

Crestwood Public School Behaviour Support and Management Plan

Overview

Crestwood Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Behaviour support is an integral part of Crestwood's Wellbeing Model which incorporates evidence informed practices within the framework of the five domains of wellbeing (social, cognitive, emotional, physical and spiritual). Key programs relating to behaviour are Positive Behaviour for Learning (PBL), Learning Dispositions and Restorative Practice.

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

Crestwood 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.

Crestwood Public School's Strategic Improvement Plan 2023-2026 specifically plans for positive behaviour management through Strategic direction 3: "Wellbeing through Engagement and Connection".

Partnership with parents and carers

Crestwood Public School will partner with parents/carers in establishing expectations for parent engagement and implanting student behaviour management strategies by:

- Meet the teacher interviews.
- Shared agency in developing Individual Learning Plans, Personalised Learning Pathways, Behaviour Management Plans and Risk Management Plans.
- Phone call conversations, written messages via Sentral and/or formal meetings when a student is involved in a behaviour incident at school.
- Parent feedback through the *Tell Them From Me* Surveys.

Crestwood Public School will communicate these expectations to parents/carers through the school newsletter, school website and the Crestwood P&C. 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

Crestwood Public School has the following school-wide rules and expectations: To be a safe, responsible and respectful learner.

| Safe | Respectful | Responsible |
|---|--|--|
| We care for ourselves and each other. | We listen actively and speak kindly. | We are responsible for our actions. |
| We work and play safely. | We treat others the way we want to be treated. | We care for and look after our school environment. |
| We make sure we are in the right place at the right time. | We are inclusive and considerate of others. | We ask for help when we need it. |

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 | PBL Tier 1 | Positive Behaviour for Learning (PBL) Tier 1 Schoolwide and classroom systems of support that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture | Whole school |

| Care Continuum | Strategy or Program | Details | Audience |
|----------------------------------|----------------------------|--|--------------------|
| Prevention | Learning Dispositions | A whole school program focussing on explicitly teaching students learning dispositions - compassion, collaboration, resilience, perseverance and curiosity. These dispositions are at the core of our wellbeing model and are reflective of the skills children develop as outlined in the Personal and Social Capability learning continuum. | Whole school |
| Prevention | Trauma-informed practice | Trauma-informed practice focuses on how school staff and leaders can better relate to and support the wellbeing and learning of children and young people who have experienced trauma. | Whole school |
| Prevention | Child Protection | Teaching child protection education is a mandatory part of the syllabus. | Students |
| Prevention | Anti-bullying | Anti-bullying education included in PD/H programs, school wide participation in the 'Bullying No Way' - National Week of Action (Term 3). Involvement of Police Youth Liaison Officer -cyber bullying talks to Stages 2 & 3 and assistance as required | Students |
| Individual intervention | Restorative Practice | This approach to behaviour management focuses on restoring relationships when incidents of wrongdoing or interpersonal conflict occur. It puts the onus on individual's to be truly accountable for their behaviour and repair any harm caused to others as a result of their actions. Students are guided and supported through a formal reflection and apology process. This includes discussion of the <i>Behaviour Code for Students</i> . | Students |
| Targeted/individual intervention | Learning and Support | The LST works with teachers, students and families to support students who require personalised learning and support. | All |
| Individual intervention | Integrated Funding Support | Helps schools to provide adjustments (e.g. SLSO support) for students with disability in mainstream classes who have moderate to high learning and support needs – as defined by the Department's disability criteria. | Staff and students |

| Care Continuum | Strategy or Program | Details | Audience |
|--------------------------------|---------------------------------------|--|--|
| Individual intervention | School counselling service | Supports students by providing a psychological counselling, assessment and intervention service. | Students |
| Individual intervention | Individual behaviour support planning | This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans. Consultation and collaboration on plans with Team Around a School. | Individual students, parent/carer, LAST, AP, Principal |

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. They also take into account if the behaviour is ongoing and repeated.

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.

- **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 Sentral. 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 • detention, 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 • detention, reflection and restorative practices • communication with parent/carer. |

Crestwood Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. The CPS Wellbeing Model 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 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-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. Staff member records incident on Sentral – reviewed by exec as required for follow up. Parents/carers contacted depending on severity of incident. |
| 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. |
| 4. Social emotional learning lessons are taught (Learning Dispositions) weekly. | 4. Teacher records on Sentral 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 |
|--|--|---|
| <p>Teachers encouraged to contact parents for 'good news' – recognition of student effort/achievement. Merit awards for positive behaviour are given in class each week. Award system has various levels – these are recognised at Recognition assemblies each term.</p> | <p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful. May involve having a face-to-face parent meeting. Where appropriate, external providers are also invited to attend e.g. psychologist. Individual planning and referral to Learning Support Team may be discussed.</p> | <p>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.</p> |

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral. 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 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](#).

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 time – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection) | The same or next day at either lunch or recess break | Assistant Principal | Documented in Sentral |
| 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 (detention) | Next break | Assistant Principal/Deputy Principal | Documented in Sentral |
| Restorative practice – Students are guided and supported through a formal reflection and apology process. | Scheduled for either lunch or recess break | Deputy Principal | Documented in Sentral |

Review dates

Last review date: 02.07.2024

Next review date: 02.07.2025