

Canley Heights Public School

Behaviour Support and Management Plan

Overview

Canley Heights Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are-

- Positive Behaviour for Learning
- Second Step
- Smith Family student sponsorship
- Koori Kulture Klub

Promoting and reinforcing positive student behaviour and school-wide expectations

Canley Heights Public has the following school-wide rules and expectations:

- Be respectful
- Be safe
- Be responsible

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

- Explicit lessons to model and teach appropriate behaviours and social-emotional learning.
- Weekly focus on a behaviour and strategies for emotional regulation.
- Recognition of students engaging in appropriate behaviours through a whole school reward system
- Effective verbal feedback and reinforcement
- Signage throughout the school in all learning spaces to reinforce behaviour expectations.
- Star of the Week Awards.

Behaviour Code for Students

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Whole School Approach

| Care Continuum | Strategy or Program | Details | Audience |
|-----------------------------------|--------------------------------------|---|--|
| Prevention | Koori Culture Club | A cultural and mentoring workshop program supported by local Aboriginal Elders and teachers with Aboriginal heritage to inspire a sense of belonging in Aboriginal and Torres Strait Islander students. | Aboriginal and Torres Strait Islander young people |
| Prevention | Breakfast Club and Pancake Breakfast | A breakfast club is provided by the school three mornings a week, staffed by teachers and a hot pancake breakfast is provided on Wednesday mornings by Young Life Australia for students and families to allow them to be sufficiently nourished to begin the school day. | P-6 students and families |
| Prevention | Clubs and co-curricular activities | A wide variety of co-curricular activities are offered throughout the school year including cultural, artistic, sport and physical activities and academic. | K-6 students |
| Prevention/ Early Intervention | PBL Tier 1 | Positive Behaviour for Learning (PBL) Tier 1 schoolwide and classroom systems of support contribute to developing a positive, safe and supportive learning culture. | P-6 students |
| Early Intervention | Second Step Program | This program helps students build social-emotional skills—like nurturing positive relationships, managing emotions, and setting goals—so they can thrive in school and in life. | P-6 students and families |
| Early Intervention | Men-to-be | A program for boys focusing on physical and emotional wellbeing. | Identified Stage 3 boys |
| Early | Leadership | The program is facilitated by the school chaplain and combines | Identified Stage 3 |

| Care Continuum | Strategy or Program | Details | Audience |
|------------------------------|--|--|------------------------|
| Intervention | Program | activities, sports and education to develop the social and emotional wellbeing of students as well as to develop their leadership potential. The program runs for 1 hour each week over the year and encompasses a variety of physical activities, cognitive learning and the application of life skill concepts. The program is specifically geared towards: <ul style="list-style-type: none"> - Strengthening confidence and self-esteem. - Teaching communication and interpersonal skills. - Learning healthy life-skills and values through sport. - Developing leadership capacity. | students |
| Targeted Intervention | Attendance Sprints | At risk students are supported to improve attendance over a focused 5-week period, | K-6 students |
| Targeted Intervention | PBL Tier 2 | Positive Behaviour for Learning (PBL) Tier 2 offers additional support for students who may have academic and/or social-emotional learning needs that require more targeted supports. As with Tier 1 systems, Tier 2 targeted support is a team driven process designed to enhance and build upon what has been taught to students at the universal level. | P-6 students |
| Targeted Intervention | SLSO Support Program | School Learning Support Officers are employed across the school to aid students with disability and additional learning and support needs . | P-6 students |
| Targeted Intervention | Technology Learning Centre (TLC) | Students are offered the chance to develop their technology and life skills, be creative and engage in problem-solving while socialising and making friends. | Stage 2 and 3 students |
| Targeted intervention | Smith Family Learning for Life Scholarship Program | National charity that helps Australian children and young people succeed at school, make the most of their education opportunities and increase their chance of success at school, TAFE and university. | |

| Care Continuum | Strategy or Program | Details | Audience |
|--------------------------------|-------------------------------|--|---------------------------|
| | | | |
| Targeted Intervention | Transition | Students are supported at key transition points through programs that focus on identifying students with social, emotional and academic needs and building positive connections with key teachers and leaders. | P-K, 2-3, 6-7 students |
| Individual Intervention | PBL Tier 3 | Positive Behaviour for Learning (PBL) Tier 3 offers support for students requiring intensive and individualised behaviour intervention. Personalised behaviour plans are developed and implemented to reduce the intensity and severity of challenging behaviours. | P-6 students |
| Individual Intervention | Learning and Support | The learning and support team, work with teachers, students and families to support those students who require personalised learning and support. Support includes instructional leadership, development of risk assessments and development of short-term and long-term goals. | P-6 students and families |
| Individual Intervention | Drumbeat | A music program focusing on exploring healthy, supportive relationships, emphasising teamwork and cooperation. | Stage 3 students |
| Individual Intervention | CAFS Managing Anxiety Program | School-based 1.5 hour small group programs run by Southwest Child Adolescent & Family Services (CAFS) over 5 weeks, are designed to build resilience by providing children with strategies to manage and respond to stress and anxiety they may be experiencing at present or in the future. | Identified 5-6 students |

Detention, reflection and restorative practices

| Action | When and how long? | Who coordinates? | How are these recorded? |
|---|--|------------------------------------|-------------------------|
| Classroom time out | As long as student needs to reflect on their behaviour in regard to school rules and behaviour expectations. | Classroom teacher | Sentral |
| Buddy class time out | No more than 20 mins | Buddy classroom teacher | Sentral |
| Reflection seat | Used in the playground. (5-15 mins of 30 min break, depending on situation). | Teacher on playground duty | Sentral |
| Reflection room | When students are referred to executive for an incident involving a major behaviour or 3 minor behaviours. (15 mins or 30 min break) | Executive | Sentral |
| Removal by executive from the classroom or playground or classroom. | When a major incident occurs and a student needs time to calm down immediately. This is given as much time as needed by the student. | The teacher Involved and executive | Sentral |

Partnership with parents/carers

Canley Heights Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by holding community consultation meetings.

Canley Heights Public School will communicate these expectations to parents/carers by their regular Inclusion In the school newsletter and via the Seesaw communication app.

School Anti-bullying Plan

[CHPS Anti-Bullying Plan.docx](#)

Reviewing dates

Last review date: 30/06/2023

Next review date: 30/01/2023]