

Chillingham School Behaviour Support and Management Plan

Overview

Chillingham 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 society. 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.

Partnership with parents and carers

Chillingham Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and bullying strategies, by liaising with staff, students, Chillingham Public School P&C Association and the Tweed/Wollumbin AECG.

Chillingham Public School will communicate these expectations to parents/carers through the school newsletter. 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

Beee Respectful	Beee Resilient	Beee Responsible	Beee Organised
Keep hands and feet to self	Keep ourselves and others safe	Always do my best	Be ready to learn

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 cyberbullying 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 students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Bees Knees program	Focus behaviour promoted at weekly assembly.	Years K-6
Prevention	Child Protection Program	Delivery of the mandatory Child Protection program K-6.	Years K-6
Early intervention	Individual goal setting	Students set individual goals for themselves.	Years K-6
Early intervention	Staff Meetings including Learning and Wellbeing	Staff meet regularly to discuss students and to identify early concerns of students' behaviour and wellbeing needs	All staff
Early intervention	Learning and Wellbeing Referrals	Wellbeing meetings for discussion and processing ensure relevant staff are aware of pertinent details to support students or groups of students as required. Support may include referral to School Counsellor, or other DoE school services personnel, including HSLO.	All Staff
Targeted intervention	Classroom Social Skills Programs	To develop a positive, safe and supportive learning culture.	Teachers
Targeted intervention	Learning and Support Program	Teachers develop and maintain ILPs, IEPs and PLPs in collaboration with parents to establish learning plans and any risk assessments, including short/long term goals.	LaST, teachers, parents/caregivers and DoE supports when needed
Targeted intervention	Attendance Support	Coordinate HSLO Attendance data sheets and follow up with home contact for attendance concerns. HSLO to support Principal with parent meetings and/or additional follow-up.	Principal, HSLO and individual students and their families/caregivers
Targeted intervention	School Counsellor Support	Individual counsellor support for students as required. Students to be referred through in-school system for support.	Individual students and their parents/caregivers

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Parent/caregiver Meetings with class teacher &/or Principal	Collaborative approach to addressing issues that arise and goal setting to support the student.	Staff, student and parents/caregivers
Individual intervention	Reflective Practice	Students exhibiting poor behaviour choices may be referred to the principal to engage in reflective practices to encourage them to consider their choices and how their actions impact on others, including how they can make things better.	Individual or groups of students

Planned responses to positive appropriate behaviour

Chillingham Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Daily affirmations - Each day of the school week during morning assembly, two students are selected to select and read out a daily affirmation. These affirmations help create a supportive and encouraging environment and are a positive and uplifting way for students to start the day.
- Weekly Assembly Awards - Class awards are provided at weekly assemblies to recognise students demonstrating positive behaviour and school values.
- Weekly student wellbeing lessons - The Bees Knees Wellbeing and Behaviour program cultivates an ethos of wellbeing, respect and enthusiasm for teaching and learning together. The Bee theme is incorporated into our student wellbeing and behaviour programs. Each week a focus behaviour is promoted at our weekly assembly. During the week, teachers promote and look for the focus behaviour and add student names to the Bees Knees box. Then at the weekly assembly, each teacher draws a student name from the box and each student receives a Bees Knees award and their name goes into a lucky dip for a free lunch from the canteen.
- Rewards Days - At the end of each term, a Reward Day is held to recognise and value positive student behaviour.

Detention, reflection and restorative practices

Following the Department's restorative practice approach, Chillingham Public School aims to encourage behaviour that is supportive and respectful by putting the onus on individuals to be truly accountable for their actions.

When students either repetitively break a school rule or have a serious infraction, they participate in a reflection session. This gives them time to think about what they were doing incorrectly, how they could behave differently if it happens again, and create a plan to repair their relationships with others or the school.

For minor infringements, students will have time off play to reflect on their behaviour. For repeated incidents or incidents of a more serious nature, students will complete a reflection in their Behaviour Book.

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour.

Action	When and how long?	Who coordinates?	How are these recorded?
During the next play session, the student will sit in the reflection area (the brown seat facing the playground)	At recess or lunchtime. The amount of time spent on the seat is determined by the teacher. The average time a student will spend off the playground is approx. 5 minutes.	Classroom teacher and teacher on playground duty.	Incidents are recorded in School Bytes; to keep a record of incidents and track frequency, potentially identifying any patterns or 'triggers' for forward planning/ support.
Individual Behaviour Book	Students complete a reflection in their own time (during recess or lunch) in their individual Behaviour Book. The reflection includes five prompts for students to answer. Students often write an apology and come up with an appropriate consequence that is agreed upon with the teacher involved.	Classroom teacher and teacher on playground duty.	Recorded in individual books. Incident reports recorded in School Bytes, which the APCI monitors.
All behaviour incidents are transferred to School Bytes for reference and longevity	At the end of each term	APCI	All records kept in School Bytes.

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

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 Behaviour Management flowchart for strategies and responses for student behaviour.

Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.

Chillingham Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a child or young person'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 our 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

Chillingham Public School uses the following strategies to recognise and reinforce positive student behaviour and behavioural expectations:

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.

Specific positive feedback may not be sufficiently reinforcing for some students, so the school-wide continuum provides the opportunity to pair verbal or non-verbal feedback with a positive, tangible consequence.

The school-wide continuum for acknowledging expected behaviour includes:

- free and frequent – for everyday use by all staff in all settings
- moderate and intermittent – awarded occasionally, such as merit certificates
- significant and infrequent – semester or annual types of recognition, such as Rewards Days and end of year awards.

Responses to serious behaviours of concern

- For incidents of serious behaviours of concern; the student's behaviour will be reported to their parents with a reminder of school expectations and their at-risk behaviour may lead to exclusion from school activities for safety reasons. The student's Behaviour Management Plan will be reviewed/created in collaboration with their parents/caregivers.
- 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.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

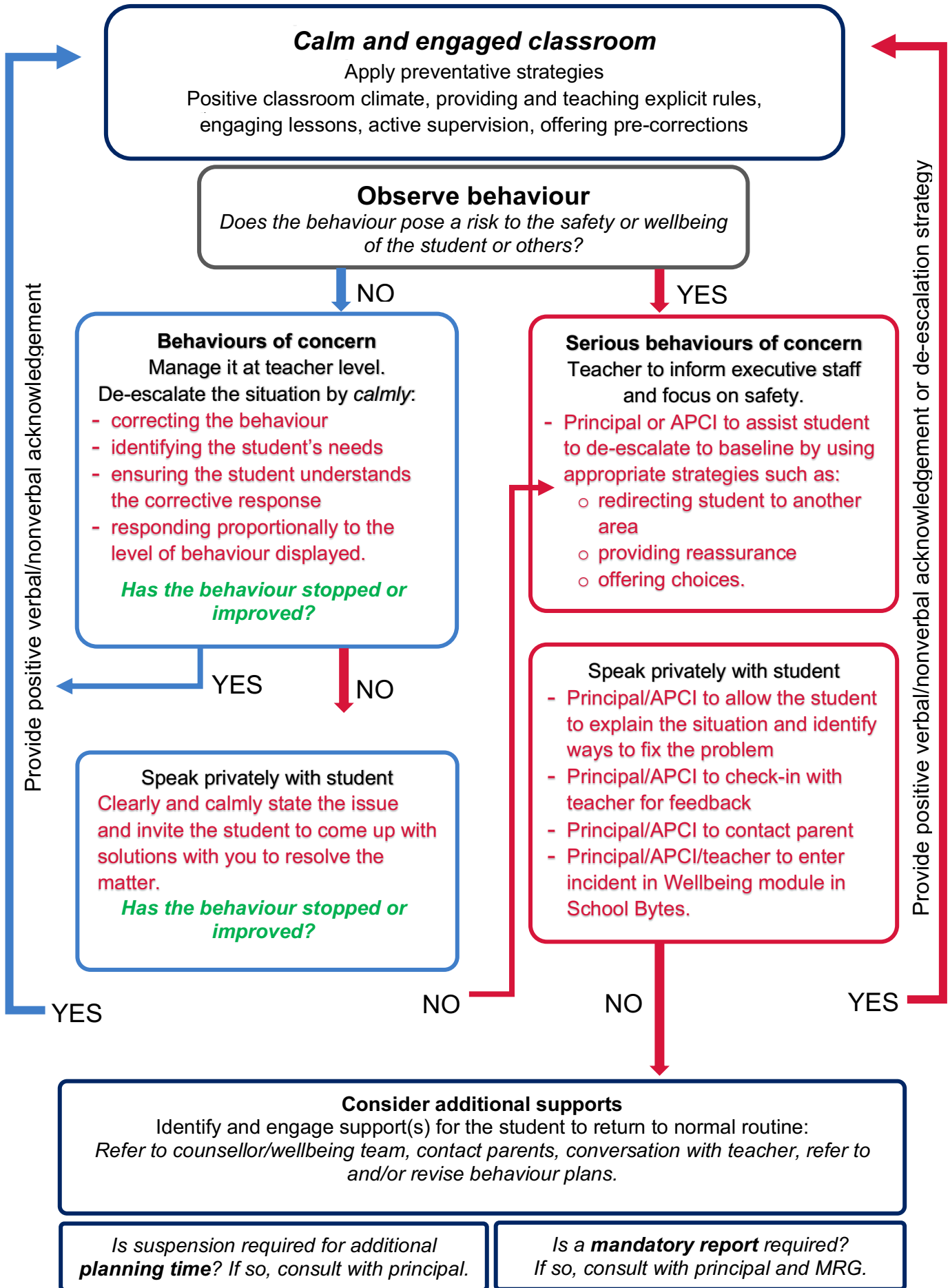
- [Incident Notification and Response Policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Review dates

Last review date: 5 February 2025

Next review date: 27 January 2026

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart

