

School Behaviour Support and Management Plan

[Please see [SBSMP guide](#), [SBSMP guide expanded version](#), [visual](#) and [examples](#) for support in completing this plan. Delete bracket text as required.]

Overview

Curlewis Public School strives to provide an inclusive and supportive environment for students, families, staff and community. The school implements school-wide Positive behaviour for Learning (PBL) practices which focuses on the core values of Responsible Learners, Respectful Relationships and Doing Your Best.

As part of this approach to wellbeing school uses PBL to reinforce expectations using a school-wide matrix, fast and frequent rewards, all-inclusive rewards days, assemblies of recognition and management flowcharts for all staff.

Core Rules for Students in NSW Government Schools

Students in NSW government schools are provided with a high quality education so that they may learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community.

Core rules for student behaviour have been developed to establish consistent expectations in all government schools in support of these aims.

The critical role of parents and caregivers is recognised as the primary influence on each child's character and behaviour and as essential partners in supporting the core rules and the successful education of their children.

All students in NSW are expected to:

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the school's uniform and dress code policy.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
- Treat one another with dignity and respect.
- Care for property belonging to themselves, the school and others.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.

Rights for the Curlewis Public School Community:

Students should be able to;

- receive a full and comprehensive education, excellence in teaching and an honest assessment of their efforts;
- feel safe, secure and happy;
- have their property respected;
- be treated with respect, fairness and politeness by teachers, other staff and students;
- discuss problems and difficulties in an agreeable and polite manner with teachers;
- be consulted on matters relating to their education and welfare;
- have a clean, pleasant environment;
- represent the school and be proud of it;
- use the facilities and resources that have been provided in accordance with the set rules;

Teachers should be able to;

- expect co-operation both in and out of the classroom;
- be treated with politeness and respect;
- expect students to be on time and bring the correct equipment;
- expect care of furniture and equipment throughout the school;
- access relevant training and development programs.

Non-Teaching staff should be able to;

- work in a clean, safe and happy environment;
- be treated with courtesy and respect by students, teachers and other staff members;
- access relevant training and development programs;

Parents should be able to;

- expect every care and concern will be given to your child;
- be acknowledged as a partner in your child's education;
- be assisted in gaining access to support services in the community;
- be encouraged to participate actively in the education of your child

Responsibilities of the Curlewis Public School Community

The Principal will ensure that:

- A commitment to student welfare underpins all the policies and activities of the school.
- The school community reviews policies and practices related to student welfare.
- Student welfare is regularly reviewed using appropriate planning processes.
- The school welfare and discipline policy and its implementation are regularly reviewed.
- The review processes take into account all mandatory policies.
- Strategic issues identified in reviews are incorporated into the school plan.
- Students, staff and parents are assisted to develop strategies for addressing student welfare and discipline needs in all the activities of the school.

Staff, according to their role in the school, will:

- Ensure that they are familiar with the school welfare and discipline policy.
- Contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents.
- Participate in the learning and teaching process to ensure equity, excellence and respect for the individual.
- Ensure that the school develops effective mechanisms for integrating behaviour management, conflict resolution and support for students experiencing difficulties.

Students will be encouraged to:

- Act according to the school welfare and discipline policy
- Contribute to the provision of caring, safe environment for fellow students, staff and parents.
- Participate actively in the learning and teaching process.
- Provide their views on school community decisions, including reviews of student welfare, using agreed processes.
- Give positive support and encouragement to other students and staff, to respect their individual rights and to be polite, caring and cooperative.

Parents will be encouraged to:

- Participate in the learning of their children and the life of the school, including reviews of student welfare and the discipline policy.
- Share responsibility for shaping their children's understanding about acceptable behaviour.
- Work with teachers to establish fair and reasonable expectations of the school
- Accept that day students and boarders must be treated equally in applying the welfare and discipline policy.

Promoting Positive Student Behaviour

Initiative	Where?	Description
Fast and Frequent	All-settings	Class points given to students who are following school-wide expectations.
Restorative Conversations	School, Community & Planning Room	Restorative conversations allow the teacher to demonstrate empathy, teach children how to resolve conflict, and most importantly, allow students to have a voice.
Classroom Resets	Classroom	Students are given the opportunity to go to another class to reset. If student returns to class and contributes positively to their learning the incident will not be reflected as negative. Teachers will also give points for successful resets.
Classroom Rewards	Classrooms	Each teacher utilises their own whole-class rewards system each week which may result in extra play etc.
Rewards Day (Week 5)	Wednesday Week 5 of every term	All students engage in extra 20 minutes of play to recognise their learning and approach to wellbeing.
End of Term (Week 10)	Wednesday Week 10 of every term	A three-tiered approach based on major behaviour and planning rooms. All students get a different tiered reward.
Assembly Merit Award	Assemblies	Students are recognised for their outstanding efforts in fortnightly assemblies. Names go into the newsletter.
Term Awards – Key Rings	Assembly of Recognition	End of term merit awards for recognition towards learning and wellbeing in every class.
Student/Class of the Week	Various	Used by the Principal to recognise outstanding approach to learning or wellbeing. These are often posted to the school's Facebook page and newsletter.

Partnership with parents and carers

Curlewis Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies that strive for:

- your child to be able to say what they can do well and what they need to do to improve; to be able to have constructive conversations with you about their behaviour and the behaviour of others.
- you to have better access to information, tools and resources through a Parents and Carers hub on the Department's website and strengthened communication with the school.
- you to participate in a safe and respectful school community.
- you to be increasingly clear about how they can help your child improve based on a strengthened partnership with Eastwood Heights Public School as part of the public education system.

Curlewis Public School will communicate these expectations to parents/carers by providing information via the school newsletter, school website and P&C reports, ensuring community and student involvement proactively builds collaborative relationships to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

 Responsible Learners	 Respectful Relationships
<ul style="list-style-type: none"> • I do my best • I follow instructions • I am organised and prepared • I am always safe 	<ul style="list-style-type: none"> • I use my manners and talk nicely • I keep my hands and feet to myself • I listen to others • I am honest

	I am a Responsible Learner	I have Respectful Relationships
Classrooms	<ul style="list-style-type: none"> • Stay focused and on task • Use equipment properly • Ask for help when needed 	<ul style="list-style-type: none"> • Look, Listen and Learn • Wait for your turn • Be kind to others • Use friendly words • Raise your hand
Eating Time	<ul style="list-style-type: none"> • Eat my own food • Sit at lunch seats • Look after my own things • Put rubbish in the bin 	<ul style="list-style-type: none"> • Quiet conversations • Wait and listen to adult instructions • Be kind to others
Computer Room	<ul style="list-style-type: none"> • Use a quiet voice • Use appropriate apps and websites • Treat the equipment with care and respect 	<ul style="list-style-type: none"> • Listen to instructions • Only use your username and password • Be nice to others
Library	<ul style="list-style-type: none"> • Quiet voices • Treat books, furniture and equipment with care • Listen to the teacher 	<ul style="list-style-type: none"> • Look, Listen and Learn • Wait for your turn • Be kind to others.
Office	<ul style="list-style-type: none"> • Walk in office areas • Have permission from a teacher • Remember your message for the office 	<ul style="list-style-type: none"> • Use your manners and speak nicely • Wait for your turn • Quiet voices
Toilets	<ul style="list-style-type: none"> • Use toilets using break times • Flush when done • Wash hands with soap and water 	<ul style="list-style-type: none"> • One person in a cubicle at a time • Be mindful of personal space
Assembly	<ul style="list-style-type: none"> • Sit quietly in class lines • Ignore inappropriate behaviour of others • Clap sensibly 	<ul style="list-style-type: none"> • Be an active audience member • Listen to the speaker • Eyes to the front
Transitions (throughout the school and afternoons)	<ul style="list-style-type: none"> • Wait patiently for the teacher • Stay together in class lines • Walk safely 	<ul style="list-style-type: none"> • Quiet voices • Keep my hands and feet to myself • Stay on concrete areas and paths
Play Areas	<ul style="list-style-type: none"> • Wear a hat in sunny areas • Follow game rules • Walk on concrete areas • When the bell goes, finish playing, go to the toilet and line up 	<ul style="list-style-type: none"> • Use kind words to others • Keep hands and feet to self • Look out for each other • Stay in bounds
Fixed Equipment	<ul style="list-style-type: none"> • Walk around equipment • Be mindful of others • When the bell goes, finish playing, go to the toilet and line up 	<ul style="list-style-type: none"> • Take turns • Use kind words • Keep my hands and feet to myself • Be kind to others

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

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL	School-wide expectations, Matrix, PIPs.	All students
	Restorative Conversations	Empathy approach teaching children how to resolve conflict, and most importantly, allow students to have a voice.	Community
	Social Play or Groups	Supported by the Learning & Support team to encourage positive social connections.	Younger students
	Classroom Adjustments	Differentiated, Supplementary, Substantial or Extensive (NCCD)	Students with needs
	PLaSP or PLP	Plans with specific goals for students which are created with the classroom teacher.	Students with needs Aboriginal students
	The Resilience Project Lessons	Weekly lessons on Gratitude, Empathy and Mindfulness.	School community
Early intervention	Communication with Parents/Carers	Phone calls, emails, texts or Sentral Parent Portal contact.	Parents/Carers
	Learning & Support Referral/Caseload	Referral made by classroom teacher for additional support and advice.	Students with needs
	Transition Program/s	Includes high school, Kindergarten, new enrolments and support class.	
	Staff Communication Meetings	Principal informing staff of students to monitor.	Staff
	Learning & Support Programs	Providing intervention groups focusing on Literacy and numeracy.	Targeted students
	Behaviour Management Plan	Formal plan using the MAPA escalation scale for proactive behaviour management.	Students with complex behaviour
	Risk Management Plan	Formal plan when a student is presenting WHS risks in the school.	
	Health Care Plan	Formal plan to administer medication or to keep staff aware of health needs.	Students with health needs
Targeted intervention	Buddy Class	For students who reach red behaviour level (up to 10 minutes).	All students
	Time Out (reflection)	For students who are not following repeated instructions by the teacher.	
	Cool-Off Areas	Self-referred areas for students to assist with de-escalation of potential behaviour.	
	Counsellor Referral	Parent/carer permission for child to access school counsellor.	Students and families
	Tier-2 Programs	Various (see overview).	Targeted students

Care Continuum	Strategy or Program	Details	Audience
	AP Learning & Support	Leads the Learning & Support team and manages Access Requests.	
	Functional Behaviour Assessment	Conducted by the Learning & Support AP to assist with antecedent triggers.	Students with at-risk behaviour
	Zones of Regulation	Using the Incredible 5-point scale to assist students in identifying emotions.	Students with at-risk behaviour and ES1
Individual intervention	Communication Book	Written communication between classroom teacher and parent/carer.	Students and families
	U-Turn Book	Given to students for a week after having two planning room visits.	Students
	Allied Health Support	In-school support such as OTs and speech (organised by parents or carers).	Students and families
	DCS	A disability Confirmation sheet to assist with recognised diagnosis.	
	Access Request	Completed by the school for either Support Class placement or Integrated Funding Support.	
	Learning & Wellbeing Officer	Provides advice and support to access non-school based resources.	
	Part Day Exemption	A formal plan to assist students with transition back to school.	
	Warning of Suspension	Issued for concerning or repeated behaviours which meet a certain threshold.	Targeted students
	Suspension	Issued for behaviour which endangers others or at risk or repeated major behaviours.	
	Crisis Management Plan	Developed by the Principal for students and families who're struggling to maintain behaviour.	
	Behaviour Specialist	Accessed through the LWO to assist with strategies for dealing with behaviour.	
	Complicated Caseload	Referred to by the Principal for students exhibiting ongoing, problematic behaviours.	

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

Responses to serious behaviours of concern

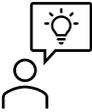
- The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.
- Responses to all behaviours of concern apply to student behaviour that occurs:
 - at school
 - on the way to and from school
 - on school-endorsed activities 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](#).

Resets, Buddy Classes and Planning Room

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reset 	Classroom: orange level (2 warnings) 10 minutes maximum	Classroom Teacher	SENTRAL – Neutral Reset
	Playground: 2 warnings 5 minutes maximum	Teacher on duty	Verbal to student's teacher.
Buddy Class 	Classroom: red level (3 warnings) 10 minutes maximum	Classroom Teacher	SENTRAL – Minor Negative
Planning Room 	At lunch time using Restorative Framework 25 minutes	Assistant Principal	SENTRAL – Major Negative Planning Room
Suspension 	A formal caution is valid for up to 50 school days from the date the caution is issued. For students in Kindergarten to Year 2, the maximum number of consecutive school days for a suspension is 5 school days For students in Year 3 to Year 12, the maximum number of consecutive school days for a suspension is 10 school days	Principal Director Educational Leadership	SENTRAL – Major Negative – Suspension or Formal Caution

School Anti-Bullying Plan

The school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing.

Our school Anti-bullying Plan is updated annually and can be accessed on our school website

Reviewing dates

Last review date: Term 4, 2023

Next review date: Term 4, 2024

The Anti-Racism Contact Officer (ARCO) is a teacher or executive member of staff who has been nominated by the principal to support anti-racism education in the school. **Our school's ARCO is:** Mrs Shirley Ferguson

Professional Learning

Course	Who?	Purpose	How often?
Classroom Management Fundamentals	<ul style="list-style-type: none"> Classroom Teachers SLSOs Assistant Principals Principal 	This eLearning provides the fundamentals to help teachers establish essential good classroom practice. Classroom Management Fundamentals eLearning is divided into five modules: setting the scene, positive classroom environments, establishing your practice, active engagement and responding to student behaviour.	Every 2 years
The Resilience Project	<ul style="list-style-type: none"> All staff 	Through presentations, student curriculum, teacher resources and digital content, The Resilience Project's Education Programs support mental health in the classroom, staffroom and family home.	Refresher every year
Management of Actual or Potential Aggression Training (MAPA)	<ul style="list-style-type: none"> Support class staff Assistant Principals Principal 	The Management of Actual or Potential Aggression (MAPA) training is one of the behaviour management training options available for Departmental staff. It provides strategies and skills to safely respond to anxious, hostile or violent behaviour. The aim of MAPA is to prevent behaviour escalation through non-physical interventions. Participants are taught verbal and non-verbal strategies to prevent the development of a crisis situation.	Every 2 years
PBL	<ul style="list-style-type: none"> New PBL team members 	Tier 1 Classroom systems of support Tier 1 School-wide systems of support Tier 2 Targeted systems of support Tier 3 Individual systems of support	As needed
Disability Standards for Education e-learning	<ul style="list-style-type: none"> Assistant Principals Principal Support Class Staff Learning & Support 	A package of e-learning lessons on the Disability Discrimination Act 1992 (DDA), with a focus on the Disability Standards for Education 2005 (the Standards), has been developed to provide professional learning for teachers. These lessons are now a compulsory element of professional learning for principals, DELs and school executive staff as part of changes implemented under the department's Disability Strategy in 2020.	Every 3 years
Online Training Modules (various)	<ul style="list-style-type: none"> Classroom teachers Learning & Support 	<ul style="list-style-type: none"> Supporting Student Wellbeing and Mental Health Understanding Autism Spectrum Disorder Speech, Language and Communication Needs Understanding and Supporting Behaviour Understanding Attention Deficit/Hyperactivity Disorder Anti-Racism Contact Officer Training 	As needed
Functional Behaviour Assessment	<ul style="list-style-type: none"> Learning & Support Assistant Principals Principal 	Introduction to Functional Based Assessment (FBA) eLearning provides the foundations understanding behaviour and that all behaviour is functionally related to the environment. By understanding why and when behaviours occur educators can develop, implement and evaluate interventions that better meets the needs of the student.	As needed
Code of Conduct	<ul style="list-style-type: none"> All staff 	The Code of Conduct describes standards of professional conduct that promote adherence to the department's and NSW public sector's values. All employees are expected to exercise sound judgement and live up to both the content and spirit of the Code.	Yearly
Child Protection	<ul style="list-style-type: none"> All staff 	This training course focuses on recognising and responding to suspected risk of harm to children and young people resulting from problematic and/or harmful sexual behaviour. It also clarifies staff obligations under the reportable conduct scheme in NSW to ensure appropriate, caring and supportive relationships between adults (working in schools) and students. It aims to develop skills and understandings.	Yearly

When Completed

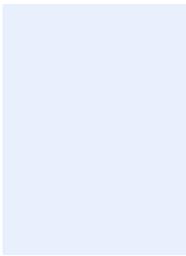
The following are published on our school's website:

- School Behaviour Support and Management Plan
- Anti-Bullying Plan

School Behaviour Support and Management Plan	
Date Completed:	8/12/2024
Completed by:	Jacqueline Jones
Position(s):	Principal
Next Review date:	December, 2025
Next Review date with community input:	December, 2024
Principal Name:	Jacqueline Jones
Principal Approval date:	8 th December 2024

Appendix

Appendix 1: Behaviour management flowchart (Alternative example)

STUDENT DETAILS				
	Name:			
	Grade:		Gender:	
	Class:		Type:	<input type="checkbox"/> Mainstream <input type="checkbox"/> ED <input type="checkbox"/> MC
	Teacher:		Supervisor:	
	DOB:		Cultural:	
	Interests:			

PARENT/CARER DETAILS	
Name:	
Relationship:	
Contact:	
External Supports:	
Additional:	

PLAN DETAILS					
Plan	Date	Evaluation	Student Signature	Parent/Carer Signature	Principal Signature
Plan Start					
First Review					
Second Review					

STUDENT'S VIEW			Date:	
<p>How do you feel about school?</p> <p>    </p> <p>1 2 3 4 5</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Do you feel supported at school to achieve your goals and learn?</p> <p>    </p> <p>1 2 3 4 5</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Do you think you are achieving your goals?</p> <p>    </p> <p>1 2 3 4 5</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>		
Since the last meeting, do you feel that you have achieved any of your goals?				
What else do you think you could do to achieve your goals?				
Is there anything else the school could do to help you achieve your goals?				
Are these goals still relevant, or do you think they need to change?				
What do <u>you</u> think your next goals should be?				

GOAL 1 - DEFINE

Identify and assess - gather evidence/data to understand the meaning of the behaviour

Form - Define the target behaviour/s of concern: Describe the <i>target</i> behaviour/s in specific measurable and observable terms for this goal)	Context of the behaviour: Describe where, when, who is present, what happens before and after, known triggers and setting events	Function of the behaviour: Describe the underlying goal/purpose of the behaviour and what it is trying to communicate

GOAL 1 - PLAN & IMPLEMENT

SMART Goal: Describe the positive replacement behaviour. The goal must be specific, measurable, agreed, realistic and time bound.		
Strategies: Describe specific details about what the evidence-informed strategy looks like, sounds like.	Who	When and Where

GOAL 2 - DEFINE

Identify and assess - gather evidence/data to understand the meaning of the behaviour

Form - Define the target behaviour/s of concern: Describe the <i>target</i> behaviour/s in specific measurable and observable terms for this goal)	Context of the behaviour: Describe where, when, who is present, what happens before and after, known triggers and setting events	Function of the behaviour: Describe the underlying goal/purpose of the behaviour and what it is trying to communicate

GOAL 2 - PLAN & IMPLEMENT

SMART Goal: Describe the positive replacement behaviour. The goal must be specific, measurable, agreed, realistic and time bound.		
Strategies: Describe specific details about what the evidence-informed strategy looks like, sounds like.	Who	When and Where

COMMUNICATION LOG: Please refer to the Wellbeing section of Sentral/School Bytes

BEHAVIOUR CONTINUUM

Student:

Class:

Explain behaviour(s), trigger(s) and strategies at each stage of the behaviour continuum



	 Calm	 Agitated	 Acceleration	 Crisis	 De-escalation	 Recovery
Behaviours	• • •	• • •	• • •	• • •	• • •	• • •
Triggers	• • •	• • •	• • •	• • •	• • •	• • •
Strategies	• • •	• • •	• • •	• • •	• • •	• • •

Exit Plan:



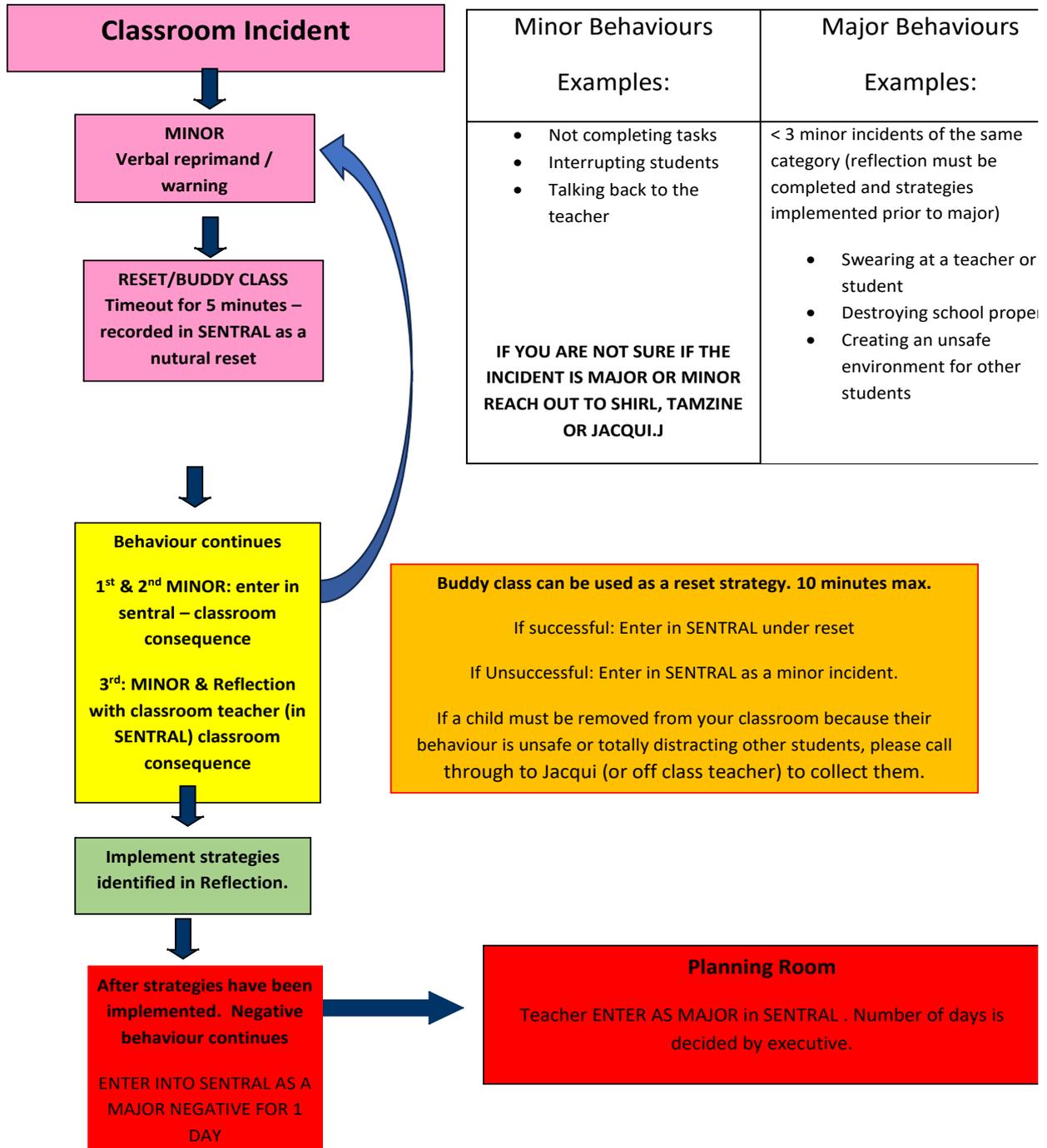
* For help with detailed responses to strategies during the escalation cycle, refer to the [Behaviour Response Plan](#) in the Behaviour Support Toolkit.

Appendix 2: Bullying Response Flowchart



Appendix 3: Behaviour Response Flowchart

Curlewis P.S. Strategies and Practices to Manage Challenging Student Behaviour



Appendix 4: Pre-Planning Room Reflection Sheet



My Reflection Sheet 3-6:

Name: _____

Date: _____

1. What happened/what did **you** do?

2. What expectation/s did you not follow?

- Be safe
- Be respectful
- Be responsible
- Do your best

3. My Behaviour was inappropriate because:

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Where all Students have a chance to Shine!

4. My behaviour affects others by:

- Did it affect a teacher or staff member? If yes, how:
- Did it affect a student/s? If yes, how:
- Did it affect anyone one else? If yes, how:

5. What do you think needs to be done to make it as right as possible?

6. Next time I am in the same situation I will:

7. Sometimes we can fix our behaviour ourselves, other times we need help. Do you think you need help to change your behaviour, so this doesn't happen again?

- Yes
- No

Signed by:

Student: _____

Executive in planning room: _____

Parent: _____

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My Reflection Sheet:

Name: _____

Date: _____

1. What happened/what did you do? (teacher to write what student says)

2. What expectation/s did you not follow?

- Be safe
- Be respectful
- Be responsible
- Do your best

3. My Behaviour was inappropriate because:

 <input type="checkbox"/> Hands on	 <input type="checkbox"/> Not listening	 <input type="checkbox"/> Being disrespectful
 <input type="checkbox"/> Being unkind	 <input type="checkbox"/> Not sharing	<input type="checkbox"/> Other

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4. My behaviour affected others by:

- Did it affect a teacher or staff member?
- Did it affect a student/s?
- Did it affect anyone one else?

5. What do you think needs to be done to make it as right as possible?

 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>		<input type="checkbox"/> Other
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6. Next time I am in the same situation I will:

 Follow instructions	 Ask for help	 Tell the teacher/adult	 STOP THINK ACT
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7. Sometimes we can fix our behaviour ourselves, other times we need help. Do you think you need help to change your behaviour, so this doesn't happen again?

- Yes
- No

Signed by:

Student: _____

Executive in planning room: _____

Parent: _____

Appendix 5: Sample Planning Room Note



Curlewis Public School

44-68 Goran Street

Curlewis NSW 2381

Ph: 02 6744 1239

Email: curlewis-p.school@det.nsw.edu.au

Sunday, 8th December 2024

PLANNING ROOM/OFF THE PLAYGROUND NOTICE

Dear ,

I am writing to advise you that was removed from the playground on

was removed from the playground for;

When he is off the playground, he will discuss his behaviour and complete a behaviour contract which is attached to this letter.

This incident was initially handled by and referred to

I have discussed this incident with , and he is aware that this behaviour is not acceptable.

We ask that you discuss this incident with your child and return the below slip to acknowledge that they have provided you with this letter.

If you have any questions for concerns, please feel free to contact me.

Principal
Jacqui Jones

Dear Miss Jones,

Lincoln has provided us with the 'off the playground notice'.

Comments (optional)

Signed: _____

Date: _____

OBSERVABLE BEHAVIOURS CHART

Curlewis Park Public School



BEHAVIOUR/DESCRIPTION	MINOR	MAJOR	EXECUTIVE	Strategy	Formal Caution	Suspension
Absconding/Truancy	✓				✓	
Defiance/Refusal	✓				✓	
Disruption	✓				✓	
Excessive Swearing	✓				✓	
Intimidation	✓				✓	
Out of Bounds	✓				✓	
Rough Play	✓				✓	
Spitting	✓				✓	
Teasing	✓				✓	
Theft	✓				✓	
Abusive Language		✓				
Aggressive Behaviour (no injury)		✓			✓	✓
Bullying (low-level)		✓			✓	✓
Cyber-Bullying (low-level)		✓			✓	✓
Harassment		✓			✓	✓
Mis-use of Technology		✓			✓	✓
Property Damage/Vandalism		✓			✓	✓
Racism or Discrimination (first instance)		✓*		ARCO	✓	✓
Sexualised Behaviours (inc. sexual harassment)		✓			✓	✓
Verbal abuse (low-level)		✓			✓	✓
Assault			✓			✓
Continuing persistent behaviour - unacceptable risk to another person's learning and/or wellbeing			✓			✓
Criminal Behaviour			✓			✓
Destruction of property that poses unacceptable risk to health and safety			✓			✓
Physical Violence			✓			✓
Possession of a suspected drug or illegal substance			✓			✓
Possession of prohibited weapon, firearm, or knife			✓			✓
Psychological Abuse			✓		✓	✓
Serious behaviours of concern - pending expulsion			✓			✓
Serious criminal behaviour related to the school			✓			✓
Supply of suspected drug or illegal substance			✓			✓
Use of a prohibited weapon, firearm or knife			✓			✓
Use of a suspected drug or illegal substance			✓			✓
Use of implement as a weapon			✓			✓

Repeated
 Yes
 A¹ Expectation Clarity
 P3P3F3
 Contact Parent/Carer

- MINOR** Teacher manages the behaviour through expectation clarity. The reporting teacher records in School Bytes if repeated behaviour.
- MAJOR** Teacher manages the behaviour using a P3P3F3 approach (past, present, future). The reporting teacher records in School Bytes.
- EXECUTIVE** Teacher escalates to an Executive to manage. The reporting teacher records in School Bytes. Executive adds.

Appendix 6: Rewards Systems

Assembly Awards:

Key Rings:

5 week rewards days