NSW Department of Education

Clairgate Public School Behaviour Support and Management Plan

Overview

At Clairgate Public School, our mission is to foster an environment of learning, kindness, resilience and empathy. Central to our philosophy is the cultivation of strong relationships within our community. We believe that when we work and play together harmoniously, with mutual understanding, academic excellence and positive behaviour naturally follow.

We value the importance of inclusive education means that all students, regardless of disability, ethnicity, socioeconomic status, nationality, language, gender, sexual orientation or faith, can access and fully participate in learning, alongside their similar aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life and is supported by culture, policies and everyday practices.

We strive 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. The culture of learning from mistakes and developing deeper understanding of our actions, promotes opportunities for students to take responsibility when things go wrong.

Partnership with parents and carers

When parents enrol a child at Clairgate Public School, they enter a partnership based on mutual respect, shared responsibility, and a commitment to excellence. Together, we strive to uphold the values of Public Education and create a safe, supportive, and responsive learning environment for all. We follow the principles of the **School Community Charter**.

Clairgate Public School will communicate these expectations to parents/carers byour communications strategy including our website, app and social media. As well as parent information sessions throughout the year, and individual student case conferences as required.

School-wide expectations and rules and Behaviour Code for Students

Clairgate Behaviour Code for Students (nsw.gov.au)

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.

Clairgate Public School's behaviour management aligns with the Department of Education's *Student Behaviour Procedures Kindergarten to Year 12* and the *NSW Public Schools Behaviour Code for Students*. Our school supports student behaviour and wellbeing initiatives using the Department of Education's *Achieving School Excellence in Wellbeing and Inclusion Evaluation Support Resource* and

the *Wellbeing Framework for Schools.* Our school counsellors are also a valuable resource supporting students , staff and community.

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.

The NSW Department of Education behaviour code for students can be found at https://education.nsw.gov.au/public-schools/going-to-a-public-school/translated-documents/behaviour-code-for-students

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.- *Clairgate Behaviour Code*

Whole School Approach across the Care Continuum
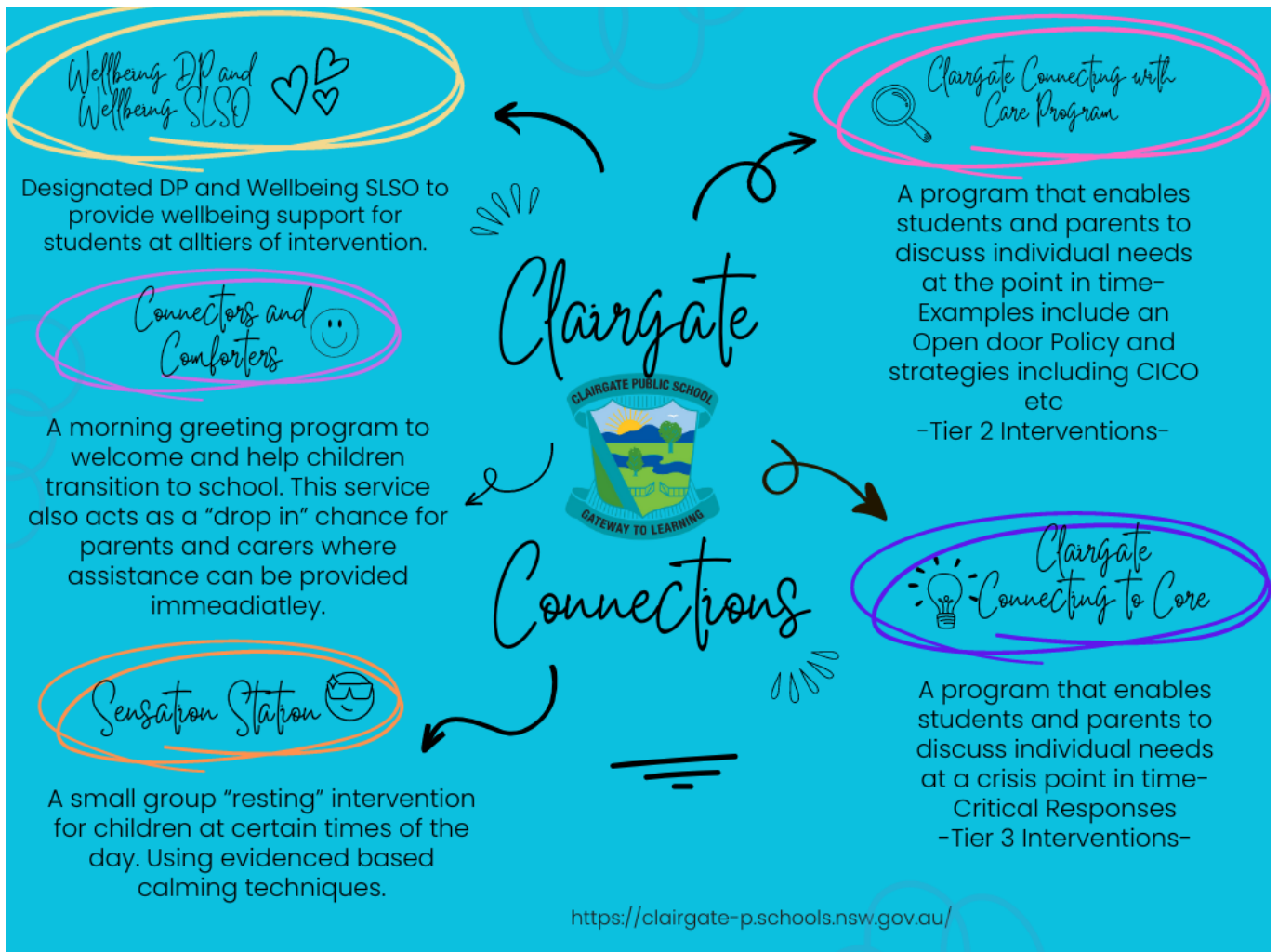
Care Continuum	Strategy or Program	Details	Audience
Prevention	Clairgate Connections	Core values and behaviours which underpin our positive school culture.	Students Parents Staff

Care Continuum	Strategy or Program	Details	Audience
Prevention	Kindness On Purpose	Evidence based resilience program to support explicit teaching. Kindness On Purpose offers schools' direct strategies at the whole school, classroom, and individual level to support students to increase empathy and therefore achieve increased levels of prosocial behaviour, decrease anxiety and depression, decreased rates of bullying and increase educational outcomes.	Students Parents Staff
Prevention	Zones of Regulation	Evidence based Regulation program to establish common language across the school community to support emotional regulation and develop tools to return to the "Green Zone' where learning happens	Students Teacher School Community
Prevention	Bounce Back	Evidence based Anti-Bullying and resilience program to support explicit teaching	Teachers
Prevention Child protection · Teaching child protection education is a mandatory part of the syllabus. Students K - 6	Prevention Child protection · Teaching child protection education is a mandatory part of the syllabus. Students K - 6	Prevention Child protection · Teaching child protection education is a mandatory part of the syllabus. Students K - 6	Prevention Child protection · Teaching child protection education is a mandatory part of the syllabus. Students K - 6
Prevention	Professional Learning	Classroom management and playground management practices	Staff
Prevention	Parent forums	Parent forums with keynote speakers on student behaviour and wellbeing.	Parents
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/emotional regulation skills and tools.	Students Parents Staff

Care Continuum	Strategy or Program	Details	Audience
Early Intervention	Learning Support Team & Teacher	Referral to learning support team for academic, social, emotional support.	LaST Team
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 blankets	Students
Early Intervention	Anti-bullying strategies including cyber-bullying and internet safety.	Incursions and Support programs E.g.- Healthy Harold Annual Police Liaison Officer Cyber safety program.	Students Parents
Early Intervention	School Counselling Service	School counselling staff support students by providing a psychological counselling, assessment and intervention service.	Students Parents Staff
Early Intervention	Aboriginal Education	Support programs aimed at connection to Country and community for Aboriginal and Torres Strait Islander young people.	Students Staff
Early Intervention	Sista/Bro Speak	A cultural and mentoring program that has a strong cultural focus and is designed to inspire and motivate Aboriginal students about the importance of education. Aboriginal and Torres Strait Islander students	Students Staff
Targeted Intervention	Individual behaviour plans	Modified individual expectations and goals. School developed programs to support behaviour and wellbeing.	Students Parents Staff
Targeted Intervention	Messaging system and communication books	Communication with parent/carer for positive and negative monitoring of behaviour and, where relevant, communication books	Students Parents Staff

Care Continuum	Strategy or Program	Details	Audience
Targeted Intervention	Transition strategies	Class to playground, lesson to lesson, grade to grade, school to school.	Students Parents Staff
Individual Intervention for students	School Learning Support Officers	SLSO support for implementation of modified individual expectations and goals. School developed programs to support behaviour and wellbeing.	Students Parents Staff
Individual Intervention for students	School Counsellor/SPE Assessment and supports.	The service employs highly skilled school counsellors and school psychologists who work directly with students to help them with issues related to learning, peer and family relationships, and managing emotions such as depression, anxiety, worry or isolation. They also work with teachers, families, school executive, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community.	Students Parents Staff
Individual Intervention for students	Negotiated playground programs.	Implemented as required in consultation with specialists and parents.	Students Parents Staff
Individual Intervention for students	Phone Intervention Program	Dedicated Attendance Team to monitor, follow up and record attendance issues.	Students Parents Staff
Individual Intervention for students	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 Staff
Individual Intervention for students	Specialist Allied Health Services	Allied Health Services to ensure learning adjustments are appropriate and effective for students.	Students Parents Staff

Care Continuum	Strategy or Program	Details	Audience
Individual Intervention for students	Itinerant Support Teachers	Students with disabilities or significant support needs may access help from itinerant support teachers (hearing and vision, conductive hearing loss, early intervention and support teacher transition) who visit schools and work directly with the student to plan and develop personalised learning and support.	Students Parents Staff
Individual Intervention for students	Complex Case Management	Students with disabilities or significant support needs may access help from **Team Around a School.** who visit schools and work directly with the student to plan and develop personalised learning and support.	Students Parents Staff
Individual Intervention for students	Professional Learning	Whole school professional learning relating to the specific needs of students. Targeted professional learning for staff.	Staff

CLAIRGATE

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR INSIDE / CLASSROOM

1. **VERBAL REMINDER**

   REMINDER

2. **FIRST VERBAL /VISUAL WARNING**

   ①

3. **SECOND VERBAL /VISUAL WARNING**

   ②

4. **BUDDY CLASS**
   - Class teacher tor record on own Wellbeing system
   - Notify Stage Assistant Principal if deemed necessary.
   - Discuss concerns with student; reset expectations and welcome student back to classroom.

   TIME OUT

5. **BUDDY CLASS X 3 IN TERM**
   - Class teacher to notify Stage Assistant Principal;
   - Stage Assistant Principal to counsel student using restorative practices and contact parent/carer.

   TIME OUT

6. **### FREQUENT NEED FOR INTERVENTION**
   - Class teacher to discuss with Stage Assistant Principal
   - Stage Assistant Principal to contact parent/carer and place student on Behaviour Monitoring Card if deemed appropriate.
   - Learning Support Team if needed.

SERIOUS BEHAVIOURS (REFERRED TO DEPUTY PRINCIPAL AND/OR PRINCIPAL)

*** Please note, serious behaviours can be treated immediately without proceeding through steps.

GUIDELINES

- Principal or/and Deputy Principal Intervention
- Parent/Carer Contacted
- Suspension Guidelines followed if necessary,
- Notice of Suspension Learning Support Team
- (Not necessarily in this order)

HTTPS://CLAIRGATE-P.SCHOOLS.NSW.GOV.AU/

CLAIRGATE

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR OUTSIDE / PLAYGROUND

1. VERBAL REMINDER

REMINDER ①

2. WALK WITH TEACHER & USE RESTORATIVE PRACTICES

Discuss concerns with student; reset expectations and send child back to play areas.

②

3. TIME OUT ON PLAYGROUND
- Notify class teacher and Stage Assistant Principal of student
- Class teacher to record on own Wellbeing system.
- Notify Stage Assistant Principal if deemed necessary.

TIME OUT

4. 3 X TIME OUTS ON PLAYGROUND
- Class teacher to notify Stage Assistant Principal;
- Stage Assistant Principal to counsel student using restorative practices and contact parent/carer.

TIME OUT

5. ### FREQUENT NEED FOR INTERVENTION
- Class teacher to discuss with Stage Assistant Principal
- Stage Assistant Principal to contact parent/carer and place student on Behaviour Monitoring Card if deemed appropriate.
- Learning Support Team if needed.

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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, depending on whether the behaviour poses a risk to the safety or wellbeing of the student or others.

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`

Responses to serious behaviours of concern

At Clairgate, the school adheres to the **DOE Student Behaviour Policy.** All school stakeholders are annually made aware of the **Easy Read Policy statement.** Students are exposed to it in classrooms and parent and community members via communication methods. This occurs within the month of February.

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded. These may include:

● review and document incident

● determine appropriate response/s, including support 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 making learning and

environmental adjustments

● reflection and restorative practices

● **liaise with** Team Around a School **for additional support or advice**

● communication and collaboration with parents/carers (phone or meeting)

● formal caution to suspend or suspension

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 outside 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.

If a behaviour of concern is also a child protection matter use the **Mandatory Reporting Guideline Tool.**

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.**

Time out, Reflection and Restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Classroom time out, reflection and restorative practices	As required	Classroom Teacher	Teacher Diary
Playground timeout, reflection and restorative practices	During play time between 20 and 40 minutes at lunchtimes. The duration of the reflection will be determined by the age/developmental level of the student and seriousness of incident. Students are able to finish their lunch and drink at any time during the reflection period and always have access to toilet breaks.	Deputy Principal	Sentral School Bytes
Reflection Space – is a space where restorative practice is focused on and where			

Strategy	When and how long?	Who coordinates?	How are these recorded?
students reflect on their social and behaviour choices with an executive for the purpose of planning for future positive choices.			

School Anti-bullying Plan

Clairgate_Anti_Bullying_Policy_2023.pdf (nsw.gov.au)

Review dates

Last review date: 18/2 2025

Next review date: 18/2/2026

Appendix 1: Behaviour management flowchart

> *Calm and engaged classroom*
> Apply preventative strategies.
> Positive classroom climate, providing and teaching explicit rules, engaging lessons, active supervision, offering pre-corrections.

Provide positive verbal/nonverbal acknowledgement

Provide positive verbal/nonverbal acknowledgement or de-escalation strategy

Observe behaviour.
Does the behaviour pose a risk to the safety or wellbeing of the student or others?

NO

YES

Behaviours of concern
Manage it at teacher level.
De-escalate the situation by *calmly*:
- List strategies.

Has the behaviour stopped or improved?

Serious behaviours of concern
Teacher to inform executive staff and focus on safety.
- List strategies.

YES

NO

Speak privately with student.
What will happen here?

Please note Clairgate Behaviour Consequences Flowchart.

Has the behaviour stopped or improved?

Speak privately with student.
What will this process look like?

Please note Clairgate Behaviour Consequences Flowchart.

Is it safe for the student to return to normal routine?

YES

NO

NO

YES

Consider additional supports.
Identify and engage support(s) for the student to return to normal routine:
Refer to counsellor/wellbeing team, contact parents, conversation with teacher, refer to and/or revise behaviour plans.
Please note Clairgate Behaviour Consequences Flowchart.

*Is suspension required for additional **planning time**? If so, consult with principal.*

*Is a **mandatory report** required?
If so, consult with principal and MRG.*