

School Behaviour Support and Management: Coffs Harbour Learning Centre 2025

Overview

Guided by a shared focus on wellbeing and evidence-based practice, staff at Coffs Harbour Learning Centre (CHLC) aim to provide a nurturing educational environment, supporting students to learn essential academic skills, and to build a sense of self-worth, social and emotional skills, and the capacity to manage challenging circumstances.

We work collaboratively with students, families, external agencies and the community to meet the individual needs and to build on the strengths and interests of each student.

With compassion, innovation, and through the development of strong relationships, we work to assist students to transition into the next stage of their lives, whether that be education, employment or other pathways.

Partnership with parents and carers

Staff at Coffs Harbour Learning Centre work in close partnership with students, parents, carers and agencies to plan and implement evidence-based approaches to support positive student behaviour. Through regular communication and collaboration we build positive trusting relationships with all stakeholders, working together to meet the needs of students. All learning, behaviour and transition plans are developed in consultation with parents/carers and there is a strong focus on student voice and agency.

School-wide expectations and rules

Coffs Harbour Learning Centre has established the following expectations:

Safe	Respectful	Engaged
Safe Language	Show Respect	Communicate your needs
Safe Movement	School Language	Do the best you can
Safe use of equipment	Be Kind	Be reflective
Right Place, Right Time	Be Supportive	
Follow safety instructions		

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. Coffs

Harbour Learning Centre aligns with this code by fostering a learning environment that prioritises safety, respect, and active learning.

At Coffs Harbour Learning Centre, we teach and model the behaviours outlined in the Behaviour Code for Students, mirroring these principles in our school-wide expectations of being safe, respectful, and engaged. We are dedicated to creating a community where every student feels supported and is encouraged to engage positively in their learning journey.

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

This section outlines Coffs Harbour Learning Centre's strategies to support positive behaviour, using a multi-tiered approach across prevention, early intervention, targeted intervention, and individual intervention.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Trauma Informed Practice	CHLC aims to provide a trauma informed learning environment for all students, supporting them to feel safe in their learning, and to form positive relationships with staff and peers.	All students
	Schoolwide Behaviour Expectations	Staff and students work together to develop schoolwide behaviour expectations appropriate to all school contexts. These expectations are taught, reviewed and referred to on a regular basis.	All students
	Social/Emotional Learning (SEL)	CHLC delivers a range of learning experiences to support social-emotional learning in students. These include a schoolwide program developed in-house, and additional programs delivered by external agencies.	All students
	Whole school food program	CHLC aims to support student wellbeing through the provision of breakfast and lunch for all students.	All students
	Pick-up and drop-off service	CHLC provide a pick-up and drop-off service each day to support improved attendance and wellbeing.	All students
	Smaller class sizes	Smaller class sizes provide more individual attention, creating a less stressful learning environment and more opportunities for the building of positive relationships.	All students

Care Continuum	Strategy or Program	Details	Audience
	Supported transition	Student transitions into CHLC are highly supported and structured to ensure ongoing success. Upon enrolment, students are grouped into classes to best suit their individual needs.	All students
	Individual plans for learning and behaviour	These plans prioritise student voice and collaboration with parent/carers. They include goals as well as agreed approaches to supporting students throughout the behaviour escalation continuum.	All students
	Staff Professional Learning	All staff participate in ongoing professional learning to ensure best practice in supporting students is employed consistently across the school.	All staff
Targeted Intervention	Restorative Practices	Restorative Practices are used across the school to support social-emotional learning, and to navigate through the complexities of social challenges.	Identified students
	Social/Emotional Learning (SEL)	Our social emotional learning programs are adaptable and responsive to meet students' needs as they emerge.	Identified students
	Collaborative and Proactive Solutions (CPS)	Staff at CHLC use CPS to work with identified students to develop plans that support their wellbeing and behaviour.	Identified students
Individual intervention	Individualised Planning	All students at CHLC have input into the plans that are collaboratively developed to support their learning and positive behaviour. They also work with the SSO to develop a "Roadmap" outlining their goals and steps to achieving them.	All students
	Collaborative and Proactive Solutions	The CPS approach is used to support individuals to negotiate mutually agreeable solutions to challenging behaviours. The approach acknowledges and identifies lagging skills and shared concerns.	Students demonstrating challenging behaviours
	Student voice and agency	Student voice is prioritised at CHLC. All students work with the School counsellor and Exec to complete the Student Voice Scaffold which informs plans to support learning and behaviour.	All students – reviewed as necessary
	Functional Behaviour Assessment	Staff at CHLC conduct Functional Behaviour Assessments in order to identify factors that contribute to challenging behaviours, and then plan strategic approaches to support positive behaviour	Students who present with complex and challenging behaviours

Care Continuum	Strategy or Program	Details	Audience
	Social/Emotional Learning (SEL)	One-on-one support focusing on teaching students skills to navigate their social and emotional environments effectively, including self-regulation, building positive relationships, and making responsible decisions.	Students requiring intensive support to develop social and emotional competencies
	Modified enrolment programs	Provides flexible enrolment options, including part-time or adjusted schedules for students struggling with full-time attendance. This program supports students in reintegrating into school gradually and offers ongoing behavioural and academic interventions during the transition.	Students needing modified attendance due to behavioural or wellbeing issues
	External Supports (Team around a School, Complex Case Team)	External supports provide expertise and guidance in developing approaches to supporting students with complex and challenging behaviours	Individual students as required.

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

To effectively support student behaviour, Coffs Harbour Learning Centre employs a range of strategies tailored to recognise and reinforce positive, inclusive, and safe behaviour, address minor inappropriate behaviour, and respond to more serious behaviours of concern. The following table outlines our school's approach across the continuum of prevention, early intervention, and targeted/individualised responses:

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
Positive Relationships: Staff prioritise the formation of positive relationships with students, developing a strong understanding of their needs, interests and preferences.	Redirection/Reminder: Staff address minor issues as they emerge, reminding students of agreed expectations, goals, individual strategies etc.	Individual Learning and Behaviour Support Plans (ILBSP): Collaboratively review individualised plans tailored to address specific behaviours of concern.
Restorative Practices: Conduct classroom circles and peer mediation to build relationships and create a supportive school climate.	Restorative Chats: Engage in brief restorative conversations with students to address minor behavioural issues before they escalate.	Collaborative and Proactive Solutions: The CPS approach is used to support individuals to negotiate mutually agreeable solutions to challenging behaviours.
SEL Programs: Teach social and emotional skills to promote self-awareness, empathy, and positive interactions.	Collaborative and Proactive Solutions: The CPS approach is used to support individuals to negotiate mutually agreeable	Restorative Conferences: Facilitate conferences to address serious incidents, repair harm, and develop strategies for future positive behaviour.

	solutions to challenging behaviours.	
School-wide behaviour expectations: Set and model clear behavioural expectations throughout the school.	Brain Breaks: Use short breaks to help students manage stress and refocus during lessons.	School Counselling, Complex Case Team and External Referrals: Provide access to school counselling services and refer students to external agencies for additional support if needed.
Morning Routine/Check-In: Monitor students' readiness for learning each day to pre-emptively address potential issues.	Family Engagement: Communicate with parents/carers to collaborate on strategies for addressing minor inappropriate behaviours at home and school.	Functional Behavioural Assessments (FBA): Conduct assessments to identify the function of challenging behaviours and develop appropriate intervention strategies.

Responses to serious behaviours of concern

Coffs Harbour Learning Centre adopts a structured and proactive approach to managing serious behaviours of concern, prioritising the safety and wellbeing of all students and staff. Our response process includes the following steps:

1. Incident Management:

- **Immediate De-escalation:** All staff are trained in **Verbal Interventions**, which equips them with skills to de-escalate situations safely and effectively. Staff immediately use these strategies to ensure the safety of all individuals involved.
- **Assessment and Support:** Assess the student's needs and provide support to help them regain control. This may involve removing the student from the situation to a safe, supervised area for reflection and calming.
- **Involve Executive Staff:** If the behaviour poses a significant risk, executive staff are informed to assist in managing the incident.

2. Communication:

- **Document the Incident:** All serious incidents are documented in SENTRAL, including details of the behaviour, interventions used, and outcomes.
- **Inform Parents/Carers:** Parents/carers are promptly informed of the incident and the school's response.
- **Team Debrief:** Staff involved will participate in a debriefing session to review the incident, identify triggers, and plan for future support.

3. Intervention:

- **Individual Learning and Behaviour Support Plan (ILBSP):** Review and update the students ILBSP, prioritising student voice and family collaboration.
- **Restorative Practices:** Conduct restorative conferences to address the impact of the behaviour, repair harm, and develop strategies for future positive behaviour.
- **Functional Behavioural Assessment (FBA):** An FBA may be conducted to understand the underlying causes of the behaviour and inform the development of an individualised Behaviour Intervention Support Plan (BISP).

4. External Support and Referral:

- **School Counselling, Team Around a School, Complex Case Team, and External Agencies:** Provide access to school counselling services and refer to external agencies if necessary for additional support. Request support from DoE Complex Case Team and broader supports.
 - **Modified Enrolment or Learning Environment:** In some cases, adjust the student's school day or learning environment to support their needs.
5. Compliance: Follow the NSW Department of Education Student Behaviour Policy and Suspension and Expulsion Procedures in all responses.
 6. Review and Follow-up:
 - **Monitor Progress:** Regularly review the student's progress and adjust the ILBSP as needed.
 - **Family Engagement:** Engage with the student's family/care provider to ensure a consistent approach to behaviour support at school and home.

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](#).

Detention, reflection and restorative practices

Coffs Harbour Learning Centre uses a variety of strategies to support students in reflecting on their behaviour and repairing relationships. These practices are designed to be age-appropriate and ensure the wellbeing of the student, including regular food and toilet breaks as needed.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Morning check-in	Daily, 10-20 minutes per session.	Classroom teacher or facilitator.	Recorded in SENTRAL, noting pertinent

Strategy	When and how long?	Who coordinates?	How are these recorded?
			discussion topics and outcomes.
Restorative Conferences	Within 1-2 days after an incident, lasting 10-60 minutes.	Teachers/Trained facilitators.	Recorded in the student's SENTRAL file.
Return from Suspension Meetings	During or after the suspension period ends, typically 10-30 minutes.	Executive staff or facilitators.	Documented in the RSM summary doc.
Restorative Chats	As needed, 5-15 minutes per session.	Trained staff.	Documented in SENTRAL
Individualised strategies	Dependent on the identified approach	Classroom teacher or support staff.	Recorded in the student's file in SENTRAL.

Review dates

Last review date: 31/1/25

Next review date: 31/1/26

Appendix 1: Behaviour management flowchart

