific Rules	The student is not behaving appropriately according to the playground area (i.e. – playing soccer in the canteen area)	
Non-compliance	The student, at a low intensity, fails to respond to adult requests when physically, social and emotionally capable to do so.	
Mild Disruption	The student disrupts the class or teacher, i.e. talking whilst the teacher is talking.	
Property Misuse	The student works in an inappropriate, low-intensity way (i.e. scribbles on another students page)	

PLEASE NOTE: In all cases above, it is assumed that the student misbehaving is, at the time, emotionally stable and socially skilled enough to understand that they are not demonstrating the expected behaviours and Culburra Public School's core values of Safety, Respect and Responsibility. In the cases where the student demonstrates behaviours of a disability as defined by the Disability Standards for Education 2005, a Behaviour Management Plan must be put in place, and the student will face consequences in accordance with that plan. The consequences in this plan must be decided in consultation with Assistant Principal and Principal.

Effective as of May 2022 – Reviewed by all teaching staff May 2024.

Appendix 2: Bullying Response Flowchart

