

## School Behaviour Support and Management Plan

### Overview

Cromer 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 are:

- [Second Step](#)
- [PBL](#)

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

Cromer 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

Cromer Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and anti bullying 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.

Cromer Public School will communicate these expectations to parents/carers through the school newsletter, school website and social media. 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

Cromer Public School has the following school-wide expectations and rules:

To be respectful, responsible and achieve personal best.

Respectful	Responsible	Achievement
<b>Be kind</b>	<b>Be safe</b>	<b>Be engaged</b>
<b>Be inclusive</b>	<b>Be helpful</b>	<b>Be prepared to learn</b>

At Cromer PS, students are expected to:

- follow the Department of Education Behaviour Code for students
- always come to the Administration the office if late to school or leaving before the end of the school day
- attend school regularly and be punctual
- follow the instructions of teachers and others in authority
- complete all required work carefully, punctually and to the best of their ability
- behave in a responsible, polite and courteous manner
- behave in a manner that always keeps themselves and others safe
- respect and care for school buildings, school property and the property of others
- follow the general standards of dress and school uniform requirements of the school
- accept their responsibility as members of the community

## 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 [Behaviour code for students](#). 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
- supporting expected behaviours with visual reminders
- 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
- public acknowledgment through social media, the school newsletter and the school website
- in-school acknowledgment through work displayed throughout the school, assembly awards, Cromer PS award structure, end of year presentations and special awards

Care Continuum	Strategy or Program	Details	Audience
Prevention	School wide Social and Emotional Program  <a href="#">Second Step</a>	Second Step Program is a universal evidence based program designed to increase students' school success/school-readiness, improve peer relationships, and decrease problem behaviours by promoting social-emotional competence and self-regulation which is explicitly taught across K-6.	All
Prevention	School wide positive behaviour expectations and procedures	Individual classroom incentive systems Award Assemblies Grade End of Year Awards Assemblies	
Prevention	<a href="#">National Day of Action (NDA)</a>	Our school participates in the annual National Day of Action against Bullying and Violence (NDA) in August each year.	Staff, students K - 6
Prevention	<a href="#">Child protection and respectful relationships education</a>	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention Early Intervention	<a href="#">Positive classroom environment audit   NSW Department of Education</a>	Creating positive classroom environments	All
Prevention Early Intervention Targeted Individual	Australian eSafety Commissioner <a href="#">Toolkit for Schools   eSafety Commissioner</a> to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: <b>Prepare, Engage, Educate and Respond</b> . The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents.  The toolkit includes explicit teaching of actions to report and manage cyberbullying incidents.	Community  All
Prevention Targeted Individual intervention	<a href="#">School learning and support team</a>	Stage meeting discussions around strategies to implement to support students and their families who require personalised learning and support.  The Learning and Wellbeing Team (LWT) works with teachers, students and families to support students who require personalised learning and support and/or a Behaviour Support Agreement plan.	All

Care Continuum	Strategy or Program	Details	Audience
Targeted  Individual intervention	<a href="#">Attendance matters – resources for schools</a> to support attendance	Stage representative refers students to the Learning and Wellbeing (LWT) coordinator/Principal, who will convene a planning meeting with students, families, and teachers and draw on the school counsellor's expertise to address barriers to improve attendance and set growth goals.	Individual students, Learning and Wellbeing co-ordinator School Counsellor
Individual intervention	<a href="#">Individual behaviour support planning</a>	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer LaST, AP, outside agencies

## School Behaviour Support and Management Plan

### 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.

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. See Appendix 1.

- **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 executives.

Behaviours are recorded on the school's Behaviour/Wellbeing internal tracking data system (ITD).

These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> <li>● rule reminder</li> <li>● re-direct</li> <li>● offer choice</li> <li>● error correction</li> <li>● prompts</li> <li>● reteach</li> <li>● seat change</li> <li>● stay in at break to discuss/ complete work</li> <li>● conference</li> <li>● reflection and restorative practices</li> <li>● communication with parent/carer.</li> </ul>	<ul style="list-style-type: none"> <li>● rule reminder</li> <li>● re-direct</li> <li>● offer choice</li> <li>● error correction</li> <li>● prompts</li> <li>● reteach</li> <li>● play or playground redirection</li> <li>● walk with teacher</li> <li>● reflection and restorative practices</li> <li>● communication with parent/carer.</li> </ul>

Cromer Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Second Step Program 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	Early Intervention	Targeted / Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour are teacher and stage managed and are tracked in the Behaviour/Wellbeing ITD system.	Responses to behaviours of concern are executive managed and are tracked in the Behaviour/Wellbeing ITD system.
Behaviour expectations are taught and referred to regularly.  Teachers explicitly teach, model behaviours and provide practice opportunities.  Students are acknowledged for meeting school-wide expectations and rules.	Refer to school-wide expectations and/or supports to the student to enable self-regulation.	If there is a high safety risk to self and/or others contact the office/executive immediately.  On the day of the incident, notify the student's stage supervisor and classroom teacher of the incident.
Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer (School merit system) in a school-wide continuum for acknowledging expected behaviour.	Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	Executive/teacher 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 are scheduled later, determined by the context and nature of the incident.
Tangible reinforcers include those that are: <ul style="list-style-type: none"> <li>● free and frequent</li> </ul>	Use direct responses, <ul style="list-style-type: none"> <li>✗ Prompt</li> <li>✗ Redirect</li> <li>✗ Reteach</li> <li>✗ Choice</li> <li>✗ Consequence</li> </ul> Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.	Executive collects information and reviews the incident from multiple perspectives to determine next steps.  Executive/principal may consider further action e.g., formal caution or suspension.

<p>Social-emotional learning lessons (Second Step) are taught weekly and monitored and evaluated in Stage Meetings.</p>	<p>Use indirect responses including proximity, signals, non-verbal cues, ignore, praise, redirect with specific corrective feedback.</p> <p>Explicit reteaching of the social and emotional skills needed for the student to increase self-regulation. The teacher regularly checks in with the student and redirects them to use their toolbox of self-regulation strategies.</p> <p>Stage AP and/or teacher implement and monitor a behaviour response plan, which is shared with staff.</p> <p>Incidents of racism are referred to the school's anti-racism contact officer (ARCO) for support.</p>	<p>The teacher and executive will consider current and previous behaviour data to develop a risk assessment and/or collaboratively evaluate the plans.</p> <p>Stage representative advises the Learning and Wellbeing Team of new behaviour response plans and/or risk assessments from their stage.</p> <p>Learning and Wellbeing Team, School Counsellor, and outside agencies offer adjustments and make recommendations if required.</p>
<p><b>Teacher/parent contact</b> All communication recorded in our ITD system</p>	<p><b>Teacher/parent contact</b> All communication recorded in our ITD system</p>	<p><b>Executive/parent contact</b> All communication recorded in our ITD system</p>
<p>Recognition awards for positive individual and class effort are given throughout the year.</p>	<p>Parent/carer contact is made by the teacher when a range of corrective responses have not been successful.</p> <p>Discussion may involve developing an individual behaviour support plan and/or behaviour support plan agreement in consultation with the parent/carers. Individual planning and referral to the Learning and Wellbeing Team may be discussed.</p>	<p>Parent/carer contact is made by the Executive to discuss any support and behaviour responses. This may include recommendations from the Learning and Wellbeing Team, school counsellor, outside agencies, or the department's 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 Behaviour/wellbeing ITD system.

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 wellbeing 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.



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](#)

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 a crisis event or behaviour of concern with an individual student (reflection)	The maximum length of time will be appropriate to the age/developmental level of the student.	Assistant Principal and/or teacher	Documented in the ITD system
Alternate play plan – is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group	The maximum length of time will be appropriate to the age/developmental level of the student.	Assistant Principal and/or teacher	Documented in the ITD system
Restorative practice – <a href="#">peer mediation</a> or <a href="#">circles</a> in groups	The maximum length of time will be appropriate to the age/developmental level of the student.	Assistant Principal and/or teacher	Documented in the ITD system

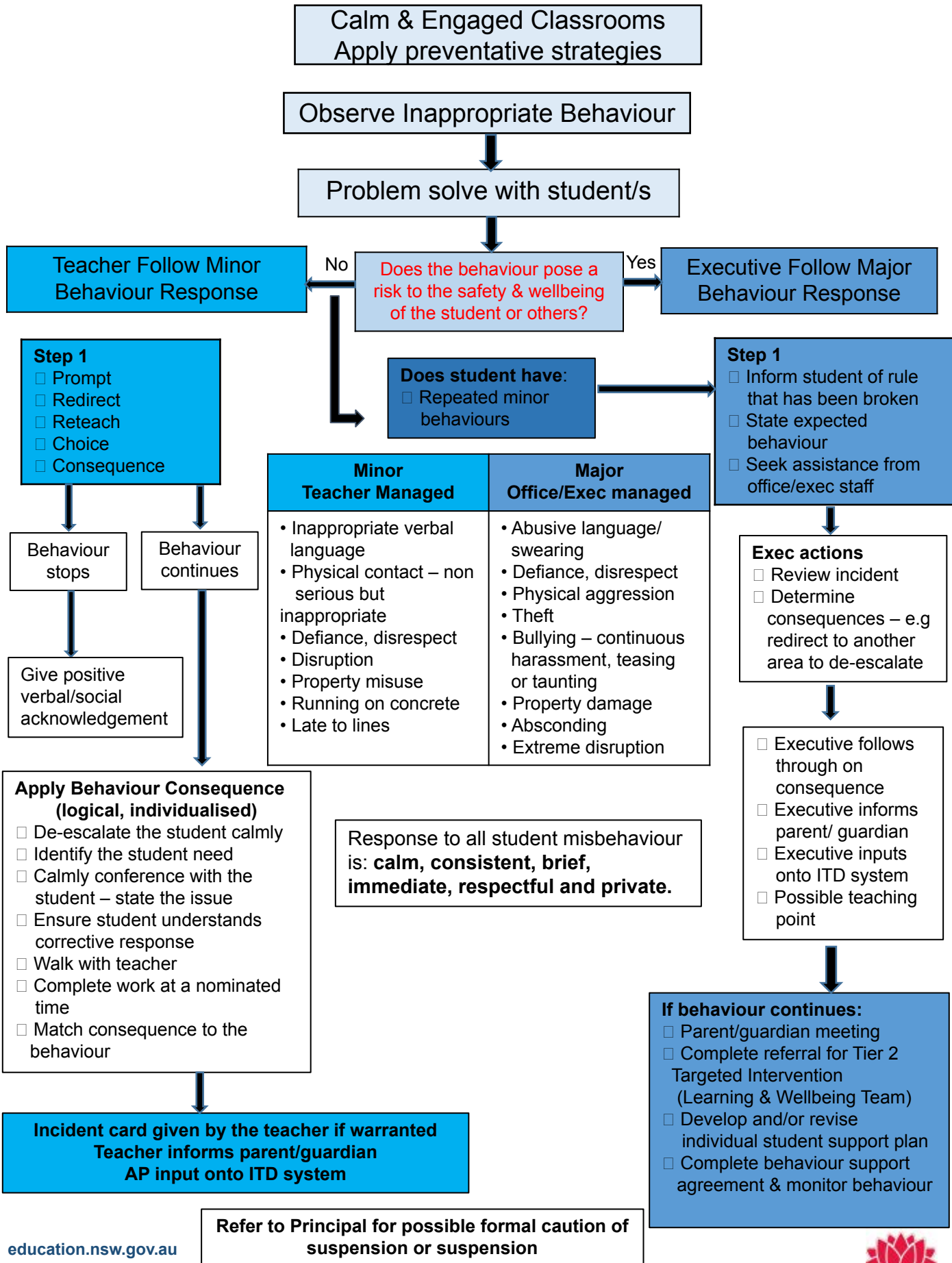
#### Review dates

Last review date: Term 2, 2024

Next review date: Term 4, 2024



## Student Behaviour Management Process





# ANTI-BULLYING PLAN

2024

## Cromer Public School

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

### Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

### Cromer Public School commitment

Our 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. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

## 1 School culture and inclusion

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 will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

### 1.1 Student assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Dates	Communication topics
Term 1	Behaviour code for students Take a Stand Together! (National Day of Action Against Bullying & Violence/Harmony Day)
Term 2	Strategies to deal with bullying - Discourage, prevent, identify and respond
Term 3	R U OK? Day Self management and self awareness strategies relating to our core values
Term 4	Videos on how to respond to bullying behaviours

## 1.2 Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

Dates	Communication topics and Professional learning
Term 1	Code of Conduct (annual updates and review), Student behaviour code, the care continuum
Terms 1 - 4	Explicitly teaching and reinforcing respectful relationships
Term 2	Anti-Bullying Flowchart
Ongoing	Learning and Wellbeing Team meetings (fortnightly) & PBEL updates

## 1.3 New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

- The Principal, or delegate, speaks to new staff when they enter on duty at the school, as part of the induction process (Term 1, annually).
- Casual staff are provided with an information folder when they enter on duty at the school, part of induction process. An executive staff member speaks to new and casual staff when they enter on duty at the school.
- Staff Development Day Term 1 includes an annual 'VIP' presentation identifying students and issues causing concern.

## 2 Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

### 2.1 Website

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school's website. Check the boxes that apply.

- School Anti-bullying Plan       NSW Anti-bullying website       Behaviour Code for Students

## 2.2 Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

Dates	Communication methods and topic
Ongoing	Enrolment/Information packs (provided during ES1 transition & individual enrolment interviews)
Ongoing	Fact sheets and information to be included in Newsletters
Term 1	Publish updated plan in newsletter and website
Terms 1 - 4	Publish 5 step anti-bullying plan; communication to parents around the social and emotional wellbeing programs.

## 3 Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following.

- Our school values of Respect, Achievement, and Responsibility underpin Positive Behaviour Engaging Learners (PBEL). We have a school-wide consistent, holistic, strategic, and preventative behaviour management system. This system includes acknowledging positive behaviours and managing misbehaviours. Cromer Public School proactively promotes conflict resolution and develops positive social skills.
- Focused & targeted messages/presentations during assemblies and in newsletters.
- Social and emotional wellbeing programs: Second Step, Zone of Regulations, Pastoral Care program, Student Leadership, Buddy program, Social Skills program, Dance Sport, Life Education.
- The Learning and Wellbeing Team, which includes the school counsellor, effectively identifies and supports students who are at risk through early intervention and targeted support.
- Utilise the care continuum to facilitate the implementation of a whole-school, prevention-focused, and positive approach to behaviour support to meet the needs of all students.

Completed by: Karen Mitchell

Position: Relieving Deputy Principal

Principal name: Julie Johnson

Date: 23/5/24

# 5 STEP ANTI- BULLYING PLAN



## STEP 1 IGNORE



Pretend you don't care and go and find a good friend.

## STEP 2 FRIENDLY TALK

Use a confident voice and say: "I don't like that. Please stop."



## STEP 3 WALK AWAY

Turn your back and walk away.



## STEP 4 POWERFUL TALK

Use a strong, confident voice and say: "I want you to stop it, now."

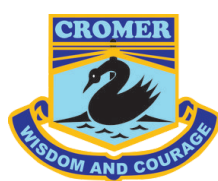


## STEP 5 REPORT

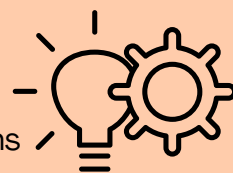
Tell a teacher or carer who will help you to work it out.



# RESPONDING TO A STUDENT REPORTING BULLYING



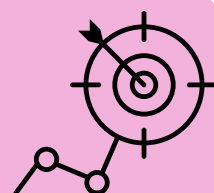
- Listen to their account fully and then ask them questions for more details.
- Talk about the behaviour of everyone involved, including bystanders.
- As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these.



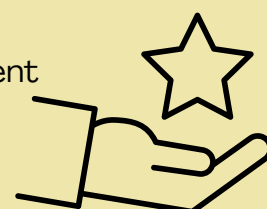
- Ask the student for examples they have of the alleged bullying (e.g. handwritten notes or screenshots).
- Speak with all students involved, including bystanders.
- An incident card is given to the bully.



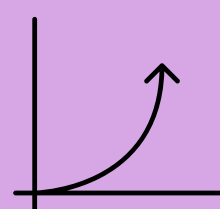
- Pass on records of all conversations to the AP who will add information into the Behaviour/Wellbeing ITD system.
- Ensure you have information that answers who, what, where, when, how, why.



- Once you have a comprehensive picture of the situation, devise a plan with stage AP.
- If required, notify the school executive of the incident in line with the behaviour management flowchart.
- AP will log all reports and plans of action, including conversations with parents/carers into the Behaviour/Wellbeing ITD system.



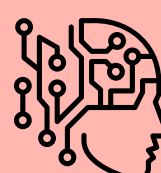
- Stage AP or classroom teacher to inform parents/carers of incident and action taken.
- Provide the student and parent with information about the student support network.
- Explain that you will look at **immediate** and **short-term** responses as well as other **long-term** preventative measures or efforts to promote a positive school climate.



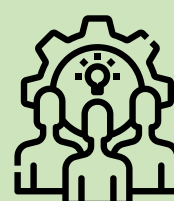
- Check-in on the wellbeing of the student/s.
- Stage AP or classroom teacher to discuss with the student what has changed, improved or worsened.
- Review strategies to help the students respond to bullying.
- Report to the senior executive and refer to the Learning and Wellbeing Team if bullying is still occurring.



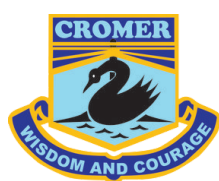
- Playground and/or classroom behaviour plans are to be implemented, and a risk assessment may be required.
- The senior executive will discuss this with the parents/carers, and further plans will be implemented to mitigate the bullying.



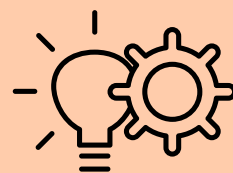
- Continue to check in with student/s on a regular basis until concerns have been mitigated.
- Look for opportunities to improve school wellbeing for all students.



# RESPONDING TO A PARENT REPORTING BULLYING



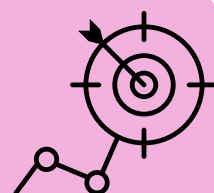
- Ask the parent to report the incident to the classroom teacher.
- As a mandatory reporter, if the teacher has immediate concerns for the student's safety, let the parents know how you will address these.
- If they are still concerned after speaking with the class teacher, invite them to make an appointment with the stage AP.



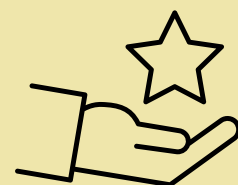
- Speak with all students involved, including bystanders.
- Keep a copy of handwritten notes or screenshots of alleged bullying if they are provided.
- An incident card is given to the bully.
- AP will log the incident card into the Behaviour/Wellbeing ITD system.
- Ensure the information answers who, what, where, when, how, and why.



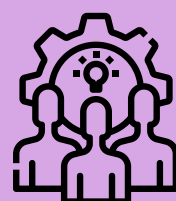
- Once the teacher/AP has a comprehensive picture of the situation, devise a plan with stage AP.
- Discuss with the stage team and senior executive.
- AP will log all reports and plans of action, including conversations with parents, into the Behaviour/Wellbeing ITD system.
- Check in with the wellbeing of all students.



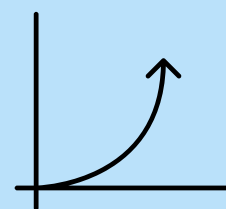
- Inform parents/carers. Provide suggestions and information about what they can do to support their child.
- Explain that you will look at immediate and short-term responses and long-term preventative measures.



- Make time to meet with the students and discuss the next steps.
- Engage the students as part of the solution.
- Agree to a plan of action and timeline.



- Check-in on the wellbeing of the student/s.
- Stage AP or classroom teacher to discuss with the student what has changed, improved or worsened.
- Review strategies to help the students respond to bullying.
- Conduct a follow-up meeting with parents/carers.



- If bullying continues, report it to the senior executive and refer it to the Learning and Wellbeing Team.
- Playground and/or classroom behaviour plans need to be established, and a risk assessment may be required.
- The senior executive discusses this with parents, and further plans will be implemented to mitigate the bullying.



- Continue to check in with student/s on a regular basis until concerns have been mitigated.
- Look for opportunities to improve school wellbeing for all students.

