

Cherrybrook Public School Behaviour Support and Management Plan

Overview

Cherrybrook Public School is committed to explicitly teaching and modelling positive behaviour and creating a safe, supportive, and responsive learning environment. High expectations for student behaviour is based on our three core values: **Being Respectful, Being Responsible, and Doing Your Personal Best.**

These values guide students in their interactions and decision-making processes, promoting a positive school culture. The school implements a comprehensive approach that includes clear behavioural expectations, consistent consequences for inappropriate behaviour, and recognition of positive behaviour. This framework helps students develop self-discipline, social skills, and a sense of community.

Our Student Behaviour Support and Management Plan outlines a balanced approach of reaffirming positive behaviour, implementing restorative practices, and fair interventions when responding to inappropriate student behaviour.

Cherrybrook Public School rejects all forms of bullying behaviours, including online (or cyber) bullying by promoting student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive, inclusive 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.

Partnership with parents and carers

Cherrybrook Public School partners 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, school surveys and consulting with the P & C
- Using concerns raised through complaints procedures to review school systems, data and practices.

Cherrybrook Public School 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

Cherrybrook Public School has the following school-wide expectations and rules based on our core values.

Be Respectful	Be Responsible	Do Your Personal Best
Be kind and courteous to students, staff, and visitors	Behave safely and sensibly	Show resilience
Show pride in my school	Be ready to learn	Set achievable goals
Respect others right to learn	Take responsibility for your own actions	Have a positive attitude

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](#).

Furthermore, students at Cherrybrook Public School follow the Student Code of Conduct, which outlines the expectations regarding core values through 'I Will' statements. These statements are taught explicitly at the beginning and throughout the school year, both inside and outside the classroom. Refer to Appendix 1 for the complete Student Code of Conduct.

Whole school approach across the care continuum

Cherrybrook Public 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.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Explicitly Teach	Explicit teaching of Social and Emotional Skills through PD/H units in all classrooms and as required throughout the year. Whole school fortnightly focus on positive behaviour linking to our CPS core values are explicitly taught.	Students K-6
Prevention	Progressive Reward System	Students earn Mini Merits for positive behaviour that aligns with the school values. Once 10 Mini Merits have been accumulated, they receive a bronze award. Five bronze awards equal a silver award and five silver awards equal a gold award.	Students K-6

Care Continuum	Strategy or Program	Details	Audience
		Awards are collected over their entire school career at Cherrybrook Public School.	
Prevention	Star Awards	Star Awards are a standalone award that are received at the end of each term by students who display commitment to the school values as well as having excellent attendance. Star Award recipients receive a badge and a celebratory reward such as an ice block.	Students K-6
Prevention	Child Protection	Teaching children child protection education is a mandatory part of the syllabus.	Students K-6
Early intervention	SPARC	Small group intervention to support and increase the coping strategies of students who are struggling to find purpose, develop self-awareness, build social skills, and develop resilience and confidence.	Individual students K-6
Targeted intervention	Learning and Support	The LST collaborates with teachers, students, and families to support students who require personalised learning and support.	All
Targeted intervention	Attendance support	Classroom teacher refers attendance concerns to Deputy Principal. Communication regarding attendance is recorded on school administration system. Attendance coordinator involves HSLO if required.	Individual students, attendance coordinator (Deputy Principal)
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring, and reviewing; behaviour support, behaviour response and risk management plans.	Individual students, parents/carers, 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.

Cherrybrook Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyberbullying 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)
- 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 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.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground using the 3-Step Reminder System (in the classroom) or the STAR Approach (on the playground)
- **Executive managed** – behaviour of concern is managed by school executive and includes Reflection Time with Assistant or Deputy Principals.
- Corrective responses are recorded formally on the school administration system. These include:

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

Cherrybrook Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations with the implementation of a whole school progressive reward system which includes explicit, whole school lessons on each element of the school values.

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.

Preventing and Responding to Behaviours of Concern		
Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour	Responses to behaviours of concern
<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.</p>	<p>In the classroom – 3 Step Reminder System: <u>Step 1:</u> Behaviour is acknowledged, and student is reminded of behaviour expectations (see Appendix 1)</p> <p>On the playground - STAR Approach:</p>	<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>

	<u>Step 1:</u> Duty teacher to follow STAR approach	
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour (progressive reward system, Star awards)	<p>In the classroom – 3 Step Reminder System: <u>Step 2:</u> Changes made to student’s immediate environment e.g. seating plan, choices offered, redirection of student. Teacher may choose to have student stay in briefly at break time to review the behaviour of concern.</p> <p>On the playground - STAR Approach: <u>Step 2:</u> Duty teacher to inform classroom teacher that day of student’s behaviour via written communication</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.
3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent intermittent and infrequent	<p>In the classroom – 3 Step Reminder System: <u>Step 3:</u> Student is sent to another classroom for reflective time for no more than 15 minutes to reflect on actions. Incident is documented as a negative incident. Student may have reflective time at lunch (e.g. walk with duty teacher) if more appropriate.</p> <p>On the playground - STAR Approach: <u>Step 3:</u> Classroom teacher to inform their supervisor if further action/support is required.</p>	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on school administration system and contacts parent/carer by email or phone. Executive/principal may consider further action, e.g., a formal caution or suspension.
4. Social emotional learning lessons are taught weekly through PDH Units of Work and target small group intervention (SPARC) as need is identified.	<p>In the classroom or playground: 4. When a student has not responded appropriately to the 3-step reminder system or the STAR approach they may be placed on Reflection with AP.</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.
Teacher/Parent Contact	Teacher/Parent Contact	Teacher/Parent Contact
Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies. Recipient names are published fortnightly in the school newsletter.	<p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful.</p> <p>Individual planning and referral to Learning Support Team may be discussed.</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.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on the school administration 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 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)
- a formal caution for in-school withdrawal, 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](#).

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.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection Room – a structured debriefing and planning after a behaviour of concern with an individual student using reflection time scaffold	Same or next day during first half lunch	Assistant Principal	Reflection sheet completed by student and documented on school administration system

Strategy	When and how long?	Who coordinates?	How are these recorded?
<p>Alternative play plan – withdrawal from free choice play, designated play spaces offered and implementation of playground behaviour card</p>	<p>For one week during all playground breaks</p>	<p>Classroom teacher, all applicable playground duty teachers</p>	<p>On a playground card completed by duty teachers and documented on school administration system when completed</p>
<p>Restorative Practices – with relevant member of staff, using Restorative practice conversation scaffold</p>	<p>As appropriate (during a lunch break)</p>	<p>Class Teacher, Assistant or Deputy Principals</p>	<p>Recorded and documented on school administration system</p>

Review dates

Last review date: December 2024

Next review date: Term 4 2025

Appendix 1: Cherrybrook Public School Code of Conduct

	Expectations	I Will (What the expectations look like):
BE RESPECTFUL	1. Be kind and courteous to students, staff and visitors	<ul style="list-style-type: none"> • Speak politely to and about others • Follow teacher directions • Listen respectfully when others are speaking
	2. Show pride in my school	<ul style="list-style-type: none"> • Care for my own, others and school property • Wear my uniform correctly • Look after the classroom, playground and school environment
	3. Respect others' right to learn	<ul style="list-style-type: none"> • Demonstrate active listening • Work collaboratively and cooperatively with my peers • Give everyone the opportunity to achieve their best
BE RESPONSIBLE	1. Behave safely and sensibly	<ul style="list-style-type: none"> • Use equipment appropriately • Play safely without hurting others (hands and feet to yourself) • Move safely around the school and in classrooms
	2. Be ready to learn	<ul style="list-style-type: none"> • Be on time • Organise my belongings • Be responsible for my personal learning
	3. Take responsibility for your own actions	<ul style="list-style-type: none"> • Calmly talk through conflict • Be accountable for my actions and choices • Show an awareness of others' perspectives
DO YOUR PERSONAL BEST	1. Show resilience	<ul style="list-style-type: none"> • Never give up • Strive to improve and do my best • Take on feedback
	2. Set achievable goals	<ul style="list-style-type: none"> • Ask for help when needed • Show initiative and ownership
	3. Have a positive attitude	<ul style="list-style-type: none"> • Be a good role model and active participant • Challenge myself and embrace new experiences • Congratulate others on their achievements

Appendix 2: Cherrybrook Public School Behaviour Management Documents

Three-Step Reminder System (In the Classroom)	
Reminder 1	Behaviour is acknowledged and student reminded of behaviour expectations
Reminder 2	Teacher amends the student’s immediate learning environment e.g., move student to their desk instead of sitting on the mat.
Reminder 3	<p>Student’s behaviour is documented on school administration system by the classroom teacher (as a negative incident –staff to only record observable behaviour).</p> <p>Student is sent to another class for some ‘thinking and calming down time’ (up to 15 minutes). However, if it is of benefit, student can use lunch time (e.g., walk with teacher on duty) for ‘thinking and calming down time’. Teacher explains to the student what is about to happen. Student is sent with a note when going to another class. In that class student is expected to have some ‘thinking and calming down time.’</p> <p>NB: ‘thinking and calming down time’ should take place on the same day or in a timely response.</p> <p>Once the student returns to class, the classroom teacher will discuss their behaviour and remind the student of the expectations of the Code of Conduct.</p>

STAR Approach (In the Playground)
<p>In the playground the STAR approach (staff strategy) will be followed in response to minor behaviour.</p> <p>STOP - the students</p> <p>THINK - students think about their behaviour</p> <p>ASK - were you doing the right thing?</p> <p>RESOLVE - by referring to CPS Code of Conduct</p> <p>Students who do not respond positively to the STAR approach, the playground teacher will inform the classroom teacher that day of student’s behaviour (via written communication). The classroom teacher may inform their supervisor if further action/support is required.</p>