



Clunes Public School Behaviour Support and Management Plan

Overview

Clunes Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. We recognise that we have a shared commitment to equity and excellence, meaning every student can learn, grow and belong at school. They do this in a safe and inclusive environment that celebrates the strength of our vibrant, diverse school community. Positive, respectful relationships are evident and widespread amongst students, parents/carers and staff and the school promotes student wellbeing to ensure optimum conditions for student learning. Every student is encouraged to do their personal best and to strive for quality learning and behavioural goals.

Promoting and reinforcing positive student behaviour and school-wide expectations

Clunes Public School has the core values of:

Respect - Responsibility – Integrity

Our core school-wide expectations are:

- We show respect – ‘The respect rule’
- We keep safe – ‘The safety rule’
- We stay on task – ‘The learning rule’; and
- We take pride in ourselves, our school and our community – ‘The environment rule’

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

- A system of praise and developing intrinsic reward, including value slips and a fortnightly-awarded citizenship award.
- Explicit feedback to students for appropriate behaviours and effort.
- Regular ongoing contact with parents or caregivers, in person, by email or via telephone.

- Recognition in the local community through the school newsletter, local media and events.
- Commendation or recognition at assemblies, special school occasions and within classrooms.
- Tangible commendations via value slips, ribbons, awards and reward systems.

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

Students may require different types of intervention delivered in different ways along a continuum of need to best meet their needs.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Strong student-teacher relationships & Morning check-in routines	Developing relational trust and mutual respect so that every student is known, valued and cared for and showing a willingness to engage and learn.	Whole school
	Curiosity	Reserving judgement and showing a genuine desire to listen and understand validates and allows for dignity.	Whole school
	Strong communication at transition points	The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning.	Preschool to Kindergarten Year 6-7 Every new year K-6
	Individual learning and wellbeing plans	High quality differentiated teaching that addresses individual learning needs of all students, where reasonable learning adjustments are documented in an individual student support plan and/or Personal Learning Pathways (PLPs). Strategies may include: social stories, calm spaces, visuals and routines recommended by specialists.	Students who require learning adjustments

Care Continuum	Strategy or Program	Details	Audience
	Student leadership, voice and choice	<p>Student buddies for Kindergarten transition</p> <p>Student led conferences</p> <p>Student representative council</p> <p>Individualised learning and wellbeing plans with collaborative goals inclusive of student voice</p> <p>Stage 3 students lead lessons on anti-bullying in each classroom</p>	Whole school
Early intervention	Line of choice theory	<p>A restorative practice which supports students and adults to take ownership, accountability and responsibility - 'my thinking, my behaviour'.</p> <p>Students are taught to move away from blame, making excuses and denial.</p> <p>Teachers use a bank of question prompts to teach self awareness, empathy, self-regulation, self-talk and social skills</p>	<p>K-6 students</p> <p>Adults within the school community</p>
	Small group social/emotional programs, e.g Storybirds & Zones of Regulation	<p>Small group programs aim to support children to:</p> <ul style="list-style-type: none"> • Self-identify emotions and move towards self regulation or co-regulation • Develop skills for coping, problem solving and decision making • Build their support network with families, friends, teachers and others • Resilience building and strengthening supportive relationships 	<p>K-6 students</p> <p>Classroom routines, within the curriculum or small group withdrawal</p>
Targeted intervention	Strong partnerships with therapists and specialists	Working with school counsellor service, learning and wellbeing team, occupational therapists, psychologists, trauma-informed practitioners and other agencies to understand the function of behaviour and collaboratively formulate strategies to support the student	Individual students, families and teaching staff
	Student advocacy and referral via the	The Learning and Support Team works with teachers, students and families to support students who	Individual students, families and

Care Continuum	Strategy or Program	Details	Audience
	Learning and Support Team	require personalised learning and support to connect, succeed and thrive.	teaching staff

School discipline procedures: detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Reflection Remind of class and playground expectations and reteach in a 1:1 or small group workshop	No longer than 10 minutes as per needs of individual	Class teacher or school executive	School Bytes
Line of Choice Theory – Restorative practice	No longer than 10 minutes	Class teacher or school executive	School Bytes
Direct communication with parents and carers	As required	Class teacher or school executive	School Bytes, meeting notes or phone log


Procedural Fairness

When seeking information to assess an incident, the school will request that a party/parties complete an incident report with a support person offered. Supports and services are offered thereafter to support. If required, the principal will apply the Department’s suspension and expulsion policy and procedures which can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316-06>

Partnership with parents/carers

We value our partnerships with you to support our students to learn, grow, and belong. It is up to us – the school and the parent-body - to be good respectful role models to our students. Together, we will create a safe and harmonious environment for our students and staff.

Clunes Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies via a parent focus group of two randomly selected parents per class and through consultation with the Clunes Public School P&C across August 2024.



Clunes Public School will communicate these expectations to parents/carers at the Clunes Public School P&C meeting in September 2024.

School Anti-bullying Plan

Insert a link to the school's existing anti-bullying plan [here](#). Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

Reviewing dates

Last review date: Day 1, Term 3 2024 (22 July 2024)

Next review date: Day 1, Term 3, 2025