

Chifley PS School Behaviour Support and Management Plan

Overview

Chifley Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community draw from the [NSW DoE Student Behaviour Policy](#), Chifley Public School's [Student Wellbeing Implementation Plan](#) and recognise that positive engagement, wellbeing, success and recognition are interrelated.

Promoting and reinforcing positive student behaviour and school-wide expectations

Chifley Public School has the following school-wide rules and commonly understood expectations:

- Be respectful
- Be safe
- Be an active & engaged learner

Chifley Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations outlined in the [CPS Student Wellbeing Implementation Plan](#):

- [Grow Your Mind](#)
- SMART Goals
- Student leadership & formal/informal reward systems

Behaviour Code for Students

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Whole School Approach

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
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	<i>Grow Your Mind</i>	Universal programme and a whole school language around mental health and student wellbeing, including positive response/coping strategies.	Whole school Parents & carers
Early Intervention	School Expectations (reminders)	Positive behaviour expectations, which may include: <ul style="list-style-type: none">• <i>Grow Your Mind</i> strategies• Circle time – reflection and restorative practice• Antibullying response• Behaviour contracts• Communication with parents & carers	Individual & small group Parents & carers


Care Continuum	Strategy or Program	Details	Audience
Targeted Intervention	Learning & Support	Positive behaviour supports, which may include: <ul style="list-style-type: none"> • Check-in/check-out • Individual behaviour plan • Delivery support team • School counselling services • School based wellbeing nurse 	Individual & small group Parents & carers
Individual Intervention	Personalised Learning & Support	Comprehensive systems of support, which may include: <ul style="list-style-type: none"> • System-wide/external support services • Negotiated programmes and flexible adjustments • Individual student support plan 	Individual student Parents & carers

Note: earlier intervention strategies remain relevant and as required.

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

Identifying behaviour of concern, including bullying and cyberbullying

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 harm. See Appendix 1.



Chifley 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, community member or agency.

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.

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 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.

- **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 SchoolBytes. 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 • conference • reflection and restorative practices • communication with parent/carer. 	<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • reteach • play or playground re-direction • walk with teacher • reflection and restorative practices • communication with parent/carer.

Chifley Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. [Grow Your 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 Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed.	Targeted/Individualised Responses to 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 for meeting school expectations.	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: <ul style="list-style-type: none"> • free and frequent • moderate and intermittent • significant and infrequent 	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 SchoolBytes 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 (PDH and <i>Grow Your Mind</i>) daily/weekly.	4. Teacher records SchoolBytes. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO).	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 phone calls home/face to face meetings are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at weekly 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 SchoolBytes. 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, 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 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

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.

Action	When and how long?	Who coordinates?	How are these recorded?
Detention	N/A	N/A	N/A
Alternate play plan – withdrawal from free choice play 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	Next break	Teacher/AP	Incident reports SchoolBytes
Reflection & Restorative Practice – structured debriefing and planning, including restorative process	Recess/lunch Capped 5 days	Teacher/AP	Incident reports SchoolBytes

Partnership with parents/carers

Chifley Public School will partner formally and informally with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parent/carer feedback, such as surveys
- using concerns raised through the complaints procedures to streamline school practices

Chifley Public School will communicate these expectations to parents/carers through existing communication channels as required – electronic, hardcopy and/or face to face.

School Anti-bullying Plan

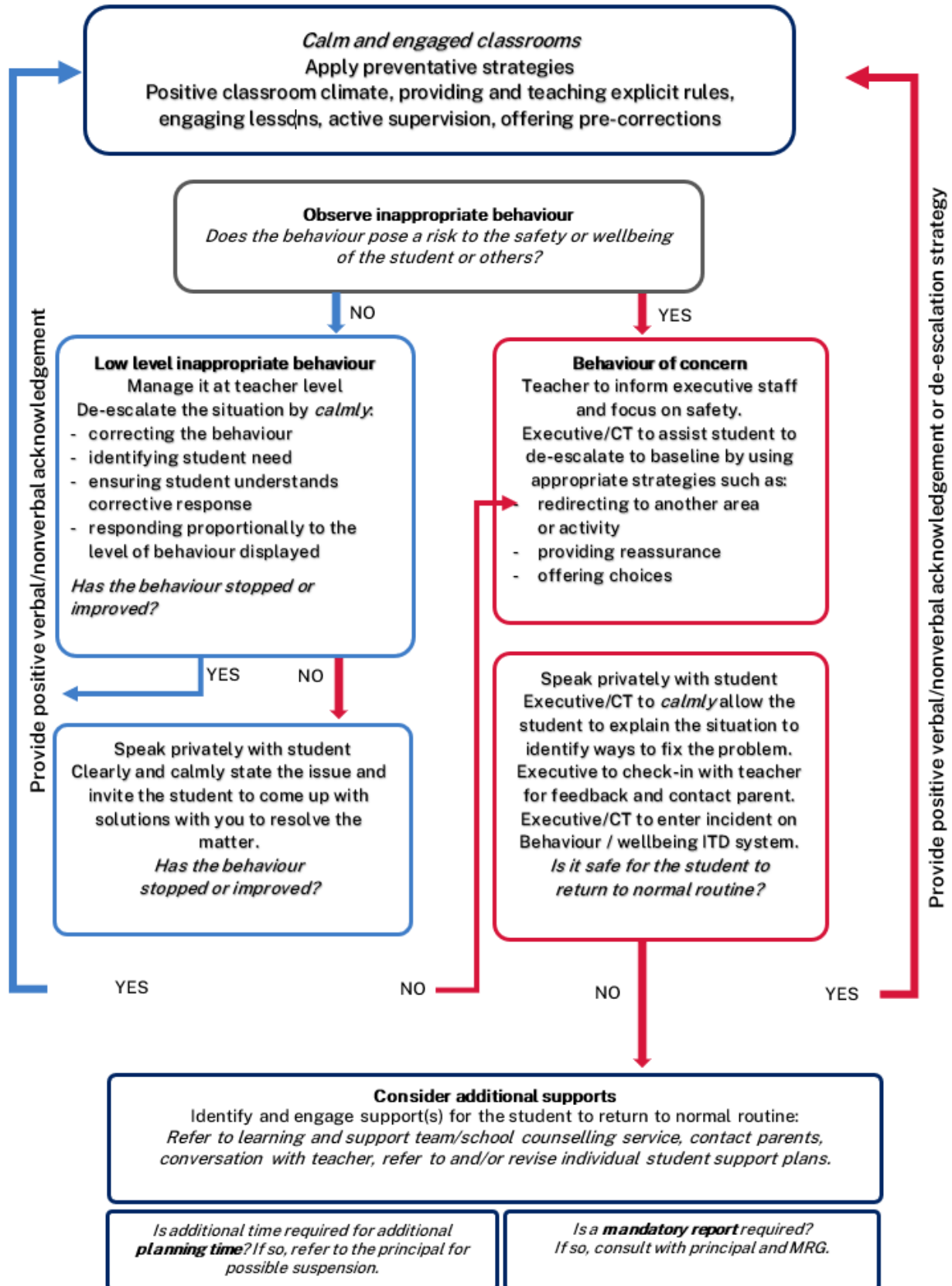
See the [school's anti-bullying plan](#).

Reviewing dates

Last review date: 17.12.2024

Next review date: Term 1, 2026

Appendix 1: Behaviour management flowchart



Appendix 2: 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 judgement of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

