



Canterbury Vale School

School Behaviour Support and Management Plan

Overview

Canterbury Vale School is committed to explicitly teaching and modelling positive behaviour and to support all students to be engaged with their learning.

Our goal is to inspire every child to participate positively in society. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

Principles of positive behaviour support, trauma-informed practice, inclusive practice and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

To achieve our vision, key programs prioritised and valued by the school community are:

- Canterbury Vale School - Making Choices Framework and positive behaviour systems
- Berry Street Educational Model - Trauma Informed Practice
- Allied Health Partnerships

Canterbury Vale School rejects all forms of bullying behaviours, including cyberbullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

Partnership with parents and carers

Canterbury Vale School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and bullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means such as enrolment meetings, case reviews, school surveys, school events and e-mails
- through the Personalised Learning and Support Plan process, as well as regular biannual case reviews and individual meetings to support interventions for wellbeing and transition

Canterbury Vale School will communicate these expectations to parents/carers through the school enrolment process, school newsletter and other formal and informal opportunities. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

Canterbury Vale School has four core values. This ensures that the way the school operates is consistent with its values, positively improves student behaviour and drives a positive and high performing school culture. Students needs are respected and they are actively recognised and rewarded for their ability to regulate and build their responsible behaviours.

To become a 'Safe, Respectful Learner' is the desired outcome for all our students. Students are taught to manage their own behaviour through explicit teaching throughout their time at Canterbury Vale School.

Students learn the skills of good decision making, taking responsibility for actions and acceptance of consequences.

- Stay on task
 - Engage in learning activities
 - Ask for help
 - Accept support
- Follow directions
 - Actively listen
 - Follow staff instructions
 - Be in the right place at the right time
- Cooperate with others
 - Communicate using appropriate language
 - Resolve conflict positively
 - Support and include others
- Act safely
 - Hand in belonging at the start of day
 - Respect the learning environment
 - Use strategies to regulate

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.

Canterbury Vale School takes strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning. See the [Behaviour Code for Students](#) for more details.

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyberbullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students

- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Breakfast Club – Taste of success	School community run a breakfast club program that provides access to a free healthy breakfast and builds strong student-teacher connections.	Staff, students
Prevention	Recognition of positive behaviour	<p>Celebrating success and student achievement is an essential element of every classroom and school. It is the driver behind student motivation, self-esteem, and creating a positive culture. Further to this it not only makes students feel good but also significantly improves their memory, learning, motivation, and other cognitive functions. There are many ways that Canterbury Vale School motivates students by celebrating their achievements. Some of these are but not limited to.</p> <ul style="list-style-type: none"> - Daily Positive Messages: - Merit system 	Staff & students
Prevention/ Early intervention	Berry Street Educational Model	<p>At Canterbury Vale School all staff have been trained in the Berry Street Education Model. Trauma informed practices and a whole school approach with a focus on consistent, relationally based and predictable strategies is increasingly being implemented at school. These teaching and learning strategies enable teachers to increase engagement of students with complex, unmet learning needs and to successfully improve all students’ self-regulation, relationships, wellbeing, growth and academic achievement.</p> <p>Berry Street practices that are included into Canterbury Vale School include:</p> <ul style="list-style-type: none"> - Ready to learn plans - Ready to learn scale - Lesson plans – structure of learning - Berry Street SEL Pathways program 	Staff & students

Care Continuum	Strategy or Program	Details	Audience
Prevention / Early intervention / Targeted / Individual	Mentor Groups – Sports Ability	Sport Ability partners with Canterbury Vale School to implement a mentoring program each term. The program integrates discussions and physical activities that teach students’ skills to better cope and manage adversity. These skills include making positive informed decisions to improve their quality of life, mental health, relationships and self-image both at school and in the community.	Targeted students 14-17 years old
Targeted intervention	Attendance support	Regular attendance at school for every student is essential if students are to achieve their potential and increase their career and life options. Schools in partnerships with parents are responsible for promoting the regular attendance of students. A CVS member of the school wellbeing or executive team is responsible for contacting the parent/carers of absent students to gather information regarding the nature/reason for the absence and to encourage regular school attendance. Parents/Carers are informed upon enrolment that this procedure will take place each day that their child is absent from school without prior notice. The executive convene planning meetings with students, families and teachers to address barriers to improved attendance and set growth goals.	Principal, Assistant Principal, SP, CRT, SSO, individual students, families
Targeted / individual intervention	Allied Health Support	Our allied health team plays a vital role in supporting student development through both targeted and group interventions provided by our occupational therapist and speech pathologists. Canterbury Vale School ensures that every student receives tailored support to enhance their academic, social, and emotional outcomes.	Assistant Principal, SP, CRT, individual students, families
Targeted intervention	Social and Emotional Learning Outreach	To support the development of social and emotional learning across CVS, community outreach programs focussed on social and emotional learning are implemented. The social and emotional goals of each program are linked to the Personal and Social Capabilities Learning Continuum.	Targeted students
Targeted / individual intervention	School learning and support	All enrolled students engage in case meetings that provided personalised learning and support.	Principal, Assistant Principal, SP,

Care Continuum	Strategy or Program	Details	Audience
			CRT, SSO, individual students, families
Individual intervention	<u>Individual Behaviour Support Planning</u>	Planning is done in collaboration with the student and their family with support from Team Around a School where needed. This can include individual behaviour support and risk management plans.	Individual students, staff

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

Identifying behaviour of concern, including bullying and cyberbullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.

Canterbury Vale School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a child or young person's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through their student support officer or school counselling service.

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.

Preventing and responding to behaviours of concern

Canterbury Vale School uses the following strategies to recognise and reinforce positive student behaviour and behavioural expectations:

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

Specific positive feedback may not be sufficiently reinforcing for some students, so the school-wide continuum provides the opportunity to pair verbal or non-verbal feedback with a positive, tangible consequence.

The school-wide continuum for acknowledging expected behaviour includes:

- free and frequent – for everyday use by all staff in all settings

- moderate and intermittent – awarded occasionally
- significant and infrequent – semester or annual types of recognition.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour.	Targeted/Individualised Responses to behaviours of concern.
<p>1. Behaviour expectations are taught and referred to regularly. Staff model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p>	<p>1. Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback</p>	<p>2. Principal/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices.</p> <p>Incident review and planning is scheduled for a later time determined by the context and nature of the incident.</p>
<p>3. Tangible reinforcers include those that are:</p> <ul style="list-style-type: none"> • free and frequent • moderate and intermittent • significant and infrequent <p>Intermittent and infrequent reinforcers are recorded on the centralised recording system.</p>	<p>3. Use direct responses e.g. Rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.</p>	<p>3. Principal collects information and reviews the incident from multiple perspectives and will determine next steps. Principal records the incident on the centralised recording system and contact parent/carer by email or phone. Principal may consider further action eg: formal caution/suspension.</p>
<p>4. All social-emotional learning programs are taught daily.</p>	<p>4. Teacher records on the centralised recording system by the end of the school day. Monitor and inform family if repeated.</p>	<p>4. Refer to the school's Learning and Support Team or APLaS considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations.</p>	<p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful.</p> <p>In some cases, individual planning and referral to LST may be discussed.</p>	<p>Principal contacts parent/carer to discuss any support and behaviour responses, including referral to the LST, outside agencies or Team Around a School.</p>

Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded in the centralised recording system. These responses may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- reflection and restorative practices (listed below)
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion Procedures](#) apply to all NSW public schools.

Reporting and recording behaviours of concern

Behaviours of concern are recorded on a centralised recording system, SENTRAL.

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response policy](#) and [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and procedures
- If a behaviour of concern is also a child protection matter use the [Mandatory Reporting Guideline Tool](#).

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety Guide](#).

Reflection practices

Action	When and how long?	Who coordinates?	How are these recorded?
Talk (Working it out)	As required	Executive/ Principal	Pathways Program and Sentral System
Detentions	Consistent disengagement with schoolwide expectations 15 minutes (one half of lunch)	Executive/ Principal	Pathways Program and Sentral System
In school suspensions	If a student causes actual harm to any person AND/OR poses an unacceptable	Executive/ Principal	Sentral System

	risk to health and safety, learning and/or wellbeing of any person. Typically, 45-90 mins including food and toilet breaks.		
Behavioural meetings	As required	Executive/ Principal	Central System
Restorative practices	As required	SSO/ CRT/Executive/ Principal	Central System

Appendix : Bullying Response Flowchart



Review dates

Last review date: 6/2/2025: Day 1, Term 1, 2025

Next review date: 27/1/2026: Day 1, Term 1, 2026