

Connells Point Public School



Behaviour Support and Management Plan 2025

Rationale

The following plan is an operational document which outlines the processes for supporting and managing student behaviour at Connells Point Public School. It has been developed in consultation with the school's Diverse Learning Team, executive staff and members of the school community.

The school's positive behaviour system is aligned to the following values:

Be Safe

Be Respectful

Be an active learner

Overview

School rules and expectations for student behaviour at Connells Point Public School are explicitly taught to all students across the school. The school is committed to maintaining a safe, respectful and responsive environment for all students, staff and parents. The school is committed to developing its students into citizens of tomorrow, reflecting the values of our public education system and equipping them with the knowledge and skills to actively and confidently contribute to the community.

The school's Behaviour Support and Management Plan provides a guide for staff, students and community members, to ensure that there is a clear understanding of how the school promotes desirable behaviours, supports student wellbeing and responds to undesirable behaviours. Connells Point Public School seeks to ensure that all members of the school community feel safe and valued by creating a school culture built on respect, resilience, compassion and understanding.

Promoting positive behaviour at Connells Point Public School

Connells Point Public School uses a variety of universal strategies to recognise and reward students who follow the school's values and behaviour expectations. These strategies include:

- Constantly reinforcing the school's values
- Recognising and rewarding positive behaviours
- Ensuring that students understand behaviour expectations
- Supporting students to make appropriate behaviour choices through plans and targeted strategies where required
- Signage across the school
- Classroom lessons aligned to the school's 'weekly behaviour focus area'
- Behaviour expectations built into student contracts.

Reward system at Connells Point Public School

The Connells Point Public School award system works as follows:

Award	Process
Values awards	Values Awards represent 3 different categories – <i>Personal, Community and Social</i> . Students receive a Values Award when they demonstrate desirable behaviours/actions in any of these categories. When a student receives 10 Values Awards (with at least one award from each category), they are issued with a Merit Certificate .
Merit Certificate	Once a student receives 50 Values Awards (5 Merit Certificates), they are issued with a Principal Award .
Principal Award	Once a student receives 5 Principal Awards, they are issued with a Trophy . This is the highest individual award that a student can receive for ongoing and exemplary behaviour in the classroom.

Award	Process
Playground Tokens	Playground Tokens are given to students who are following the school's values on the playground. These tokens are placed in the school's House Containers and go towards a reward for all students who represent that house group. A reward is provided to all the students from the winning house at the end of each term.



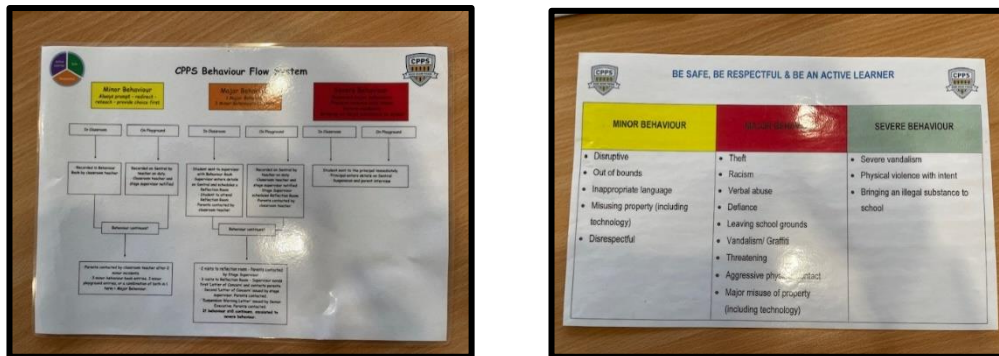
Examples of signage visible around the school



Examples of the school's reward system.

Strategies for managing inappropriate behaviours

The school utilises a Behaviour Management System (matrix) to identify and respond to inappropriate behaviours. The matrix/flow chart identifies behaviours as being either minor, major or severe. The Behaviour Management Flowchart clearly identifies the types of behaviours that apply to each category and teachers receive regular and ongoing support to implement the school's procedures to ensure a proactive and consistent approach to managing student behaviour. The flowchart also differentiates between behaviours that occur in class and on the playground.



Copies of the school's Behaviour Matrix

Whole school approach

Category	Intervention / Strategy / Program	Audience
Universal strategies <i>*Aligned to Tier 1 School Wide PBL strategies</i>	The <u>universal strategies</u> employed by the school include: <ul style="list-style-type: none"> • Behaviour matrix and flowchart system • Class systems for managing student behaviour • Lessons taught through PD/H/PE and the school's values program • Playground reward systems 	Whole school

	<ul style="list-style-type: none"> • Whole school reward/recognition systems • Communication with parents. 	
<p>Early intervention</p> <p><i>*Aligned to Tier 1 PBL strategies</i></p>	<p>The <u>early intervention strategies</u> employed by the school are:</p> <ul style="list-style-type: none"> • Explicitly teaching expected behaviours to students • Shared discussions between the teacher, stage colleagues and supervisor to develop strategies to support positive changes in behaviour • Implementing programs to support the development of social/emotional skills • The development of safe, structured and consistent approaches to student behaviour management across classrooms. 	Whole school
<p>Targeted interventions</p> <p><i>*Aligned to Tier 2 PBL strategies</i></p>	<p>The <u>targeted intervention strategies</u> employed by the school are:</p> <ul style="list-style-type: none"> • Referral to the school's Diverse Learning Team • The development of personalised support plans and strategies • Engagement with external supports as required, including behaviour specialists, the school counsellor or psychologists • Social skills activities through the school's Wellbeing Officer • 'Check ins' and ongoing monitoring to determine the impact of strategies and interventions • Coaching support for staff on the implementation of newly developed plans and strategies • Ongoing communication with families and a collaborative approach to the development, implementation and review of personalised support plans and resources. 	Individual students, staff, counsellor, Wellbeing Officer and external providers
<p>Individual interventions</p> <p><i>*Aligned to Tier 3 PBL strategies</i></p>	<p>The <u>individual intervention strategies</u> employed by the school are:</p> <ul style="list-style-type: none"> • Individual behaviour and support plans • Regular and ongoing engagement with behaviour support personnel and external providers (as required) • The ongoing review of plans through the Diverse Learning Team • Access to counsellor and wellbeing support as required • Ongoing communication with families and a collaborative approach to the development, implementation and review of personalised support plans and resources. 	Individual students, staff, counsellor, Wellbeing Officer and external providers

Reflective and restorative practices

At Connells Public School, the following strategies are used to record and respond to inappropriate behaviours:

Action	Response	Responsibility
Verbal and visual interventions	Teachers consistently remind students of the expected behaviours and use verbal and visual reminders/interventions to correct inappropriate behaviours when they first arise.	Teachers
Crosses on the board	Students receive a cross on the board next to their name for inappropriate behaviour. 3 crosses within the day results in their name being entered into the behaviour book.	Teachers
Behaviour book	Teachers use this book to record inappropriate behaviour in the classroom (when a student receives 3 crosses). 3 entries in the behaviour book across the term results in a reflection meeting.	Teachers
Time out / thinking zone areas	Teachers utilise this strategy to remove a child from a situation where their behaviour is escalating. This strategy provides the opportunity for students to regulate and change their behaviour before re-joining the class group.	Teachers
Reflection meetings	Students attend reflection meetings to discuss their behaviour with a stage supervisor. The meeting is a restorative process and provides the opportunity for students to reflect on their behaviour and identify the adjustments required to their behaviour moving forward. Students receive a reflection meeting for 3 minor incidents or a major incident (as per the school's Behaviour Matrix).	Teachers and stage supervisors
Behaviour cards	These are provided to students who have received multiple reflection meetings and require support to successfully integrate back into the classroom or playground. They identify goals that the child must work towards achieving and are developed in consultation with parents.	Stage supervisors and Principal
Formal caution	This applies to a student who has engaged in a significant major behaviour or ongoing minor incidents. The caution follows a period where other restorative practices and behaviour plans have not brought about a level of sustained success for the student.	Principal
Suspension	This applies for multiple major incidents or ongoing minor incidents where plans and restorative practices have not been effective. They provide an opportunity for the student to reflect on his/her behaviour, while also providing the opportunity for staff to design and implement new plans and strategies to support the student. Plans and strategies for students returning from suspension are always developed in partnership with parents, behaviour support personnel and external providers as required.	Principal

Partnerships with parents and external partners

Parents and carers play an important role in the school community. The School Community Charter informs parents and carers on how to engage with NSW public schools. Connells Point Public School encourages parents and carers to engage with the school's values and to work in partnership with the school to address behaviours of concern that arise for their child. The school also works in close collaboration with specialist support staff and external providers to ensure that the strategies being employed to support student behaviour are developed utilising a broad range of expertise.

The school communicates its values through the newsletter, website, signage across the school grounds, at parent information sessions and at fortnightly assemblies.

Bullying and cyber bullying

Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. Bullying is classified as a 'major' behaviour at the school and students who are identified as bullying others (physically, verbally or through technology) receive consequences in line with the school's Behaviour Matrix. The school works to prevent cyber bullying by constantly communicating expectations with the students in regard to the use of technology, running workshops with parents to support their management of devices at home and by hosting cyber safety workshops with the students led by Police Youth Liaison Officers. In addition, students sign a code of conduct, agreeing to adhere to the school's expectations before commencing BYOD (Years 5 and 6) or accessing any form of technology at school.

Additional information and resources

Student Behaviour – Inclusive, Engaging and Respectful Schools:

https://education.nsw.gov.au/content/dam/main-education/student-wellbeing/whole-school-approach/media/inclusive-engaging-and-respectful/Student_Behaviour_fact_sheet.pdf

Positive Behaviour for Learning:

<https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/positive-behaviour-for-learning>

Behaviour Code for Students:

<https://education.nsw.gov.au/policy-library/policies/pd-2006-0316-01>

Student Behaviour Policy:

<https://education.nsw.gov.au/content/dam/main-education/policy-library/public/supporting-documents/pd-2006-0316-easyreadstudentbehaviour.pdf>

Suspension Fact Sheet for Parents:

[file:///C:/Users/csmlythgapps/Downloads/english-suspension-factsheet%20\(10\).pdf](file:///C:/Users/csmlythgapps/Downloads/english-suspension-factsheet%20(10).pdf)

School Community Charter:

<https://education.nsw.gov.au/schooling/parents-and-carers/going-to-school/school-community-charter>