NSW Department of Education

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 Frequents	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**
• I do my best • I follow instructions • I am organised and prepared • I am always safe	• 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	• Stay focused and on task • Use equipment properly • Ask for help when needed	• Look, Listen and Learn • Wait for your turn • Be kind to others • Use friendly words • Raise your hand
Eating Time	• Eat my own food • Sit at lunch seats • Look after my own things • Put rubbish in the bin	• Quiet conversations • Wait and listen to adult instructions • Be kind to others
Computer Room	• Use a quiet voice • Use appropriate apps and websites • Treat the equipment with care and respect	• Listen to instructions • Only use your username and password • Be nice to others
Library	• Quiet voices • Treat books, furniture and equipment with care • Listen to the teacher	• Look, Listen and Learn • Wait for your turn • Be kind to others.
Office	• Walk in office areas • Have permission from a teacher • Remember your message for the office	• Use your manners and speak nicely • Wait for your turn • Quiet voices
Toilets	• Use toilets using break times	• One person in a cubicle at a time

	• Flush when done • Wash hands with soap and water	• Be mindful of personal space
Assembly	• Sit quietly in class lines • Ignore inappropriate behaviour of others • Clap sensibly	• Be an active audience member • Listen to the speaker • Eyes to the front
Transitions (throughout the school and afternoons)	• Wait patiently for the teacher • Stay together in class lines • Walk safely	• Quiet voices • Keep my hands and feet to myself • Stay on concrete areas and paths
Play Areas	• 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	• Use kind words to others • Keep hands and feet to self • Look out for each other • Stay in bounds
Fixed Equipment	• Walk around equipment • Be mindful of others • When the bell goes, finish playing, go to the toilet and line up	• 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

Care Continuum	Strategy or Program	Details	Audience
	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
	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.	Targeted students
	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.	
	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.
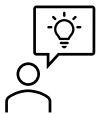
Reporting and recording behaviours of concern

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 – Neurtal 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

Strategy	When and how long?	Who coordinates?	How are these recorded?
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	• 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	• 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)	• 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	• 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	• 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

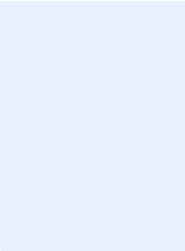|			
Online Training Modules (various)	• Classroom teachers • Learning & Support	• Supporting Student Wellbeing and Mental Health • Understanding Autism Spectrum Disorder • Speech, Language and Communication Needs • Understanding and Supporting Behaviour • Understanding Attention Deficit/Hyperactivity Disorder Anti-Racism Contact Officer Training	As needed
Functional Behaviour Assessment	• 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	• 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	• 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:	8th December 2024

Appendix

Appendix 1: Behaviour management flowchart (Alternative example)

STUDENT DETAILS

Name:			
Grade:		**Gender:**	
Class:		**Type:**	☐ Mainstream ☐ ED ☐ 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:

How do you feel about school?

1	2	3	4	5
☐	☐	☐	☐	☐

Do you feel supported at school to achieve your goals and learn?

1	2	3	4	5
☐	☐	☐	☐	☐

Do you think you are achieving your goals?

1	2	3	4	5
☐	☐	☐	☐	☐

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?	

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 *target* 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 *target* 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: EXIT→						

* 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

First hour: Listen
- Identify bullying behaviour, including cyber-bullying
- Provide a safe, quiet space to talk and reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

Day 1: Document
- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student and check with the student to ensure you have the facts correct
- Enter the record in SENTRAL
- Notify school executive of incident if required in line with behaviour management flowchart
- Notify parent/s that the issue of concern is being investigated

Day 2: Collect
- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day 3: Discuss
- Evaluate the information to determine if it meets the definition of bullying (see above)
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day 4: Implement
- Document the plan of action in SENTRAL
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day 5: Review
- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in SENTRAL

Ongoing follow-up
- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in SENTRAL
- Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students

Appendix 3: Behaviour Response Flowchart

Curlewis P.S. Strategies and Practices to Manage

Challenging Student Behaviour

Appendix 4: Pre-Planning Room Reflection Sheet

Curlewis Public School

Where all Students have a chance to Shine!

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:

_____
_____
_____
_____

Curlewis Public School

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: _____

Curlewis Public School

Where all Students have a chance to Shine!

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:

☐ Hands on	☐ Not listening	☐ Being disrespectful
☐ Being unkind	☐ Not sharing	☐ Other

Curlewis Public School

Where all Students have a chance to Shine!

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?

☐ Other

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

| Follow instructions | Ask for help | Tell the teacher/adult | |

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	✔			Expectation Clarity	Repeated	
Defiance/Refusal	✔			Expectation Clarity	Repeated	
Disruption	✔			Expectation Clarity	Repeated	
Excessive Swearing	✔			Expectation Clarity	Repeated	
Intimidation	✔			P3P3F3	Repeated	
Out of Bounds	✔			Expectation Clarity	Repeated	
Rough Play	✔			P3P3F3	Repeated	
Spitting	✔			Contact Parent/Carer	Repeated	
Teasing	✔			P3P3F3	Repeated	
Theft	✔			Expectation Clarity	Repeated	
Abusive Language		✔		Expectation Clarity		
Aggressive Behaviour (no injury)		✔		P3P3F3	Repeated	✔
Bullying (low-level)		✔		Contact Parent/Carer	✔	Repeated
Cyber-Bullying (low-level)		✔		Contact Parent/Carer	✔	Repeated
Harassment		✔		P3P3F3	✔	Repeated
Mis-use of Technology		✔		Contact Parent/Carer	✔	Repeated
Property Damage/Vandalism		✔		Contact Parent/Carer	✔	Repeated
Racism or Discrimination (first instance)		✔*		ARCO	✔	Repeated
Sexualised Behaviours (inc. sexual harassment)		✔		Contact Parent/Carer	✔	Repeated
Verbal abuse (low-level)		✔		P3P3F3	✔	Repeated
Assault			✔	Contact Parent/Carer		✔
Continuing persistent behaviour - unacceptable risk to another person's learning and/or wellbeing			✔	Contact Parent/Carer		✔
Criminal Behaviour			✔	Contact Parent/Carer		✔
Destruction of property that poses unacceptable risk to health and safety			✔	Contact Parent/Carer		✔
Physical Violence			✔	Contact Parent/Carer		✔
Possession of a suspected drug or illegal substance			✔	Contact Parent/Carer		✔
Possession of prohibited weapon, firearm, or knife			✔	Contact Parent/Carer		✔
Psychological Abuse			✔	P3P3F3	Repeated	✔
Serious behaviours of concern - pending expulsion			✔	Contact Parent/Carer		✔
Serious criminal behaviour related to the school			✔	Contact Parent/Carer		✔
Supply of suspected drug or illegal substance			✔	Contact Parent/Carer		✔
Use of a prohibited weapon, firearm or knife			✔	Contact Parent/Carer		✔
Use of a suspected drug or illegal substance			✔	Contact Parent/Carer		✔
Use of implement as a weapon			✔	Contact Parent/Carer		✔

✔ Repeated   ✔ Yes   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