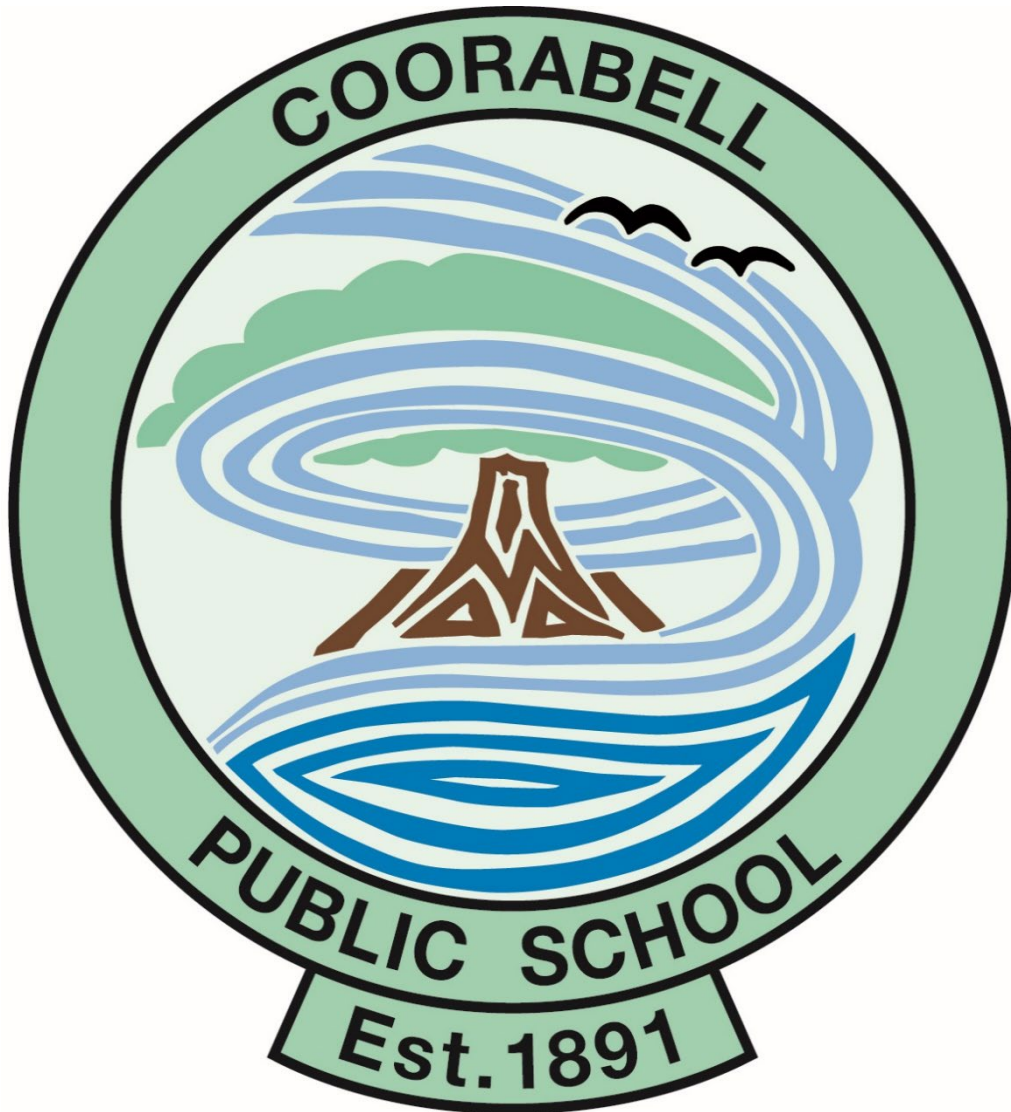


NSW Department of Education



Coorabell Public School
School Behaviour Support and Management Plan



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School Behaviour Support and Management Plan

Overview

Coorabell Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Our Behaviour Support and Management Plan has been developed to cultivate a school-wide safe, respectful, and inclusive learning environment that fosters academic excellence and personal growth.

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

These are supported by our school-wide rules of Considerate, Positive, Safe Learners.

Coorabell Public 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/carers

Coorabell Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by liaising with staff, Coorabell PS P&C Association. Coorabell PS will communicate these expectations to parents/carers by employing open communication methods (interviews/meetings, newsletter, text/email, phone), providing access to parenting and support workshops (Safe on Social) and written confirmation of policy and procedures, including the *School Community Charter* which informs parents and carers on how to engage positively with our school.

School-wide expectations and rules

Coorabell PS has implemented the following school-wide rules and expectations:

- **Be Considerate /Caring** - We encourage students to care for and share school spaces and facilities, show consideration towards others, and to be responsible and respectful of each other .
- **Be Positive** - We encourage students to embrace the positive culture of our school, encourage others to do their best, to facilitate positive change through modelling of acceptable behaviour, and to be an active and supportive member of our school.
- **Be Safe** – We encourage students to play safely, use school equipment in a safe manner, wear approved school hats in the playground, travel safely to and from school by bus or private transport modes, and follow teacher instructions.
- **Be Learners** – We encourage students to arrive at school and class on time, be prepared for every lesson, actively participate in learning, aspire and strive to achieve the highest standards of learning.

Coorabell PS Behaviour Support and Management Plan is underpinned by the following fundamental beliefs:

- Both students and teachers have the right to work in a safe and predictable environment where staff and students feel physically and emotionally safe .
- Trust is a core principle of our policy, underpinning the foundation of a nurturing and inclusive environment.
- Throughout all interactions, the integrity of staff and students is crucial to building positive and productive relationships.
- Students must be aware of the expected standards of behaviour and the consequences of not adhering to these expectations including awareness and engagement with the *Behaviour Code for Students* in NSW public schools.
- All staff are required to maintain consistency when upholding the expected standards of behaviour.
- Consequences for inappropriate behaviour aim to establish connection and accountability.

Coorabell PS uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Individualised planning and support through our LST/Wellbeing team approach
- Support from DoE School Services personnel including, but not limited to: APLaS, ACLO, ARCO, LaWO, school counsellor service, HSLO, APH, APV, EI, AAO
- Child Protection/Drug Education/Interrelate Programs
- Safe on Social workshops
- Reflective Time Away (R TA) – restorative practice program .
- Class Dojo positive reinforcement for whole class and individual recognition.
- Individual student recognition through merit awards and SRC awards
- Berry Street Education Model

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](#). High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

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	Positive behaviour for learning (PBL) principles	PBL is an evidence-based framework that brings together the whole -school community to contribute to developing a positive, safe and supportive learning culture. PBL includes the following key features: clearly defined expectations, explicit teaching of expectations in all school settings , consistent positive feedback and acknowledgement system , continuum of strategies to respond to inappropriate behaviour , and ongoing monitoring and evaluation. The multi -tiered system of support enables schools to select an d implement a range of contextually relevant programs and interventions to improve social, emotional, behavioural and academic outcomes for all students.	All staff
	Restorative practices Reflective Time Away (RTA) process	is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.	All teachers
	Anti-bullying	All students are explicitl y taught about diversity and respectful relationships which can help to prevent bullying at school.	All students All teachers
	Berry Street	The Berry Street Education Model (BSEM) is based on classroom strategies informed by Berry Street's approaches to trauma -informed learning and the science of wellbeing. It has been designed by teachers and education leaders FOR whole school staff.	All staff
	Whole school behaviour management	Whole school behaviour management system is used to manage in class behaviour using PBL principles of explicitl y teaching expected behaviours. Our traffic light system is in place with 3 warnings for students exhibiting low level disruptions. Students will engage in RTA (see below).	All teachers

Care Continuum	Strategy or Program	Details	Audience
Early intervention	Staff discussion	Early identification at staff meetings & learning and support team meetings with involved staff.	All staff School counsellor
	Whole school reward system	Implementation of whole school reward system to explicitly teach, recognise and reinforce positive student behaviour and expectations based on PBL principles.	All staff All students
	Classroom Management Fundamentals PL	Professional learning for all staff to explore fundamental strategies to establish good classroom practice. Delivered by Assistant Principals in collaborative cross stage groups.	All students All staff
Targeted intervention	Learning and Support	The Learning and Support team made up of teachers & SLSO's, support teachers, students and families for students requiring personalised learning and support. LST staff develop and maintain ILP's, IEP's, PLP's, & IBMP's in collaboration with teachers and parents to establish any risk assessments, short/long term goals. Team approach supported by our AP/APCI with clear guidelines and processes.	LST, individual students, families & staff
	Attendance Support	Consistent data collection and analysis of attendance. Follow up with home contact for attendance concerns with learning and wellbeing officer or HSLO.	All staff Identified students/parents
Targeted/Individual support	School counsellor support	Specific individual counsellor support for students as required for emotional and cognitive assessment support. Student referred through learning and support team.	All staff LST Individual student/parents
	Restorative practices Reflective time away (RTA)	Students exhibiting poor behaviour choices may be referred to our RTA program to engage in a restorative practice approach. Students will be supported by a teacher to reflect on how their actions impacted on others, including how they can make things better.	All teachers

Detention, reflection and restorative practices

Coorabell PS has a restorative approach to behaviour. It requires students to take responsibility for their actions, understanding the impact of their behaviour, and willingness to work together with staff to find solutions. It is not a punitive approach to behaviour management, ensuring our implementation of restorative justice practices involves open conversations and collaboration between students, families, and staff. This approach ensures that everyone in our school community feels respected and invested in the wellbeing of others.

We aim to reduce exclusions, disruptive behaviours, conflict, bullying, and low-level disruptions. We aim to improve positive behaviour, learning opportunity for all, student attendance, and educational outcomes. We aim to develop honesty, personal responsibility, accountability, empathy, emotional literacy, conflict resolution skills, positive learning behaviour, our environment, and independence.

Strategy	When and how long?	Who coordinates?	How are these recorded?
<p>Level 1 Behaviours – Repeated minor infringements across all settings: back chatting, name calling, class disruption, non-compliance, exclusion, careless incidents resulting in harm to others, out of bounds without permission</p> <p>NB The traffic light system will be used to manage classroom behaviour. Repeated (x2 red traffic light warnings) in class behaviour will result in RTA process .</p>	<p>1 session (20 minutes max) out of the playground (after eating lunch and having a toilet break) with restorative practice approach implemented by supporting teacher.</p>	<p>Teacher AP Principal</p>	<p>All records kept in School Bytes wellbeing module</p>
<p>Level 2 Behaviours – Major infringements across all settings: deliberate hands-on others, inappropriate language, ongoing non-compliance, and minor discrimination.</p> <p>Behaviour reported to parents with a reminder of school expectations and at-risk behaviours that may lead to exclusion from school activities for safety reasons .</p>	<p>2 sessions (20 minutes max per session) out of the playground (after eating lunch and having a toilet break) with restorative practice approach implemented by supporting teacher.</p>	<p>Teacher AP Principal</p>	<p>All records kept in School Bytes wellbeing module</p>
<p>Level 3 Behaviours – repeated level 2 behaviours across all settings as well as major hands-on and discrimination incidents.</p> <p>Behaviour reported to parents with a reminder of a school expectations and at-risk behaviours that may lead to exclusion from school activities for safety reasons.</p>	<p>3 sessions (20 minutes max per session) out of the playground (after eating lunch and having a toilet break) with restorative practice approach implemented by supporting teacher.</p>	<p>Teacher AP Principal</p>	<p>All records kept in School Bytes wellbeing module</p>
<p>Suspension of student in line with DoE policy</p>	<p>Suspension</p>	<p>Principal</p>	<p>All records kept in School Bytes wellbeing module</p>

School Anti-bullying Plan

Coorabell Public School provides a broad, enriched curriculum in a caring co-operative environment. An education culture fostering life-long learning is provided by committed experienced staff. We motivate students to achieve high standards of learning, to develop self-discipline, healthy self-esteem and a commitment to personal excellence based on a positive set of values. The school is characterised by a very involved parent body.

At Coorabell Public School all students have the right to learn in an environment in which their learning needs are met and where they feel safe and recognised.

At Coorabell Public School, rules and regulations have been developed to address inappropriate playground behaviour, underpinned by our school rules which are: Be Considerate, Positive, Safe Learners. Our school Anti-Bullying plan forms a wider part of our School Behaviour and Support Management Plan and has been developed using the guidelines from the Bullying of Students – Prevention and Response Policy and other Department of Education support resources, which is reviewed annually.

Our school is committed to:

- Minimising all forms of harassment in the school.
- Establishing a climate supported by staff, students and parents, of respect for and caring for others.

Our Anti-Bullying Policy requires staff to:

- Be observant to signs of distress or reported incidents of bullying.
- Make efforts to minimise incidents by actively patrolling during supervision.
- Take steps to help all students without placing emphasis on individuals.
- Report incidents to appropriate staff members.

Our Anti-Bullying Policy requires students to:

- Be proactive in helping others.
- Use appropriate problem-solving strategies when they encounter disagreement.
- Encourage and involve all students in activities in the playground and classrooms.

Our Anti-Bullying Policy requires parents to:

- Be familiar and supportive of the existing policies and procedures currently in place at school level.
- Have open and healthy lines of communication with their child's class teacher to address any issues or concerns in an appropriate way.

PROCEDURES

In line with our whole School Behaviour Support and Management Plan, the following actions will be undertaken, as required, to address all inappropriate bullying behaviour.

- Bullying incident reported to teacher.
- The child whose behaviour is unacceptable is issued with an RTA.
- Parents are notified each time an RTA is issued.
- Investigating teacher discusses problem with students concerned.
- RTA procedures/policy is outlined to offending student/s with clear expectations set out.

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

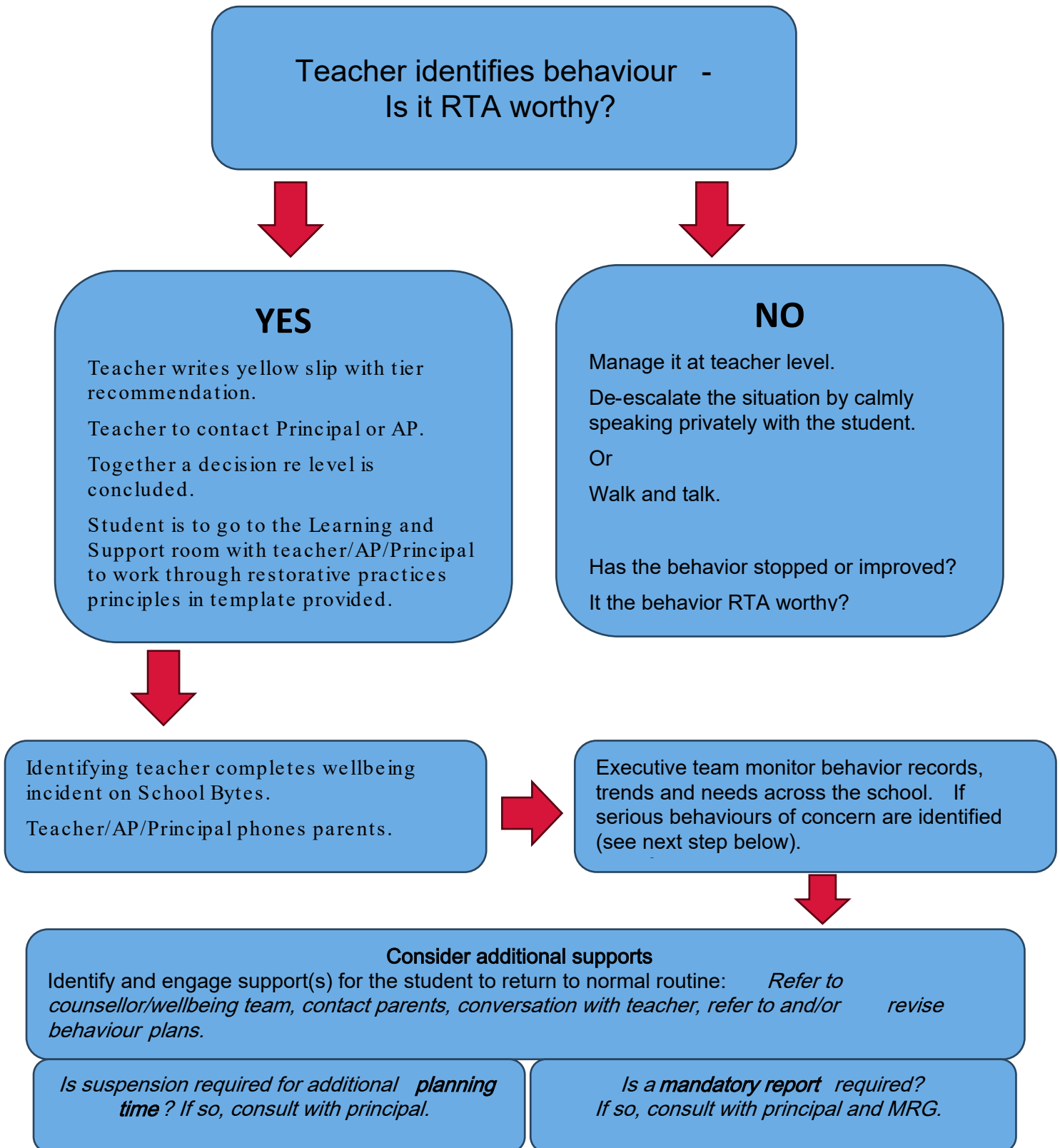
A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship,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

Bullying Response Flowchart



Reflective time away (RTA)

Flow chart (version 1)



Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026