

# Condobolin Primary School Behaviour Support and Management Plan



## Overview

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

Our vision is to establish a dynamic learning environment where ambitious goals meet personal aspirations. We are committed to nurturing responsible citizens through inclusive education and supportive settings, ensuring fair treatment and a sense of belonging for all students. By embracing our diverse backgrounds, we strive to cultivate pride and empathy in every individual, empowering them to leave Condobolin Public School prepared to make a positive impact on the world.

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 vision, key programs prioritised and valued by the school community are:

- Positive Behaviour for Learning
- Zones of Regulation
- Second Step

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

Condobolin Public School rejects all forms of bullying behaviours, including online or cyberbullying 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

We 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.

We 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

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

**To be respectful, responsible and resilient learners.**

Strong	Smart	Proud
Think before you act	Follow instructions	Wear school uniform
Be tolerant of others	Do your best	Care for environment and community
Solve problems	Make good choices	Actively participate
Accept responsibilities	Show respect	Hands and feet to yourself
Have a go	Right place, right time	Talk positively
Show Self Control	Ignore poor behaviour	Help others

## 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	<a href="#">PBL</a>	Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.	All
Prevention / Early Intervention / Targeted / Individual	Zones of Regulation	The Zones of Regulation® is a systematic, cognitive behavioural approach used to teach self-regulation by grouping our state of alertness, feelings and arousal into four coloured zones.	All
<b>Prevention</b>	Second Steps	Second Step® program, Empowers students with skills for life- it helps students build social-emotional skills — such as nurturing positive relationships, managing emotions, and meeting goals — so they can thrive in school and in life.	All
Prevention	<a href="#">Child protection</a>	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner <a href="#">Toolkit for Schools</a> 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

Care Continuum	Strategy or Program	Details	Audience
<b>Prevention/ Targeted</b>	Cybermarvel October month	Online safety awareness program for schools and communities. <b>Connect safely</b> – secure apps and devices and review your privacy settings. <b>Reflect before you act</b> – think about how your actions online may affect others or your safety. <b>Protect yourself and others</b> – learn how to stay safe online and report online abuse.	Stage 3
Targeted / Individual intervention	<a href="#">Learning and Support</a>	The LST works with teachers, students and families to support students who require personalised learning and support. The team meets on a weekly basis to ensure all students are discussed.	All
Targeted / individual intervention	<a href="#">Attendance support</a>	Principal and Deputy Principal look at attendance on a weekly basis. They will then convene a planning meeting with students, families and teachers to address barriers to improve attendance and set growth goals.	Individual students, attendance co-ordinator
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

## Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyberbullying

### 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.

Our 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)
- Data presented on School Bytes
- 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

- Planned responses to behaviour that do not meet school expectations are either teacher or executive managed. Staff use the minor/major matrix 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 (minor) inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – behaviour of concern (major) is managed by school executive.
- Corrective responses are recorded on Behaviour / wellbeing system. These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> <li>• Conferencing</li> <li>• Statement</li> <li>• Hassle Log</li> <li>• Apology</li> <li>• Time Out</li> <li>• Restitution</li> <li>• LAST referral</li> <li>• Parent/Carer contact</li> </ul>	<ul style="list-style-type: none"> <li>• Conferencing</li> <li>• Statement</li> <li>• Hassle Log</li> <li>• Apology</li> <li>• Time Out</li> <li>• Restitution</li> <li>• LAST referral</li> <li>• Parent/Carer contact</li> </ul>

• Incident Hotline Report	• Incident Hotline Report
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Our staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning and Zones of Regulation consist 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- they receive *good ones* and awards 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.

Reward System 2025.docx

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 daily. Teachers model behaviours and provide opportunities for practise. Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p>	<p>1. Contact Deputy Principal 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. Students receive good ones which go towards a school-wide reward system.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback. Step 1: Warning Rule Reminder  Step 2: Take a break  Step 3: See teacher in the next break.</p>	<p>2. Executive 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: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on <b>School Bytes</b></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 applied.</p>	<p>3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on School Bytes 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, PBL and Zones</p>	<p>4. Teacher records on School Bytes by the end of the school day. Monitor and inform</p>	<p>4. Refer to the school's Learning and Support Team considering current and previous behaviour</p>

of Regulations and Second Step weekly.	family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO).	data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the parent portal on School Bytes or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at school assemblies.	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.	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.



## Responses to serious behaviours of concern

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

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion Procedures](#) apply to all NSW public schools.

## 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.

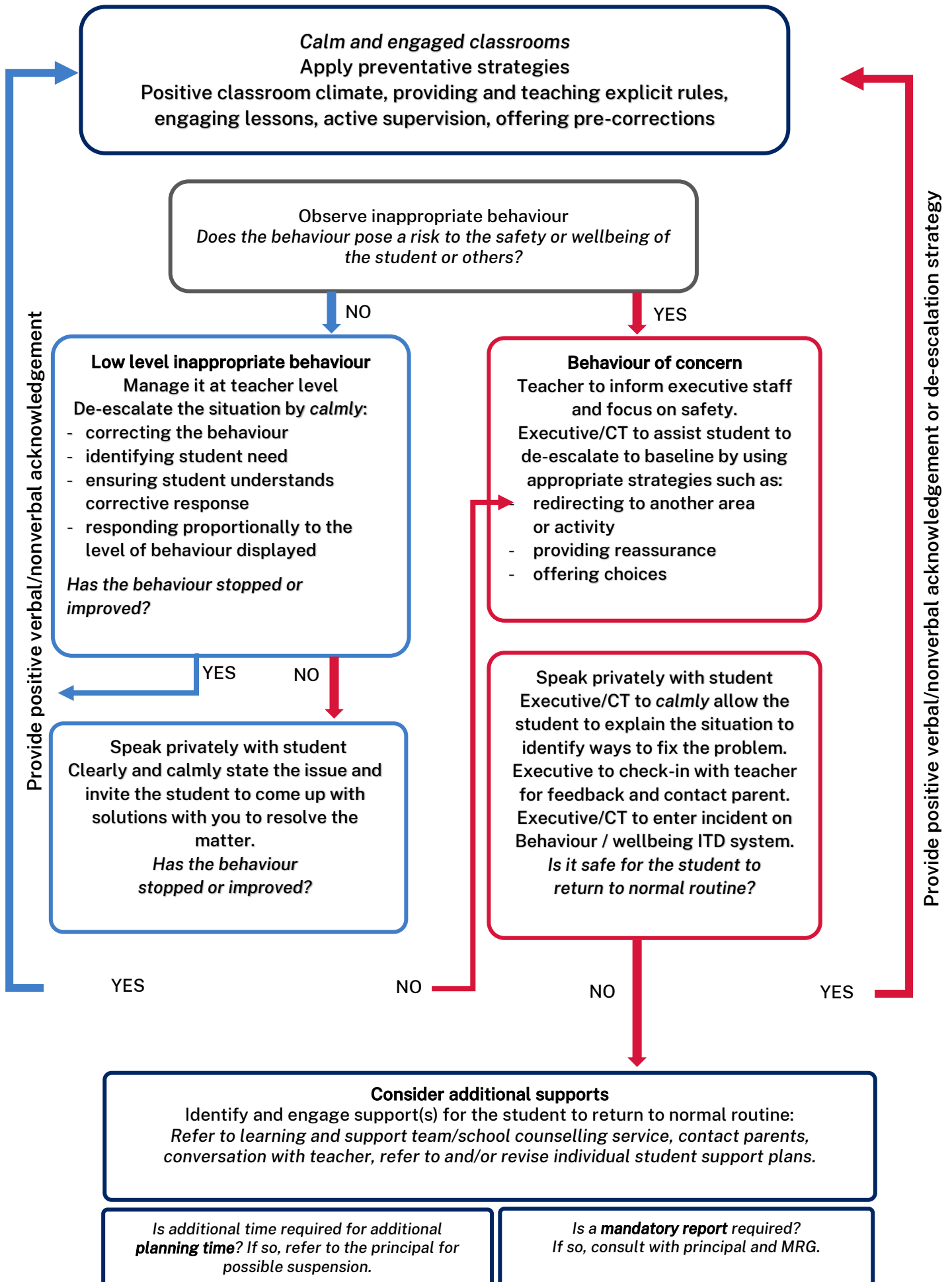
Strategy	When and how long?	Who coordinates?	How are these recorded?
<b>Reflection</b> – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at either lunch or recess break	Teacher involved	Documented in School Bytes and Hassle Log
<b>Alternate play plan</b> – withdrawal from free choice play and re-allocation to office or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	Next break	Deputy Principal	Documented in School Bytes.
<b>Restorative practice</b>	Scheduled for either lunch or recess break	Teacher/ Assistant Principal Deputy Principal/ ARCO	Documented in School Bytes

## Review dates

Last review date:: 13<sup>th</sup> February Day 1, Term 1, 2025

Next review date: February : 9<sup>th</sup> February Day 1, Term 1, 2026

## Appendix 1: Behaviour management flowchart



## Bullying Response Flowchart

The following flowchart explains the actions Condobolin 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.

