NSW Department of Education

School Behaviour Support and Management Plan
Chipping Norton Public School

Overview

Our school vision at Chipping Norton Public School is:

Children first.

We develop, nurture and are guided by empowered learners.

We are united with our vibrant and cohesive learning community.

We are driven by equity and high expectations to build success for all.

The NSW Department of Education is committed to creating **engaging** and **effective** classrooms, and **inclusive** and **safe** school communities for all NSW public school students. Students and staff have the right and responsibility to engage in positive and respectful relationships based on valuing the interests, abilities and diversity of others.

These procedures reflect the Wellbeing Framework for Schools and are in line with the Student Behaviour Policy, Behaviour Code for Students and the School Community Charter. They provide a guide for staff, students and parents/carers to understand the processes and procedures that Chipping Norton Public School follows to ensure the wellbeing of all students. It includes information regarding our school expectations, as well as strategies and practices to encourage positive behaviour choices, recognise student achievement and manage inappropriate student behaviour.

Chipping Norton Public School consistently reinforces positive behaviour and aims to ensure that all students and members of the school community feel safe and happy at school. Through the creation of a culture of respect, resilience and safety, students will engage in engaging educational programs with success.

Chipping Norton Public School is committed to providing safe, supportive and responsive learning environments for **everyone**. We teach and model the behaviours we value in our students.

Partnership with parents and carers

At Chipping Norton Public School we recognise and value the fact that parents and carers are their child's first and most consistent teacher. Chipping Norton Public School is proud of the open and collaborative relationship with parents, carers and members of the wider community. By building strong and purposeful partnerships, we inspire, guide and build a love of learning in every child we teach. We have a strong P&C community with over 20 members actively involved.

Chipping Norton Public School will partner 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 discussion groups, school surveys, meetings with families, consulting with the P & C and local AECG

• using concerns raised through complaints procedures to review school systems, data and practices. In the first instance, it is recommended that parents contact their child's classroom

teacher. If the teacher cannot resolve the issue, it will be escalated to the Assistant Principal (AP). Should the AP need further assistance, the matter will be taken to the Principal for resolution.

Chipping Norton Public School communicates these expectations to parents/carers through the school newsletter, SEESAW app, 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

Expectation – Be Safe	Expectations – Be Respectful	Expectation – Be a Learner
We keep our hands and feet to ourselves.	We are kind to others.	We persist when learning gets challenging.
We move carefully around the school.	We listen and follow instructions.	We are curious and interested learners.
We use equipment responsibly.	We respect all cultures.	We are organised for learning.
We are in the right place at the right time.	We play fairly and follow the rules of the game.	We show resilience.
	We keep our environment clean and tidy.	

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.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Strong Relationships	Staff work hard to engage in getting to know students and their families. Staff build a sense of trust and listen to students.	All
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	All
Prevention	National Week of Action (NWA)	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	All

Care Continuum	Strategy or Program	Details	Audience
Prevention	Harmony Day	Harmony Day is an Australian Government program that centres on the message that "Everyone Belongs", reinforcing the importance of inclusiveness to all Australians.	All
Prevention	YCDI Social/Emotional Program	YCDI is taught in Terms 1 and 2 each year to all students K-6. The focus is on 5 key areas – resilience, persistence, getting along, being organised, confidence.	Students K-6
Prevention	Buddy Bench	One buddy bench is located in the school playground for students who are looking for someone to play with.	Students K-6
Prevention	Classroom Management	Consistent teacher expectations, routines, modelling and responses to behaviour are taught in all classrooms.	All
Prevention	High quality Differentiated Learning	High quality differentiated teaching that addresses individual learning needs of all students, where appropriate learning adjustments are documented in Personalised Learning and Support Plans (PLaSPs) and/or Personal Learning Pathways (PLPs).	All
Prevention	Communication with families	P&C Meetings – twice a term Parent Workshops – twice a term Fortnightly Newsletter – outlining behaviour/YCDI focus	All
Prevention	Transition Programs	High quality transition programs for Kindergarten and Year 7. Transition meetings with families upon enrolment. Liaison with previous teachers, preschools, external paraprofessionals. Teachers know each child and family which ensures continuity of learning that meets the academic and wellbeing needs of all children.	P – Yrs 6 students Local HS staff Pre school staff
Early intervention	Acknowledgement of Appropriate Behaviours	Systematic approach to rewarding positive behaviour that has a direct correlation with the YCDI Keys to Success.	Students K-6
Early intervention	Every Face has a Place	Weekly check ins for students undergoing challenging circumstances. Mentors appointed to students, as needed.	All staff

Care Continuum	Strategy or Program	Details	Audience
Early intervention	Wellbeing Hub	A room set up at lunchtimes for students overwhelmed on the playground or requiring a calm space to play.	Students K-6
Early intervention	"Chippo Champs" Social Skills Program	This fortnightly whole school wellbeing initiative promotes inclusivity and belonging for every student. The program focuses on YCDI keys check ins or 'at need' focuses for students based on playground/classroom data.	Students K-6
Early intervention	Australian eSafety Commissioner Toolkit for Schools 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.	Yrs 3-6
Targeted intervention	Restorative Practices	Restorative practices are implemented throughout Reflection Time to restore and repair damaged relationships.	Students K-6
Targeted intervention	CAFS External Programs	External programs tailored to needs of students hosted by CAFS (Child Adolescent and Family Services).	Yrs 3-6
Targeted intervention	Behaviour Support Plans	Developed, planned in consultation with teacher, exec staff, Principal, Team Around a School to support the behaviour needs of students.	Students K-6
Targeted intervention	Wellbeing Data Walls	Updated regularly and monitored to identify students that may be 'at risk'. Attendance, behaviour entries, confidence/resilience and family issues are all reviewed regularly and plans established, if required.	Students K-6
Targeted intervention	Alternate Play Plans	Alternate Play Plans offer an inclusive strategy for students to be on the playground but to avoid conflicts, aggressive situations.	Students K-6
Targeted intervention	Learning and Support	The Learning and Support Team and Team Around a School will work with teachers, students and families to support those students who require personalised learning and support. Including instructional leadership, development of risk	Students K-6

Care Continuum	Strategy or Program	Details	Audience
		assessments, behaviour plans and the development of short- and long-term goals.	
Individual intervention	Individual behaviour support planning	Includes developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans. Behaviour Support Toolkit-behaviour support planning, de-escalation plan, behaviour response plan, student behaviour contract, target behaviour goals. Team Around a School, Allied Health & behaviour support providers monitor the impact of support for individual students through continuous data collection. They provide consistent strategies and adjustments outlined within an individual student support plan.	Students K-6
Individual intervention	Integration Funding Support	Application for Integration Funding Support through Access Requests.	Students K-6 Principal CT, exec staff

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

Chipping Norton 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 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.

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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

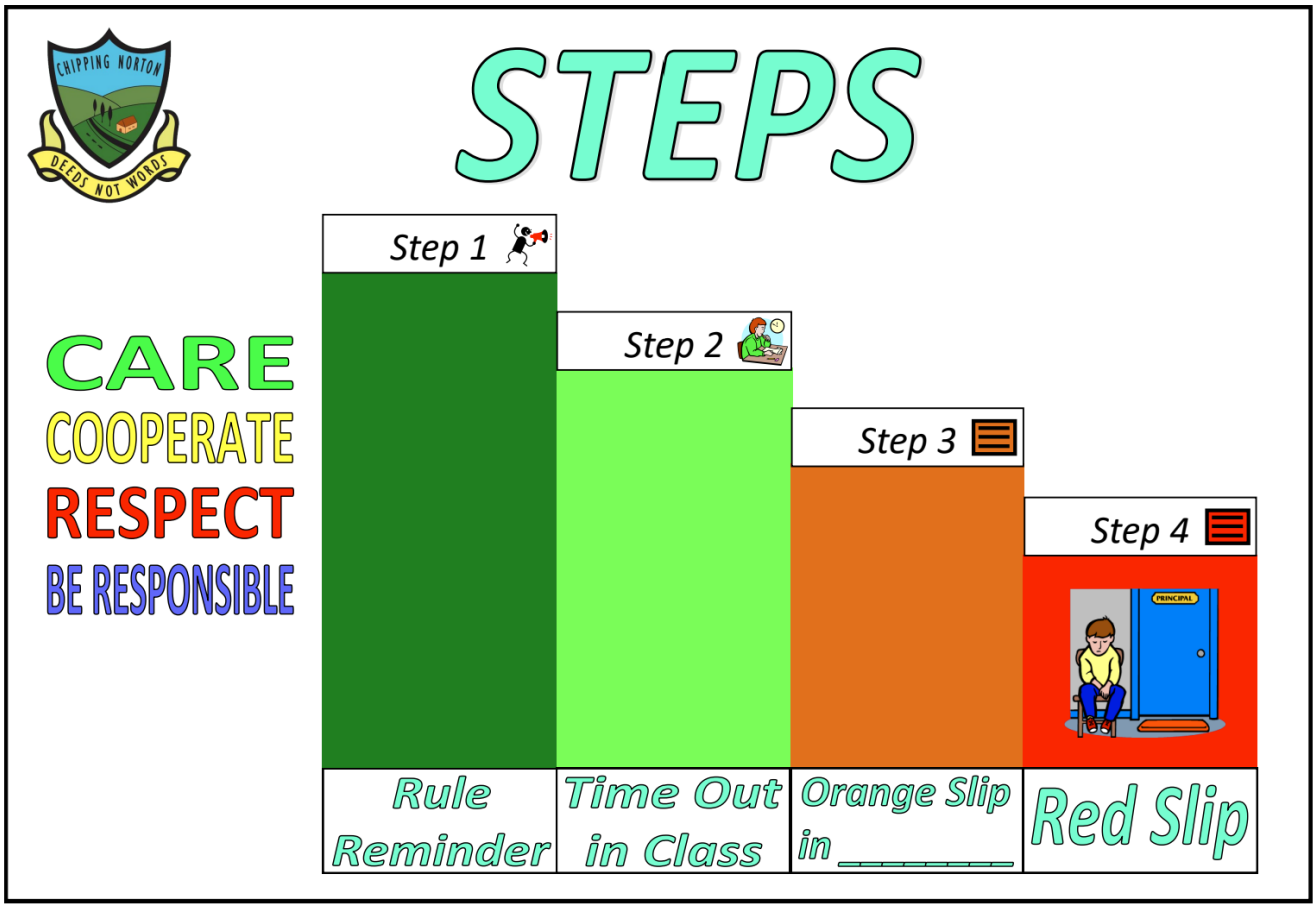
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct

- when using social media, mobile devices and/or other technology involving another student or staff member.

School Discipline Code: Types of Trouble

Learning Space	LITTLE TROUBLE	MEDIUM TROUBLE	BIG TROUBLE
Classroom and Playground	• Taking others' property without their permission • Accidental swearing • Not following the school rules • Inappropriate use of any equipment • Mock fighting • Littering • Hurting or killing creatures • Throwing sand (in the sandpit) • Not keeping hands, feet or objects to yourself	• **Repeated LITTLE TROUBLE** • Swearing at others • Walking on furniture • Teasing • Threatening others • Disobedience • Backchatting/arguing with a teacher • Minor theft • Spitting • Arguing and/or fighting over equipment • Rough play • Lying • Out of class/bounds without permission • Not handing in a mobile phone	• **Repeated MEDIUM TROUBLE** • Violence • Vandalism • Inappropriate touching of others • Racial abuse • Major theft • Defiance of teacher(s) • Strong Swearing • Spitting at someone • Dangerous use of equipment • Bullying • Cyberbullying • Graffiti • Using a mobile phone
Toilets	• Running or playing in the toilets • Unhygienic behaviour	• Locking toilet doors from the inside • Looking underneath or above the toilet stalls	• Throwing wet toilet paper onto walls, ceiling, etc. • Graffiti
Outside school activities	• Going out of bounds while on an excursion or at PSSA sport	• Disobedience while on an excursion • Not following PSSA Code of Conduct (minor) • Using a mobile phone	• Defiance while on an excursion • Not following PSSA Code of Conduct (major)
Consequence	**STEPS** **Step 1 – Rule Reminder** or **Step 2 – Time Out**	**STEPS** **Step 3 – Time Out in different classroom or Time Out with teacher on playground duty**	**STEPS** **Step 4 – Red Slip and sent to supervisor (classroom) or Reflection Room (playground)**

Little, Middle and Big Trouble Matrix. Clear consequences are outlines at each level.



Each class has a copy of the STEPS chart in a prominent position. Student names are placed on the chart not on a particular STEP. All students start each new learning session with a fresh start. This chart works in collaboration with Little, Middle and Big trouble chart. Students may be moved through Steps 1, 2, 3 and 4 for inappropriate behaviour.

ORANGE SLIP (MEDIUM TROUBLE)

Student's Full Name: _____ **Class:** _____

Date: _____ **Time:** _____ **Teacher's name:** _____

Location: Classroom | Playground | Other:

Incident type (ebs Ontrack+ category—Minor… pick ONE):

	CHEATING /		INAPPROPRIATE		LATE TO CLASS		MILD DISRUPTION
	NON-COMPLIANCE		PHYSICAL CONTACT		PROPERTY MISUSE		OTHER (state): _____

Description of Incident:

Tick the student's goal for time out:	
Finish work	
Cool down	
Reflect on actions	

Circle the duration of the time out:

5 minutes | 10 minutes | 15 minutes | Until end of session/Break | When work is complete

Entered into ebs: ontrack+ ? | Reflection Room completed?

RED SLIP

RED SLIP (BIG TROUBLE)

Student's Full Name: _____ **Class:** _____

Date: _____ **Time:** _____ **Teacher's name:** _____

Location: Classroom | Playground | Other:

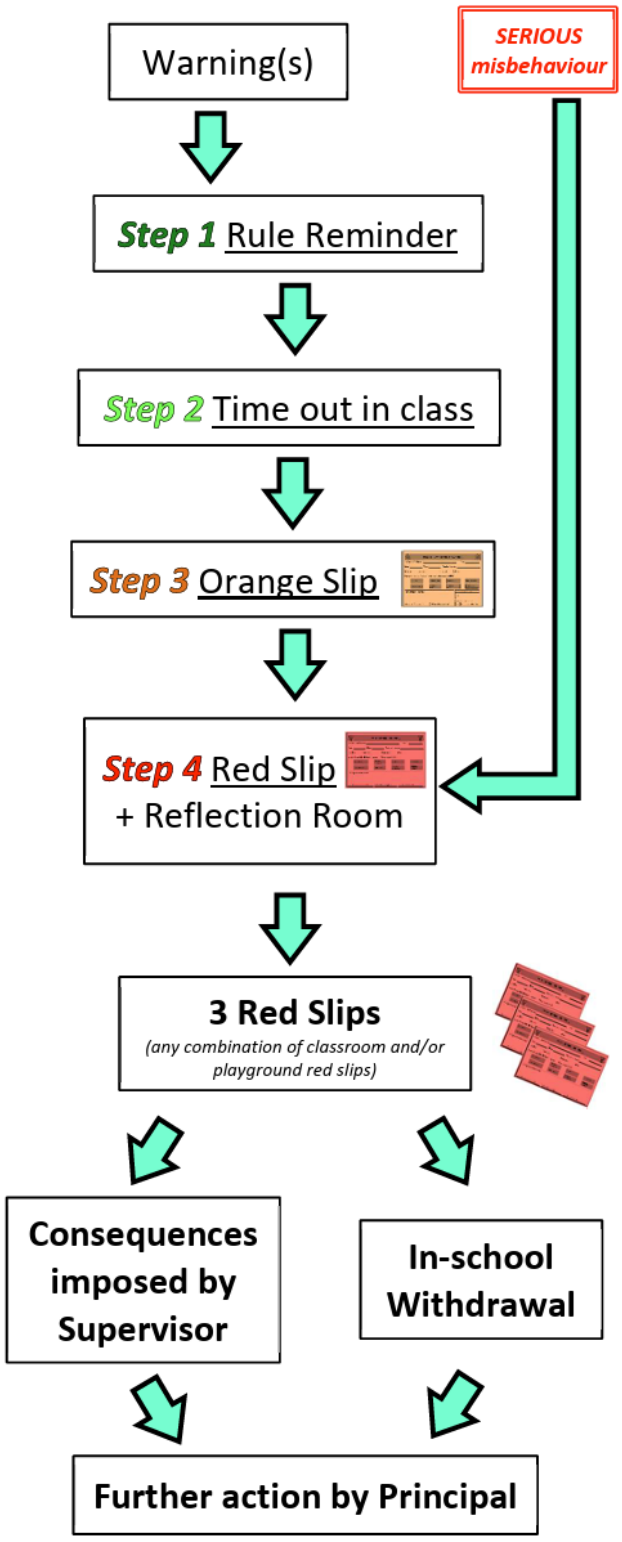
Incident type (ebs Ontrack+ category—Major… pick ONE):

	ABSCONDING		ABUSIVE LANGUAGE		DEFIANCE		DISRUPTION
	FORGERY OR THEFT		HARASSMENT		PHYSICAL AGGRESSION		PROPERTY DAMAGE

Description of Incident:

Entered into ebs: ontrack+ ? | Reflection Room completed? | Parent/Carer phone call made?

Classroom Discipline Procedures for Unacceptable Behaviour



Use a combination of verbal and non-verbal cues to warn students. Non-verbal cues include: gestures, eye contact, physical presence.

Place student's name on ***Step 1***. Restatement of school rules, class expectations.

Move student's name to ***Step 2***, Time out: 5-10 minutes within the classroom (quiet, cool-off area).
Record in Classroom Discipline Book.

Time out/Orange Slip: Move student's name to ***Step 3***. 5-10 minutes in Buddy classroom (quiet, cool-off area). Teacher issuing Orange Slip records in Classroom Discipline Book and enters as **minor** on ebs: Ontrack+.

Continual Disruptive Behaviour that disturbs class learning: If negative behaviour continues after student returns from Time out, move student's name to ***Step 4***, give a Red Slip and send to Supervisor. Student attends Reflection Room during First Break. Teacher issuing Red Slip records in Classroom Discipline Book and enters as **major** on ebs: Ontrack+. **Phone call to parent/carer.** Inform Stage supervisor.

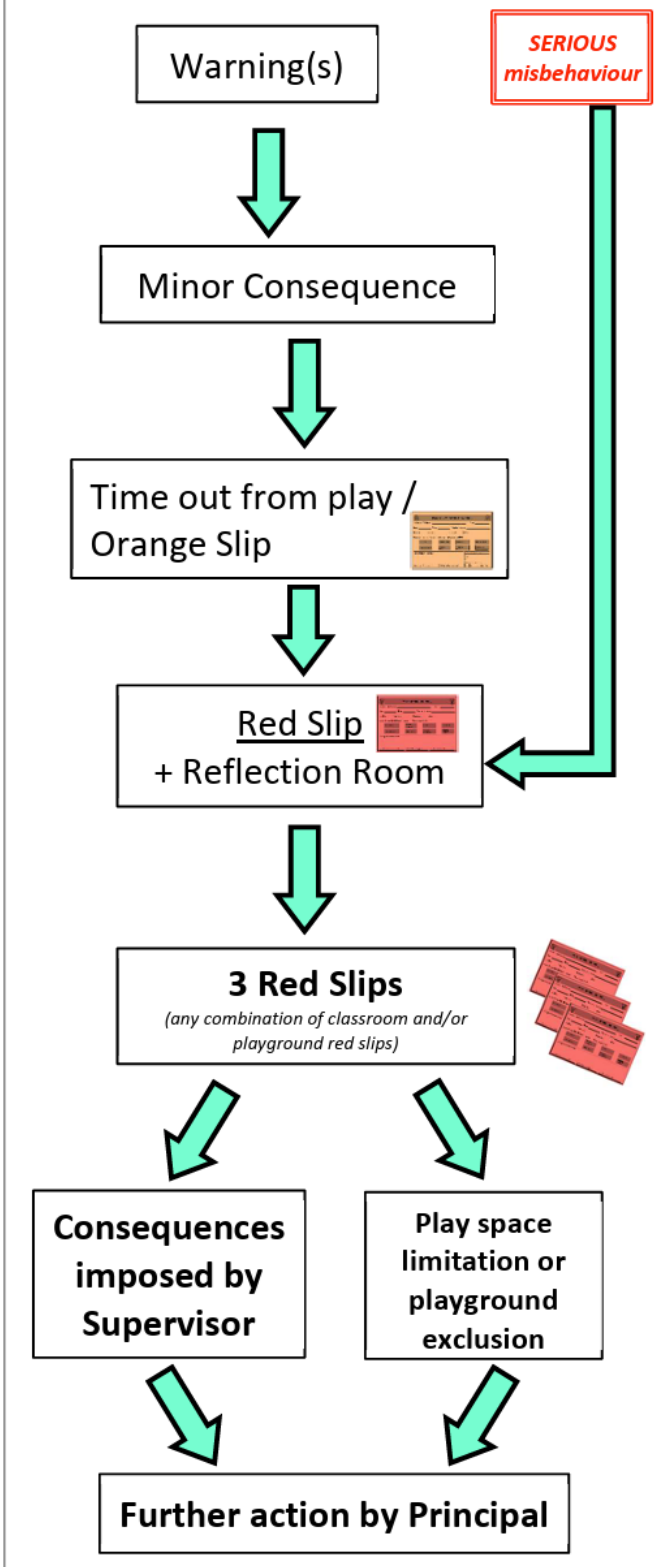
Persistent Disruptive Behaviour: When a student has received 3 Red Slips (any combination of classroom and/or playground incidents), classroom teacher must hold a parent meeting to discuss the student's ongoing behaviour concerns and form a positive behaviour plan. Record meeting minutes in Classroom Discipline Book. Refer student to Supervisor. **Letter home to parent/carer.**

If the student does not comply with their positive behaviour plan, the Supervisor may then impose consequences, including In-school Withdrawal. **Meeting with parent/carer.**

Lack of improvement in behaviour will result in more serious consequences, including further periods of In-school Withdrawal and/or Suspension for "Continued Disobedience" or "Aggressive Behaviour" (*NSW DoE Student Welfare Policy 2011, pp. 6-7; NSW DoE Suspension and Expulsion of Students – Procedures 2011*).

Notes: Serious Misbehaviour (i.e. "Big Trouble") may result in placing the student directly on ***Step 4*** (Red Slip) and being sent to the Supervisor. **Students may be moved back up the steps if they begin to show positive behaviour choices.**

Playground Discipline Procedures for Unacceptable Behaviour



Verbally warn students about behaviour choices and consequences. Remind students of playground expectations.

After verbal warning(s), give students a minor consequence that suits the negative behaviour choice (e.g. picking up papers, walk with teacher for 5 minutes, etc).

Time out from play: If student is still not following playground expectations, remove them from play for either 5, 10 or 15 minutes. Teacher on duty issues Orange Slip and gives to student's class teacher. Class teacher records in Classroom Discipline Book and enters as **minor** on ebs: Ontrack+.

Continual negative playground behaviour that impacts on others' wellbeing: Students receive a red slip and attend Reflection Room the following day, during First Break. Reflection Room attendance is monitored using a folder in the staffroom. Executive will enter as **major** on ebs: Ontrack+ and pass on to classroom teacher who will record in Classroom Discipline Book. **Phone call parent/carer.** Inform Stage Supervisor if necessary.

Persistent negative playground behaviour: When a student has received 3 Red Slips (any combination of classroom and/or playground incidents), classroom teacher must hold a parent meeting to discuss the student's ongoing behaviour concerns and form a positive behaviour plan. Record meeting minutes in Classroom Discipline Book. Refer student to Supervisor. **Letter home to parent/carer.**

If the student does not comply with their positive behaviour plan, the Supervisor may then impose consequences, including limiting the student's play to one space, removing the student from the playground for a period of time, or In-school Withdrawal for more serious or repeated misbehaviour. **Meeting with parent/carer.**

Lack of improvement in behaviour will result in more serious consequences, including further periods of In-school Withdrawal and/or Suspension for "Continued Disobedience" or "Aggressive Behaviour" (*NSW DoE Student Welfare Policy 2011, pp. 6-7; NSW DoE Suspension and Expulsion of Students – Procedures 2011*).

Notes: Serious Misbehaviour (i.e. "Big Trouble") may result in placing the student directly on a Red Slip + Reflection Room and being sent to an Executive.

Positive Response to Positive Planned Behaviour

At Chipping Norton Public School we delight in catching students “being good” and regularly acknowledge and /or reward students for following school rules.

The use of positive feedback, in most cases, is more effective in the management of behaviour than negative consequences of behaviour. Consistent and caring behaviour by staff and acknowledgement, formally and/or informally when students are doing the right thing is important at Chipping Norton Public School.

Students are recognised in a number of ways for special effort or results across all areas of the curriculum. Whole school assemblies and newsletters are used to recognise and promote achievements. Newsletters, social media posts and local newspapers are also used to promote achievement of Chipping Norton Public School students.

WHOLE SCHOOL AWARDS SYSTEM

Teachers work towards developing students' intrinsic motivation regarding work habits and appropriate behaviour. The school award system is designed to support this:

Merit Awards	
"Greens"	- presented by teachers for a variety of reasons
Citizenship Award	- one student from each class chosen for an award at each whole school assembly, based on one of the five You Can Do It keys to success
Bronze Awards	- Certificate of Achievement for receiving ten Green Awards - presented at whole school assembly
Silver Awards	- awarded for three Bronze Awards - presented at whole school assembly
Gold Awards	- awarded for three Silver Awards - presented at whole school assembly
Principal's Medallion	- awarded for three Gold Awards - presented at whole school assembly
Sapphire Award	- awarded for ten Green Awards beyond the three Gold Awards - presented at whole school Assembly
Emerald Award	- awarded for ten Green Awards beyond the Sapphire Award - presented at whole school Assembly
Ruby Award	- awarded for ten Green Awards beyond the Emerald Award - presented at whole school Assembly
Platinum Award	- awarded for ten Green Awards beyond the Ruby Award - presented at whole school Assembly
Diamond Award	- awarded for twenty Green Awards beyond the Platinum Award - presented at whole school Assembly - special lunch with the Principal

NOTE:

Academic, leadership, cultural, sport and citizenship awards are presented to students each year at the annual Presentation Day Assembly.

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
- 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 procedure
- Student Behaviour policy and Suspension and Expulsion procedures.

Detention, reflection and restorative practices

Students eat their lunch and go to the toilet before attending Reflection Room.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection Room – a structured debriefing and planning after a student receives a RED SLIP (as per STEPS process).	Next day after incident 1st half lunch	Exec staff	SENTRAL
Restorative Practices – a restorative conversation is had, with the student and is recorded in SENTRAL.	Next day after incident 1st half lunch	Exec staff	SENTRAL
Alternate Play Plan	Plans are developed to avoid ongoing playground conflicts.	Exec staff and CT	

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026