



# Corrimal Public School

## CPS School Behaviour Support and Management Plan

### Overview

At Corrimal Public School, we are dedicated to equipping today's students with the skills they need to succeed in tomorrow's world. We strive to provide an environment that is safe, engaging, kind, and fosters a strong sense of self and belonging. Our practices are grounded in positive behaviour support, trauma-informed care, inclusive practice, and social-emotional learning.

We reject all forms of bullying, including online (cyber) bullying. Our staff are committed to implementing evidence-based approaches and strategies that promote a positive school climate where bullying is less likely to occur. Every member of the school community plays an active role in fostering a welcoming culture that values diversity and builds positive relationships. A key component of this culture is establishing respectful relationships and maintaining a firm stance that bullying, whether online or offline, is not tolerated. School staff respond promptly and effectively to all bullying behaviour, ensuring a safe environment for all.

Key programs prioritised by the school community include our Corrimal Champions (CCs), Focus Tokens, Values Awards, Principal Awards, social skills programs, and inclusive clubs.

### Partnership with parents and carers

At Corrimal Public School, we are committed to partnering with parents and carers in establishing expectations for student engagement, behaviour management, and anti-bullying strategies by:

- Inviting parent/carer and student feedback through both formal and informal means, such as Tell Them From Me surveys, school surveys, and consultation with the P&C and local AECG
- Using concerns raised through complaint procedures to review school systems, data, and practices
- Establishing clear expectations for parents and carers to engage with the school in developing and implementing student behaviour management strategies, in alignment with the [School Community Charter](#)
- Communicating these expectations to parents and carers through the school newsletter and website.

Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety, and well-being.

### School-wide expectations and rules

Corrimal Public School has school-wide expectations based on our school values of:

#### RESPECT

- We treat each other with kindness by speaking and behaving courteously
- We care for each other and our environment
- We listen to different viewpoints with an open mind

## **SAFETY**

- We follow our school and classroom rules
- We are responsible for our actions and behaviour
- We are aware and care for ourselves and others

## **LEARNING**

- We take risks in our learning
- We keep trying even when it is hard
- We take pride in our work, we always try our best and we allow others to try their best

### [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 \(multiple languages\)](#).

### [Whole school approach across the care continuum](#)

Our school embeds a multi-tiered system of support 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:

- explicit teaching of expectations in all school settings
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with consistent positive feedback, acknowledgement and reinforcement
- discouraging inappropriate and unsafe behaviour, including bullying and cyberbullying
- building, maintaining and restoring positive relationships
- providing active supervision of students
- maximising opportunities for active engagement with learning
- delivering thoughtfully sequenced and engaging lessons that offer students a variety of choices
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Explicit teaching of high expectations	High expectations are explicitly taught in classrooms from the beginning of the year and frequently revisited. This ensures all students are familiar with appropriate behaviour in all school settings, fostering a whole-school positive and consistent culture.	All
Prevention	Brain breaks / crunch and sip	Simple breaks of movement and nutrition integrate the whole brain, senses and body, preparing students with the physical skills they need to learn effectively.	All
Prevention	Growth Mindset	Our lessons build social and emotional learning by preparing students for challenges with opportunities to work with each other in a caring, collaborative and thoughtful way. Students are developed to become careful risk takers.	All
Prevention	Planned transitions and collaborative practice	Academic, social, and emotional needs of students vary from year to year. Preventative strategies regarding behaviour concerns are discussed and planned for new Kindergarten students and departing Year 6 students.	Teachers and LST
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K-6
Prevention	Values awards	Celebrating student achievement creates a positive school wide culture that focuses on students' successes as a tool to promote further positive behaviour.	All
Prevention	Class based motivating systems	Classes may have individualised motivating systems tailored to suit the students. Systems are adapted and adjusted throughout the year. Can be connected to rewards.	All
Prevention	Structured Play/ Clubs	Students are encouraged to use the 'recess clubs' toys and games, as well as the cubby houses to participate in structured games. This fosters their ability to negotiate, work together, share, take-turns and cultivate a sense of fair play.	All
Prevention	Classroom environment	Seating arrangements, calm spaces, adaptive practices according to student needs.	Teachers
Prevention	National Day of Action	Our school participates in the annual National Day of Action against Bullying and Violence (NDA) in August each year.	All

Care Continuum	Strategy or Program	Details	Audience
<b>Prevention</b>	Sense of belonging	Each morning, classroom teachers welcome students into the classroom with a greeting routine. Every classroom also celebrates positive choices made by students.	Teachers
<b>Prevention</b>	Breakfast Club	On Monday, Wednesday, and Friday mornings, Breakfast Club operates out of the canteen to ensure students have the nutrition they need to remain focused throughout the morning session, while also fostering a sense of belonging.	Students
<b>Prevention</b>	School captains, vice-captains, SRC, House Captains and leadership responsibilities	Our School Captains, Vice Captains, House Captains, SRC and Year 6 embark on a range of leadership activities throughout a school year.	All
<b>Prevention</b>	Student voice	Various lunchtime club activities (suggested and supported by students) available such as Friday Dance, Technology Club, LEGO club, Recess Clubs, Library.	Teachers and students
<b>Prevention</b>	Explicit teaching of social-emotional skills	Through PDH lessons and during 'teachable moments' throughout the day, teachers explicitly teach interpersonal and social skills that support engagement with learning and positive peer relationships.	Selected Students
<b>Prevention</b>	Australian eSafety Commissioner <a href="#"><u>Toolkit for Schools</u></a>	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
<b>Early intervention</b>	Correcting students' behaviours	Teachers identify and address inappropriate student behaviours, ensuring students understand the corrective response. Teachers provide consistent and explicit corrections. Responses are delivered calmly and are proportional to the level of behaviour.	Teachers and students
<b>Early intervention</b>	Behaviour monitoring books	Behaviour goals are co-developed through consultation with students, parents/caers and staff. These are monitored and adjusted for a short period of time to support changes in behaviour. Students are placed on monitoring cards to support them to achieve their desired behaviour.	Teachers, students and parents

Care Continuum	Strategy or Program	Details	Audience
<b>Early intervention</b>	Effective communication with parents	Through phone calls, parents/carers are contacted and involved in caring for the students. This partnership is seen as a vital component in early intervention.	Teachers
<b>Targeted intervention</b>	Using classroom management practices and a hierarchy of supportive consequences	Using the CPS school behaviour continuum, teachers respond to behaviour incidents aligned with The Corrimal Way behaviour code. Frequent communication between the school and home ensures clarity around behaviour concerns.	Teacher and students
<b>Targeted intervention</b>	Social Skills Program	This program is designed for selected students identified as needing support through a small-group, staff-led initiative. The objective is to empower students to recognise their strengths, build confidence, foster positive self-esteem, develop friendships, navigate playground conflicts, practice sharing and turn-taking, and establish constructive connections with their peers.	Selected Students
<b>Targeted intervention</b>	The Learning and Support Teacher and the School Psychologist	The Learning and Support Team work shoulder to shoulder with teachers, students, and families to support those students who require personalised learning and support plans or pathways. If necessary, students are provided with individual adjustments to assist them in their learning.	Individual students, families, staff
<b>Individual intervention</b>	Behaviour management plans	Behaviour management plans are created for those requiring individual intervention. These are considered for risk assessments when planning excursions and discussed and shared within the Learning Support Team.	Learning support and individual students
<b>Individual intervention</b>	School learning and support officers (SLSO)	Utilised in both the classroom and the playground, the SLSO supports individual students to access learning and play activities under the guidance of the Learning Support Team and teachers.	SLSO and Individual students
<b>Individual intervention</b>	School Counsellor and Learning Support Teacher	We utilise our School Psychologist, Learning Support Teacher and School Wellbeing Nurse for supporting students with targeted intervention. This typically includes such things as completing Functional Behaviour Assessments, identifying triggers, additional strategies for Zones of Regulation and designed intervention based on individual student needs.	All

Care Continuum	Strategy or Program	Details	Audience
<b>Individual intervention</b>	Team around a school	Seek external support from APLaS, LWO, HSLO, and ACLO as required.	LST and teachers
<b>Individual intervention</b>	Risk Management	In extreme cases where behaviour poses a risk of harm to self and/or others then a risk management plan is developed.	LST and teachers

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

Inappropriate behaviours and behaviours of concern, such as bullying and cyberbullying, require well-defined responses. 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.

Staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through various channels, such as:

- 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, such as access to 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 do 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 Sentral. These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> <li>• rule reminder, re-direct, offer choice</li> <li>• error correction</li> <li>• prompts</li> <li>• reteach</li> <li>• seat change</li> <li>• stay in 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, re-direct, offer choice</li> <li>• error correction</li> <li>• prompts</li> <li>• reteach</li> <li>• play or playground re-direction</li> <li>• walk with teacher</li> <li>• reflection and restorative practices</li> <li>• communication with parent/carer.</li> </ul>

Our staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. They employ a variety of skills and strategies 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:

- encourage 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
<p>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.</p>	<ul style="list-style-type: none"> <li>- Giving rule reminder, redirect, reteach, offer choice.</li> <li>- Giving a short, private, calm instruction to correct behaviour</li> <li>- Reminding student that if they don't follow instructions and expectations, there will be a consequence</li> <li>- In class reflection / time out or send to buddy class</li> </ul>	<p>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.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>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.</p>
<p>3. Tangible reinforcers include those that are:</p> <ul style="list-style-type: none"> <li>- free and frequent</li> <li>- moderate and intermittent</li> <li>- significant and infrequent</li> <li>- Intermittent and infrequent</li> </ul> <p>Reinforcers are recorded on Sentral.</p>	<p>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.</p>	<p>3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Sentral and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.</p>
<p>4. Social emotional learning lessons are taught weekly.</p>	<p>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.</p>	<p>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.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Teacher phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive behaviour are given at school assemblies. Principal awards sent home for those showing 'over and above' behaviour.</p>	<p>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.</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
- 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 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.

#### 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?
<b>Reflection room - a structured debriefing and planning after a behaviour of concern with an individual student.</b>	Using the CPS behaviour continuum, students are encouraged to	Assistant Principal/Principal	Documented in Sentral.

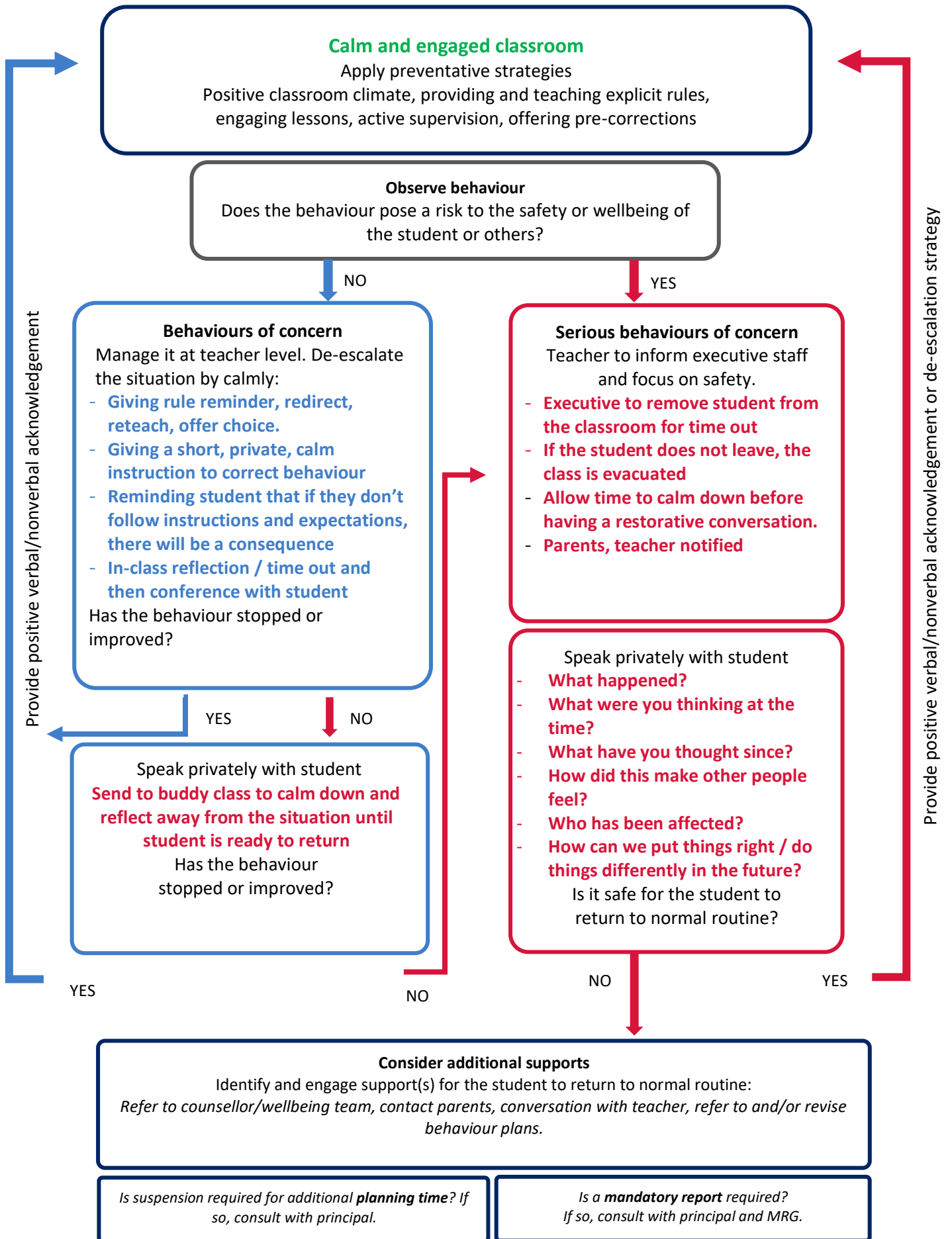
Strategy	When and how long?	Who coordinates?	How are these recorded?
	reflect on their behaviour during the subsequent recess session. K-2: 15 mins. 3-6: 30 mins.		
<b>Alternate play plan. Re-allocation to office or classroom or designated assigned areas for supervised play following behaviour incident. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group.</b>	Next break and duration will depend on behaviour of concern.	Assistant Principal/Principal	Documented in Sentral. Alternate plan created for student.

Review dates

Last review date: Day 1, Term 4, 2024

Next review date: Day 1, Term 4, 2025

Appendix 1: Behaviour management flowchart



## Appendix 2: Bullying Response Flowchart

