NSW Department of Education

Clovelly Public School Behaviour Support and Management Plan

Overview

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

Our goal is to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

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.

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

- Positive Behaviour 4 Learning (PB4L): an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture.
- Anxiety Project : A whole school community approach to managing anxiety and building resilience in NSW primary school students.
- Grow Your Mind : builds resilience and supports respectful relationships through innovative and engaging wellbeing strategies.

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

Clovelly 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.

Partnership with parents and carers

Clovelly Public School will partner with parents/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, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Clovelly Public School will communicate these expectations to parents/carers through the school newsletter and school website. 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

Clovelly Public School has the following school-wide expectations and rules inline with our core values: Respect, Responsibility and Learning.

Area	Respect	Responsibility	Learning
Classroom	Care for equipment and property	Clean up and tidy our spaces	Always try our personal best
	Use kind words and actions	Use safe actions	Complete expected work
	Let others learn	Be in the right space at the right time	Listen to and follow instructions
		Wear full school uniform	
Playground	Care for equipment and property	Be in the right space at the right time	Play by the rules of the game
	Use kind words and actions	Clean up after ourselves	Line up quickly after the bell
	Follow teacher directions	Play safe games and use soft balls	
		Wear full school uniform	
Toilets	Keep toilets tidy	Go – flush – wash – leave	Use toilets during class breaks
	Give people privacy	Let an adult know immediately if there is an emergency	
	Use correct toilet block		
Corridors & Stairs	Use a soft voice	Keep to the left	Line up in the designated spot as soon as the bell rings
	Knock before entering a space	Walk safely	
		Hang bags on hooks	
Canteen	Use manners	Spend our own money	Make healthy choices
	Line up sensibly	Place rubbish in the bin	
	Wait our turn		

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	Positive Behaviour 4 Learning (PB4L):	PB4L an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture.	All
Prevention	Anxiety Project	The Anxiety Project is a whole school community approach to managing anxiety and building resilience in NSW primary school students.	All
Prevention	Grow Your Mind	Grow Your Mind is a whole school program that builds resilience and supports respectful relationships through innovative and engaging wellbeing strategies.	All
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6

Care Continuum	Strategy or Program	Details	Audience
Prevention/ Intervention	Restorative Practice	Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions.	All
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	Attendance support	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance co-ordinator, DP and Principal
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP, DP and Principal

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, 2 and 3)

Clovelly Public School staff will 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

Clovelly Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations through weekly PB4L lessons. Student Leaders model targeted expectations through Monday morning assemblies as they role play desired behaviours with school mascot “Buddy the Turtle”.

Positive reinforcement of desired behaviours is supported through the school’s merit award system where students collect Buddy Turtle stickers/stamps in their personal passports. Students move through achieving Bronze, Silver, Gold, Principal and Banner awards. Students earning a Principal’s Award are also invited to attend a PB4L BBQ that occurs each term. Students are also rewarded for positive behaviour through Star of the Week awards, presented at stage assemblies.

Staff use their professional judgement, referring to the Minor and Major Behaviour Chart (Appendix 1) and PB4L Behaviour Response Flowchart (Appendix 2) and the Bullying Response Flowchart (Appendix 3) to respond to behaviours of concern.

Responses to serious behaviours of concern (Tier 2 & 3 Targeted Intervention)

School executive will work in partnership with parents and student/s in response to serious behaviours of concern requiring Tier 2 or Tier 3 Targeted Intervention. Responses 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 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 behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- Incident Notification and Response procedure
- Student Behaviour Policy and Suspension and Expulsion procedures

Students and/or parents/carers can 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

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 behaviour of concern with an individual student or group of students. Students are guided to complete a Blue Slip Behaviour Reflection Form using Restorative Practice questions.	Next break	Assistant Principal/DP/ 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.	Next break	Assistant Principal/DP/ Principal	Documented in SENTRAL
Withdrawal from 1x PSSA Sport session (years 3-6)- withdrawal from PSSA sport and re-allocation to office or classroom for supervised work or to assist as a peer tutor. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices.	Next PSSA sport session	Assistant Principal/DP/ Principal	Documented in SENTRAL

Review dates

Last review date: [31/01/2025 Day 1, Term 1, 2025]

Next review date: [27/01/2026 Day 1, Term 1, 2026]

Appendix 1: Minor and Major Behaviour Chart

Inappropriate behaviour

If inappropriate behaviour does occur, teachers refer to the behaviour chart to determine a consequence that is fair and consistent across the school. Teachers, along with executive staff then implement an appropriate response referring to the behaviour flow chart.

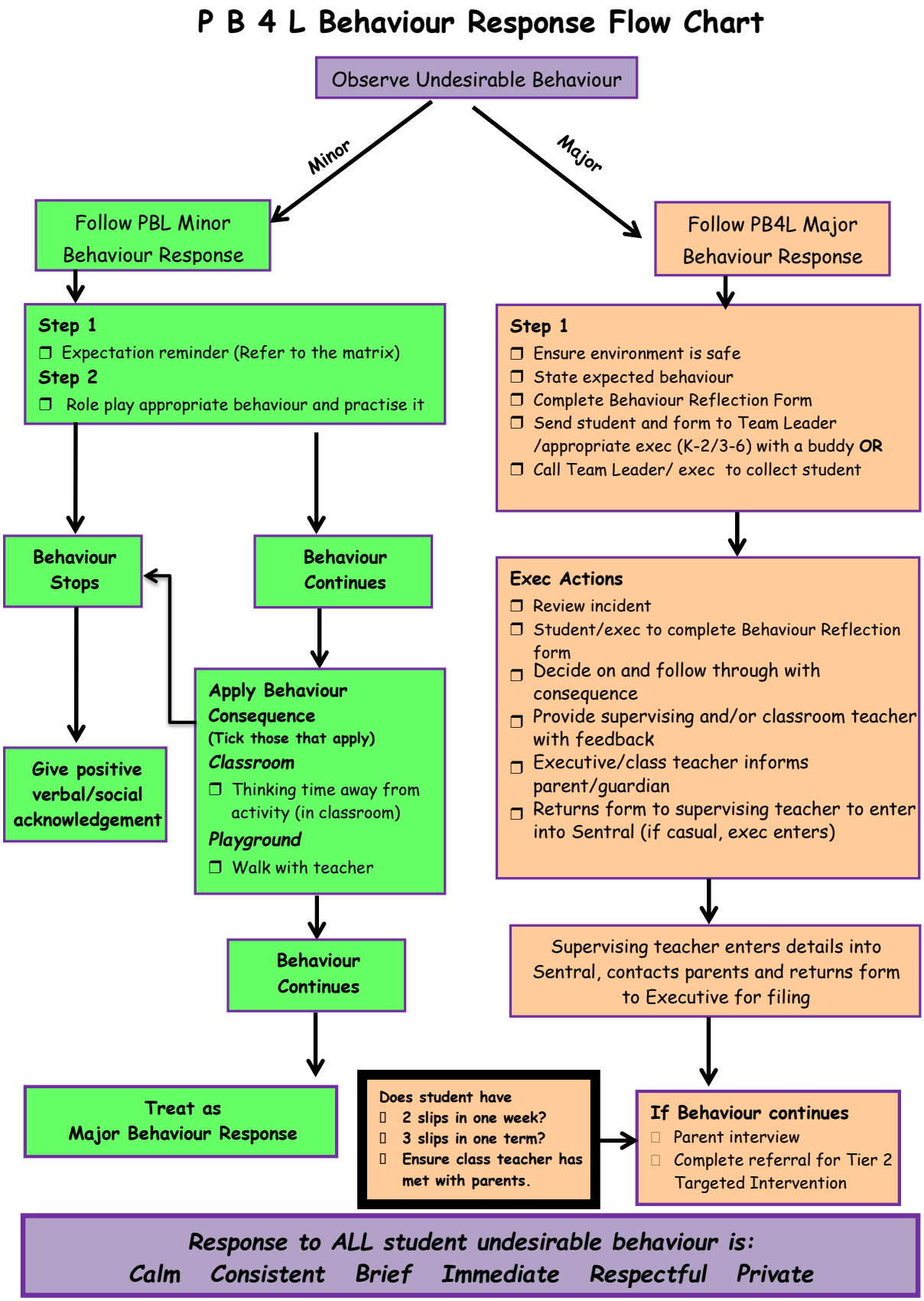
Examples of **Minor** Inappropriate Behaviour

Minor behaviour examples- Playground	**Minor** behaviour examples- Classroom
Including but not limited to: ● Being in the wrong place at the wrong time- Out of bounds ● No hat ● Littering ● Playing in the toilets ● Deliberate disobedience ● Name calling ● Playing with sticks ● Unsafe play on fixed equipment ● Unsafe sports games with balls ● Bossy / controlling behaviour ● Wrestling games ● Not lining up correctly at the canteen ● Not staying in shade when not wearing a hat ● Teasing ● Baiting, setting up, stirring ● Not taking care of equipment ● Property misuse	Including but not limited to: ● Disruptive (talking, not paying attention, fidgeting, wriggling) ● Misuse of equipment (flipping water bottles, flicking rubbers) ● Not following instructions ● Deliberate disobedience, answering back ● Calling out ● Moving around room without permission ● Touching other people and things ● Off task, not working ● Transitioning between activities inappropriately ● Mocking peers- inappropriate comments, name calling ● Misuse of computers, school property

Examples of **Major** Inappropriate Behaviour

Major behaviour examples- Playground	**Major** behaviour examples- Classroom
Including but not limited to: ● Deliberate damage of school or another student's property ● Stealing ● Dangerous or rough play/fighting ● Physical aggression (punching, kicking, hitting) ● Bullying ● Abusive language ● Racism ● Excluding others repeatedly ● Inappropriate behaviour ● Being in the wrong place at the wrong time- leaving school grounds ● Lying ● Harassment	Including but not limited to: ● Being in the wrong place at the wrong time- skipping class, leaving class without permission ● Cyber bullying (of students and staff) ● Repeatedly defiant ● Defacing school property ● Rudeness or profanity towards staff or students ● Dangerous behaviour ● Fighting ● Racism ● Yelling/Swearing at others ● Biting ● Refusing to obey instructions ● Repeatedly using put downs

Appendix 2: Behaviour Response Flow Chart



Appendix 3: Bullying Response Flowchart

Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated, and involves behaviour that can cause harm.

The following flowchart explains the actions Clovelly 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.

Appendix 3a: Blue Slip Behaviour Reflection Form Year K-1

Behaviour Reflection Form K-1 (Teacher Section)

Student's Name:	Class:
Teacher's Name:	Date:
Location:	Time:

Circle the Core Value and the expectation/s which were not being followed by the student.

RESPECT	RESPONSIBILITY	LEARNING
Care for equipment and property Use kind words and actions Let others learn Follow teacher directions Keep toilets tidy Give people privacy Use correct toilet block Use a soft voice Knock before entering a space Use manners Line up sensibly Wait our turn	Clean up and tidy our spaces Use safe actions Be in the right space at the right time Wear full school uniform Clean up after ourselves Play safe games and use soft balls Go – flush – wash – leave Let an adult know immediately if there is an emergency Keep to the left Walk safely Hang bags on hooks Spend our own money Place rubbish in the bin	Always try our personal best Complete expected work Listen to and follow instructions Play by the rules of the game Line up quickly after the bell Use toilets during class breaks Line up in the designated spot as soon as the bell rings Make healthy choices

Additional details relevant to the situation:

Behaviour Reflection Form K-1 (Student Section)

This section should be completed by the student in consultation with the Team Leader or Executive

Circle the Core Value that you were not following.

RESPECT	RESPONSIBILITY	LEARNING

Draw or write what you were doing. →			
How do you think this made others feel? Colour a face. →	happy	sad	angry
Draw or write a better choice for next time. →			

Team Leader/Executive – I have liaised with classroom teacher	YES	NO
Team Leader/Executive's Signature:		
Class Teacher/ Executive – I have contacted the parents	YES	NO
Class Teacher/ Executive's Signature:		
Supervising Teacher – I have entered the incident on Sentral	YES	NO
Supervising Teacher's Signature:		

Appendix 3b: Blue Slip Behaviour Reflection Form Year 2-6

Behaviour Reflection Form 2-6 (Teacher Section)

Student's Name:	Class:
Teacher's Name:	Date:
Location:	Time:

Circle the Core Value and the expectation/s which were not being followed by the student.

RESPECT	RESPONSIBILITY	LEARNING
Care for equipment and property Use kind words and actions Let others learn Follow teacher directions Keep toilets tidy Give people privacy Use correct toilet block Use a soft voice Knock before entering a space Use manners Line up sensibly Wait our turn	Clean up and tidy our spaces Use safe actions Be in the right space at the right time Wear full school uniform Clean up after ourselves Play safe games and use soft balls Go – flush – wash – leave Let an adult know immediately if there is an emergency Keep to the left Walk safely Hang bags on hooks Spend our own money Place rubbish in the bin	Always try our personal best Complete expected work Listen to and follow instructions Play by the rules of the game Line up quickly after the bell Use toilets during class breaks Line up in the designated spot as soon as the bell rings Make healthy choices

Additional details relevant to the situation:

Behaviour Reflection Form 2-6 (Student Section)

This section should be completed by the student in consultation with the Team Leader or Executive.

What were you doing?
Who was involved and has been affected by this situation?
What is a better choice for next time?

Team Leader/Executive – I have liaised with classroom teacher	YES	NO
Team Leader/Executive's Signature:		
Class Teacher/Executive – I have contacted the parents	YES	NO
Class Teacher/ Executive's Signature:		
Supervising Teacher – I have entered the incident on Sentral	YES	NO
Supervising Teacher's Signature:		