

Cromehurst School

School Behaviour Support and Management Plan

Overview

Cromehurst is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Cromehurst School is a PBEL (Positive Behaviour Engaging Learners) school focusing on the promotion and teaching of behaviours which reflect our expectations of “Be Safe”, “Be Friendly” and “Learn Together”. These expectations are reflected in our PBEL mission statement “To create a consistent whole school approach for safe and effective teaching and learning”.

Positive discipline is an essential part of the school's behaviour management plan. Cromehurst School is a PBEL school and is focused on promoting and teaching positive behaviours. Cromehurst uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations.

1. The provision of appropriate curriculum to meet the needs of each individual student. See individual education/transition plan policy.
2. Respect of the individual's dignity by not discussing the student in front of the student without including him/her in the discussion.
3. The support of students to achieve success in learning through appropriate teaching strategies.
4. Encouragement of students to practise and generalise their skills in a variety of environments within the school and in the community.
5. Liaison with support services when required to ensure the maximum potential of each student is reached.
6. The development of appropriate communication systems for each student to be able to indicate needs and wants.
7. The provision of appropriate social skills programs within the PBEL framework.
8. Fostering the ability of each student to understand their daily routine, for example, give simple directions, use pictorial cues.
9. Ensuring the application of school rules clearly and consistently across all learning environments.
10. Providing opportunities for students to have some control through the provision of decision-making opportunities in their environment.
11. Encouraging the attendance of staff/parents at appropriate training and development courses fostering a partnership between school and home to assist in promoting acceptable student behaviour.

Practices designed to recognise and reinforce student achievement:

The use of positive feedback, in most instances, is often more effective in the management of behaviour than negative comments or consequences. It is important to acknowledge when students are doing the correct thing and to explicitly teach them the behaviours, we wish them to engage in. Cromehurst School is a PBEL school and teaches and reinforces the expectations of “Be Safe”, “Be Friendly” and “Learn Together”. Staff are given professional learning about the principles of PBEL and collaborate about its implementation at school. PBEL expectations are taught explicitly and embedded throughout the school day to encourage student positive behaviour. Appropriate rewards and consequences form an essential component of the school behaviour management plan. They will be consistently and fairly applied, avoiding any gender or cultural bias. Reinforcement should be appropriate for the age and development of the students.

- * Merit certificates presented in class or at weekly assemblies
- * PBEL class token reward system
- * PBEL stars of the week in weekly newsletters and at assemblies
- * Special awards, class awards and Principal’ s awards
- * Verbal praise and encouraging comments.
- * Socially acceptable methods of physical acknowledgement, such as a handshake, pat on the back or a high five.
- * Reports home to parents via letter, telephone, or email
- * Stickers and tangible rewards
- * Regular communication and feedback with parents
- * Displays on school noticeboards, concerts, weekly assemblies.
- * Listen to suggestions and acknowledge their value.
- * Awards and Graduation evening
- * School Captains’ induction

Behaviour Code for Students

The Department of Education’s Behaviour Code for Students can be found at the link below. <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>.

The Behaviour Code for students at Cromehurst School with appropriate adjustments to strategies and expectations can be found at **Appendix A** at the end of this document.

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	Resilience Doughnut/ Wellbeing Framework	The Resilience Doughnut is a practical, strengths based Australian model for building resilience in children, young people, and adults. PBEL expectations encouraging positive behaviours.	Whole school
Early Intervention	PBEL Tier 1	Positive Behaviour for Learning school-wide and classroom systems of support to explicitly teach expectations and positive behaviour	Whole School
Targeted intervention	LST	The Learning and Support team work with teachers, students, and families to support students who require more personalised behaviour support.	Individual students, families and staff
High Support intervention	Complex case management	LST works with multi-disciplinary team to support students who require complex case management involving allied health, NDIS, and specialist staff.	Individual students and their case team.

Strategies for dealing with unacceptable behaviours

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, and discrimination. To achieve this, all schools will maintain high standards of student behaviour (Student Discipline in Government Schools, 4.0.1)

Staff engage in discussions about student behaviours and management strategies regularly so that the strategies are implemented consistently across the school.

The strategies used should be appropriate for the age and development of the students and their communication needs. It is important that students are taught to comply with directions given by an authority figure. The student's dignity is to be always maintained during any discipline procedure. To avoid confusion, only one person should deal with the student unless this is contrary to the behaviour plan or assistance is requested.

Strategies may include:

- ignore,
- redirect,
- model required behaviour and redirect,
- reprimand and redirect,

- limit choice,
- introduce strategies that allow for restitution,
- give choice that allows for student dignity to be maintained,
- loss of privilege,
- change the environment,
- class isolation,
- playground isolation,
- telephone, letter or email to parents,
- NCI (nonviolent Crisis intervention when necessary for the protection of the student, other student and/or staff,
- in school suspension (removal of student from activities off site such as community access, work experience and sport).

Where all the above have been unsuccessful in resolving the inappropriate behaviour of the students and the safety of students and staff is compromised then a suspension from school may be imposed. Before this decision is made the Principal will:

- ensure that appropriate student welfare strategies and discipline options have been applied and documented.
- ensure that appropriate support personnel available within the school system and externally have been involved.
- ensure that discussion has occurred with the student and parents regarding specific behaviour which the school considers unacceptable and which may lead to suspension.
- develop, in conjunction with the school learning support team or appropriate school or departmental personnel, an updated specific behaviour management plan to assist the student to manage their behaviour more effectively.
- provide a formal written caution detailing inappropriate behaviours as well as clear expectations of what is required of the student in the future, and
- record all incidents and action taken.

Suspension Timeframes

- For students in Kindergarten to Year 2, the maximum number of consecutive school days for a suspension will be 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.
- If the maximum number of consecutive school days are insufficient to implement appropriate supports for the student or to put in appropriate safety measures, the principal will refer the matter to the Director, Educational Leadership who will support the school to consider a range of measures to resolve the issues including extending the suspension for a maximum of 5 additional school days.

- This would extend the suspension to:
10 school days for students in Kindergarten to Year 2
11 to 15 school days for students in Years 3 to 12.

As the students at Cromehurst School have complex behaviour and support needs, adjustments may need to be made in consultation with the Director, Educational Leadership and be applied to the Department's policy regarding the suspension timeframes.

Principals must attempt to resolve the suspension and return the student to school on or before the concluding date of the suspension. A face-to-face meeting will be held with all stakeholders. The key stakeholders would include the parents, principal, executive staff, external providers such as therapists, class teachers and school counsellor to resolve the suspension in order to provide a safe return to school for the student. This could include:

- outlining the reasons for the suspension and how the student's actions did not meet the standards of the department's Behaviour code for students
- all stakeholders including the student to reflect on and implement strategies to avoid any repetition of the unacceptable behaviour in the future
- review behaviour management plans
- consider changes to the environment and other adaptations and resources to support a successful return

A successful return to school may involve:

- documenting outcomes from the meeting, with a copy provided to the student and parent or carer, to support the student's ongoing wellbeing and learning needs, including regular monitoring and mentoring, with clear goals and explicit strategies
- where required, a risk assessment to minimise and manage the physical and psychological hazards that the student may pose to themselves, students, staff, or other persons.
- ongoing assessments by the school's learning and support team
- ongoing support from the school counselling service staff.

Partnership with parents/carers

Cromehurst School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies. This will include consulting with families regarding the development of behaviour support and crisis management plans.

Cromehurst School will communicate these expectations to parents/carers by:

- Individual Educational Plan / Transition Plan meetings with parents, including student involvement.
- P&C meetings

- newsletter
- website
- case management meetings

Behaviour Management Plans

There are, at times, individual students who display severe challenging behaviours that:

- can pose a safety risk to self and/or others, or
- can limit access to curriculum for self and/or others or
- can hinder their access to community participation and independent living opportunities.

These students will require the development of an individual Positive Behaviour Support Plan. Teachers create consistent Positive Behaviour Support Plans through consultation and liaison with supervisors, professional support staff, parents, guardians, caregivers, therapists, and others as required. These plans are communicated to all relevant stakeholders.

Staff are kept informed of new plans and changes to existing plans where relevant at weekly staff meetings and/or staff noticeboards. All staff have a responsibility to participate in the behaviour management of students.

There are two types of plans that may be used to teach the students appropriate behaviour:


A. Positive Behaviour Support Plan

This plan looks at the student profile, describes the behaviour, identifies the setting events, the triggers, the consequences and a plan is formulated to prevent the behaviour from occurring, while teaching alternative behaviour to gain desired results, e.g., “when (antecedent) happens, student (behaviour) and gets/avoids (consequence). This is more likely to happen if (setting events) occur.”

B. Crisis Support Plan

Developed for students exhibiting extreme behaviour which poses a risk to themselves, other students or staff. This plan identifies the management strategies that can be implemented and the behaviours which signal the need for its implementation.

Behaviour programs are an across curriculum consideration and an important part of the student’s individual education plan documentation. Data is kept and updated when required. Written records need to be kept of student behaviours that are problematic via incident reports which are entered on the school data spread sheet.



Restraint and physical handling is the last resort in dealing with student behaviour and should only be employed as the last resort to protect the safety of the individual and self. All other methods must be exhausted before restraint is used, unless there is a risk to personal safety. If a situation is deemed serious enough to use physical handling, then MAYBO strategies will be applied. Parents of students who require this level of management as part of their behaviour support plan will be consulted and requested to sign the behaviour management plan and the Restrictive Practice Form indicating they agree with the strategies identified for managing unsafe behaviour. If parents do not wish for these high level support strategies to be used then they will be informed that in situations where their child is posing a threat to themselves or others, the parent will be contacted to request they collect their child in order to maintain the safety of the school environment and that if this occurs on a regular basis their child may, as a last resort, be suspended from school.

Time-out strategies

At Cromehurst School the use of time-out lies within the continuum of interventions used to assist students to regulate and/or control their behaviour. It is used as a proactive strategy to support self-calming and to provide an opportunity for students to reflect on their actions.

Time-out strategies are used when a student is behaving inappropriately and a temporary separation from that particular environment may assist in supporting the student to demonstrate appropriate behaviour. This strategy is documented in the student's behaviour support plan.

Time-out strategies are not used as punishment or as a means of removing students indefinitely from the classroom. Time-out may be teacher directed, or student selected, as a means of regulating within a safe and predictable environment.

A time-out strategy will be used only for the minimum period of time necessary for the student to regain enough composure to be able to return safely to class. Procedures for the use of time-out strategies are communicated to all students, parents and carers and school staff and must include information for parents and carers about the process to be used when parents or carers may have concerns or complaints about the use of a time out-strategy.

Any use of a time-out strategy considers factors such as the age, cultural background, individual needs, any disability and the developmental level of the student. The choice of time-out strategy depends upon:

- the seriousness or frequency of the behaviour
- level of disruption to learning
- risk of harm to the student or others
- risk of damage to property.

Procedures for the use of time-out strategies are documented in individual and class programs and include steps to be followed if a student does not comply with the time-out strategy, or if the use of the time-out strategy has not been successful in managing the

behaviour of the student.

Time out Rooms

The use of a dedicated time-out room should only be implemented within the context of the school's discipline policy and be included in the student's behaviour support plan.

A dedicated time-out room should only be used with a student after less intrusive interventions, which have been implemented and documented, have not been successful in managing the behaviour. It may also be implemented upon request by a student who is seeking a break in order to self-regulate.

Students who have very complex needs at Cromehurst may require specific, personalised learning and support when more general time-out procedures are not appropriate. These interventions, including any ongoing use of a dedicated time-out room are documented in the student behaviour support plan.

All dedicated time-out rooms are:

- risk assessed in relation to student and staff safety, and consistent with the Department's Work Health and Safety Policy and associated documents
- allow for meaningful educational activity to be provided for students when appropriate.
- have adequate ventilation, lighting, and heat.
- have adequate space for students and staff.
- allow arrangements for the student to have recess, lunch and toilet breaks when appropriate if time-out occurs across these periods.
- be conducive to de-escalating unsafe behaviour.
- are not locked, latched, or secured in any way unless it is necessary to do so to prevent serious harm or injury to the student, other students, or staff. If this is required the Principal or executive is notified and the use of the time-out is documented
- are supervised at all times, all time-out rooms have large viewing windows on the doors and walls.
- display rules for behaviour within the room including school expectations.
- display visual supports for de-escalation strategies and for appropriate behaviour.

The principal ensures that a record of the use of the dedicated time-out room with each individual student and for each occasion is maintained and provided to the Director of schools upon request.

Managing Complaints for Discipline Practices

In cases where the school receives complaints from staff, students, parents or community members regarding discipline practices, the school should:

- ensure the complaint is documented accurately, noting date, time, nature of complaint and parties involved
- evaluate the severity of the complaint and determine whether immediate action is needed or standard procedures should be followed
- collect relevant information from all witnesses and records of past incidents
- refer to the school behaviour management plan and the student's individual behaviour management plan if available
- schedule a meeting with everyone involved to address concerns and ensure the meeting occurs in a private and neutral environment
- record and document the conversations, meeting discussions and outcomes
- if the complaint cannot be resolved, the matter should be taken formally to the department of education and all parties involved are informed

Evaluating effectiveness of discipline procedures

Staff discuss student behaviour weekly, keep regular data on incidents and log the level of support and intervention required each semester on the database. These records allow staff to see student behaviour changes and to make informed decisions about behaviour support and discipline procedures.

School Anti-bullying Plan

The Cromehurst School Anti-Bullying plan is located at [Appendix B](#) following this document.

Reviewing dates

Last review date: November, 2023

Next review date: November, 2024