

## Coal Point Public School Behaviour Support and Management Plan

### Overview

Coal Point Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Our goal is to inspire every child to participate positively in the school community and beyond. 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, 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.

Key programs prioritised by our school are:

- Life Skills Go (daily check-in and weekly lessons)
- The Anxiety Project and Cool Kids program

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Coal Point Public 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. 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

Coal Point Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P&C and local AECG and using concerns raised through complaints procedures to review school systems, data and practices.

Coal Point Public School will communicate these expectations to parents/carers through the school newsletter and school website. 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

Respectful	Responsible	Engaged
Follow instructions	Model and follow school rules	Arrive at school and class on time
Use your manners and kind, calm words	Solve problems with kindness	Be prepared for every lesson
Play fairly	Care for self and others	Join in on learning
Accept differences	Take responsibility for behaviour	Do your best
Wear the school uniform	Be Safe	Whole body listening
Take care with belongings	Use equipment sensibly	

## 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

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 cyber-bullying 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 and playground 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 learners

Care Continuum	Strategy or Program	Details	Audience
Prevention	Life Skills Go	This online platform allows each child to complete an emotional check-in each day, which is monitored by class teachers and executive. The platform also provides weekly social/emotional lessons.	Staff and students
Prevention	The Anxiety Project and Cool Kids	This project consists of staff PL, student lessons and workshops for parents. It develops skills to deal with a range of situations.	All
Prevention	Harmony Week	Our school celebrates our cultural diversity during this week every year.	All
Prevention	Reconciliation Week/NAIDOC Week	Our school celebrates and recognises our Aboriginal and Torres Strait islander culture each year during these weeks.	All
Prevention	Peer Support	Groups meet regularly throughout the year. Kinder are paired with their buddies. Each group has children K-6. Children stay in the same group each year to build positive relationships across the school.	All
Prevention	School-wide Behaviour Expectations	The behaviour expectations are consistent across the school and taught to all classes. They are based on the 3 values of respect, responsibility and engagement. There is a weekly focus. Each week 'student of the week awards' are handed out, based on the focus for the week.	All
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner <u>Toolkit for Schools</u> to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	Individual students
Targeted intervention	Learning and Support	The LaST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted /Individual intervention	Attendance Support	Attendance data is monitored at stage meeting. Students are then referred to the LST if they are an attendance concern. Phone calls and meetings are then planned with students and families to address barriers to improved attendance and to set goals.	Individual students, all staff
Targeted /Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans.	Individual students, parent/carer LaST, AP

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

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

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. See Appendix 1.

**Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.

**Executive managed** – behaviour of concern is managed by school executive.

Corrective responses are recorded on School Bytes or in the playground folder. These include:

Classroom	Non-classroom setting
rule reminder 1 (re-direct/offer choice)	rule reminder 1 (re-direct)
rule reminder 2 (prompts/seat change)	rule reminder 2 (re teach)
Sent to Buddy Class (stay in at break to discuss/ complete work/conference)	walk with teacher/sat down for a period of time
communication with parent/carer.	Record in playground folder
Other possible consequences:	communication with parent/carer. <i>(By Exec if required)</i>
Time-out/reflection time and restorative practices with AP or Principal	Other possible consequences:
	Time-out/reflection time and restorative practices with AP or Principal

Coal Point Public School staff model, explicitly teach, recognise, and reinforce positive student behaviour and behavioural expectations. Life Skills Go consists of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

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.

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
1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Executive/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. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.
3. Tangible reinforcers include those that are: free and frequent - <b>Gotchas</b> moderate and intermittent – <b>Merit awards, Uniform awards, Student of the Week awards.</b> significant and infrequent – <b>Principals Award, Reward days</b>	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 low-level consequence is applied.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on School Bytes and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught weekly. (Life Skills Go and Department resources)	4. Teacher records on Behaviour / wellbeing system by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.

### Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on the school wellbeing system. These 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
- detention, 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.

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.

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 the school counselling service.

### **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](#).

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 time and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

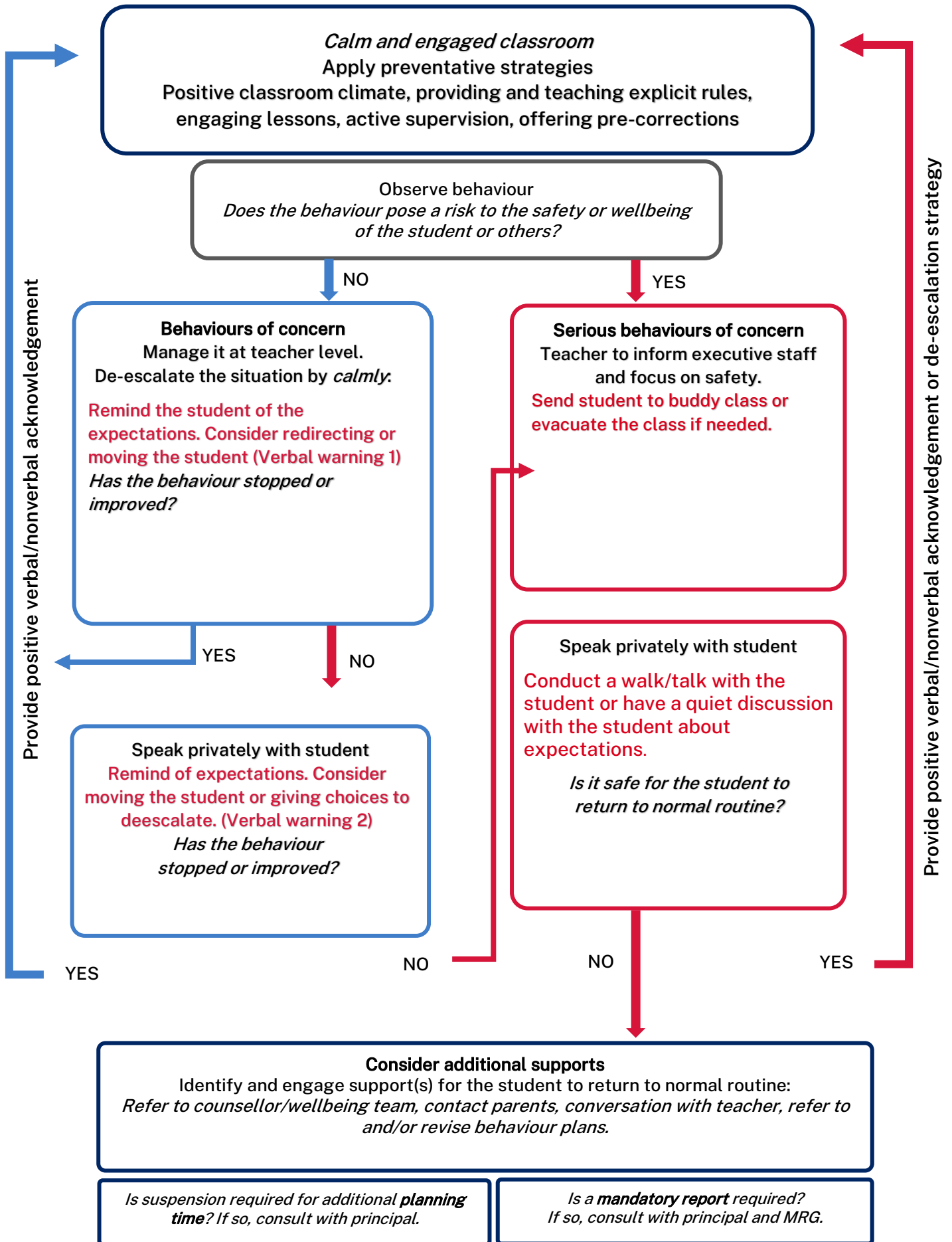
Strategy	When and how long?	Who coordinates?	How are these recorded?
<b>Reflection room</b> – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at either lunch or recess break	Principal or delegate	Documented in School Bytes
<b>Alternate play plan</b> – withdrawal from free choice play and re-allocation to office or designated area for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group.	Next Break	Principal or delegate	Documented in School Bytes
<b>Restorative practice</b> – <a href="#">peer mediation</a> or <a href="#">circles</a> in groups	Scheduled for either lunch or recess break	Principal or delegate	Documented in School Bytes

## Review dates

Last review date: [April, Term 2, 2024]

Next review date: [April: Term 2, 2025]

**Appendix 1: Behaviour management flowchart**





<p align="center"><b>Low Level/Minor Behaviours</b></p>	<p align="center"><b>Behaviours of Concern</b></p>
<p><b>Respect</b></p> <ul style="list-style-type: none"> <li>• Repeated out of turn talking</li> <li>• Repeated disregard for school expectations</li> <li>• Borrowing without permission</li> <li>• Teasing / Mean on purpose</li> <li>• Repeated put downs</li> <li>• Disrespectful tone or manner but compliant</li> <li>• Back chatting / Arguing</li> <li>• Reversible graffiti</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Repeatedly out of bounds</li> <li>• Persistently out of seat</li> <li>• Repeated disregard for school expectations</li> <li>• Running unsafely on concrete with potential risk</li> <li>• Repeated unsafe play on equipment</li> <li>• Throwing an object without intent</li> </ul> <p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>• Deliberately ignoring teacher’s instructions</li> <li>• Ignoring instructions and affecting others’ learning</li> <li>• Reluctance to work with support</li> <li>• Repeatedly late to assembly or class</li> <li>• Repeatedly off task</li> </ul>	<p><b>Respect</b></p> <ul style="list-style-type: none"> <li>• Disrespect during assemblies or formal occasions</li> <li>• Continual disregard for school expectations</li> <li>• Stealing</li> <li>• Intimidation</li> <li>• Spreading rumours</li> <li>• Sustained aggressive/argumentative talk</li> <li>• Bullying</li> <li>• Discriminatory language - sexual, racial, physical, religious inappropriate language towards others</li> <li>• Vandalism</li> <li>• Physical aggression or intent to strike</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Leaving the room without permission</li> <li>• Non-compliance</li> <li>• Out of bounds with intent</li> <li>• Continual disregard for school expectations</li> <li>• Throwing an object with intent</li> </ul> <p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>• Continued disobedience</li> <li>• Continual disregard for school expectations</li> <li>• Refusal to complete set tasks</li> <li>• Disruptive behaviour</li> </ul>
<p><b>Actions</b> Teacher:</p> <ol style="list-style-type: none"> <li>1. Redirect - Verbal cue</li> <li>2. Reteach - Explain expected behaviour.</li> </ol> <p>“Remember at Coal Point PS we...”</p> <ol style="list-style-type: none"> <li>3. Give child a chance to fix behaviour.</li> <li>4. If behaviour continues...another reminder</li> <li>5. If behaviour continues...buddy class (classroom) or send for exec to be removed from playground</li> <li>6. Teacher logs information onto School Bytes and contacts parents to inform.</li> </ol>	<p><b>Actions</b> Referred to Executive:</p> <ol style="list-style-type: none"> <li>1. Send for executive support</li> <li>2. Executive will have a ‘talk and planning’ session with the student</li> <li>3. Executive will record the incident in School Bytes.</li> <li>4. Executive will inform parents of the incident.</li> <li>5. Principal will consider actions as either school based or as a suspension, in line with the Inclusive, Engaging, Respectful Schools’ policy.</li> </ol>

## Appendix 2: Bullying Response Flowchart

