

NSW Department of Education



Coutts Crossing Public School Behaviour Support and Management Plan



Overview

Coutts Crossing 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 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:

- Trauma Informed Practice
- Zones of Regulation
- Second Steps
- Mindfulness Monday
- Wellbeing Wednesday
- Student Wellbeing Officer access

Coutts Crossing 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 and carers

Coutts Crossing Public 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 The Public School Survey (when released), school surveys, Tell Them From Me surveys and consulting with the P & C.

Coutts Crossing Public School will communicate these expectations to parents/carers through the school newsletter and emails. 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 values

Coutts Crossing Public School has the following school expectations:

Be respectful, safe, responsible and strive for personal best.

Students are also expected to demonstrate our motto of “Cooperative and Caring”.

Respectful	Safe and Responsible	Personal Best
Listen to and follow instructions	Move sensibly	Ask for help
Use appropriate language	Right place, right time	Work together
Share and take turns	Use equipment correctly	Be ready to learn
Be well-mannered	Choose my actions and words appropriately	Encourage others
Look after my environment	Personal space – keep hands/feet to my self	Make positive choices

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.

Coutts Crossing Public 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 behaviour expectations in and outside the classroom
- 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
- providing activities that are supportive of student’s interest through enabling student voice

WHOLE SCHOOL PREVENTATIVE APPROACH ACROSS THE CARE CONTINUUM			
Care Continuum	Strategy or Program	Details	Audience
Prevention	Breakfast Club	School community run a breakfast club program that provides access to a free healthy breakfast and builds strong student-teacher connections.	Staff, students K - 6
Prevention	Social emotional Programs	- Whole school explicitly teaches social emotional skills to all students using Zones of Regulation and Second Steps. - Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	Staff & students K-6
Prevention/ Early intervention	School Values	- Weekly assemblies highlighting school values - Award system - Student Leadership Team initiatives	Students K-6, staff, Principal
Prevention/ Early Intervention	Student / parent voice	- TTFM / Public School surveys - School based surveys - Student Leadership Team - P&C consultation - Student choice where appropriate	Students K-6, families, staff, Principal
Targeted intervention	Attendance	- Weekly Class Attendance Trophy - Weekly Line up Legens Trophy - Half term individual and class attendance rewards - Half term communication to families encouraging the need for increased attendance	Students K-6, families, Principal
Targeted / individual intervention	Personalised supports Cultural connectedness	- Small group interventions - Learning and Support Team - Adjustments to student learning - Individual Education Plans - Personalised Learning Pathways - Transition programs	Students K-6, staff, Principal
Individual intervention	Individual Behaviour Support Planning	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, Principal

Planned responses to positive and expected behaviour

Action	Frequency
Cool Cards	Free and frequent. Awarded to students by any staff member for demonstrating positive behaviours and placed into a box and drawn as a raffle at the end of each week. Students receive a reward (voucher, prize)
Positive given for demonstrating school values and motto	Free and frequent. Awarded to any student for demonstrating school values and motto. Teachers to enter positive on School Bytes for the school value represented. Positive entry = points towards sporting house.
Raffles	Random raffles occur throughout each term and gift vouchers are awarded. Names are in raffles for a variety of positive behaviours or goals being achieved.
Classroom Merit Awards	Classroom based – positive work habits, academic achievement across any KLA, effort in class, achieving set learning goals, improvement in any KLA. Awarded at Friday Assemblies and logged on School Bytes. Minimum - every student to receive at least one per term.
Star Awards Earned by; - positively representing CCPS at community events - positively representing CCPS at sport beyond school-based activities - positive participation in co-curricular activities - being a peer support leader - attending 90% + for half term - exemplary manners and / or behaviour - sportsmanship - citizenship - wearing uniform correctly consistently 5 positives	Awarded to students by any school staff member for demonstrating their commitment to our <i>school core values of being respectful, being safe and responsible and demonstrating their personal best</i> . All students begin each calendar year with a zero balance and earn Star Awards throughout the year. Star awards are presented in class or at morning assemblies as appropriate. Staff record the award on school bytes. Star Awards tally towards Bronze, Silver, Gold and Diamond Awards.
Bronze Award	5 star awards; awards presented at Friday assemblies. Classroom teacher to invite family to Assembly.
Silver Award	10 star awards; awards presented at Friday assemblies and icy pole given. Classroom teacher to invite family to Assembly.
Gold Award	15 star awards; awards presented at standalone event/or assembly with morning/afternoon tea with families invited. Principal to invite family to event.
Diamond Award	20 star awards; presented standalone event/or assembly with morning/afternoon tea with families invited. Principal to invite family to event.

Planned responses to 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.

Coutts Crossing Public 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 classroom teacher, Principal 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.

Responses to behaviours of concern

Response to all student misbehaviour is: calm, consistent, respectful and private where possible.

Responses, including students who display serious behaviours of concern, are recorded in School Bytes.

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the learning and support team (APCI/Spec Ed/Principal)
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- reflection and restorative practices
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, 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

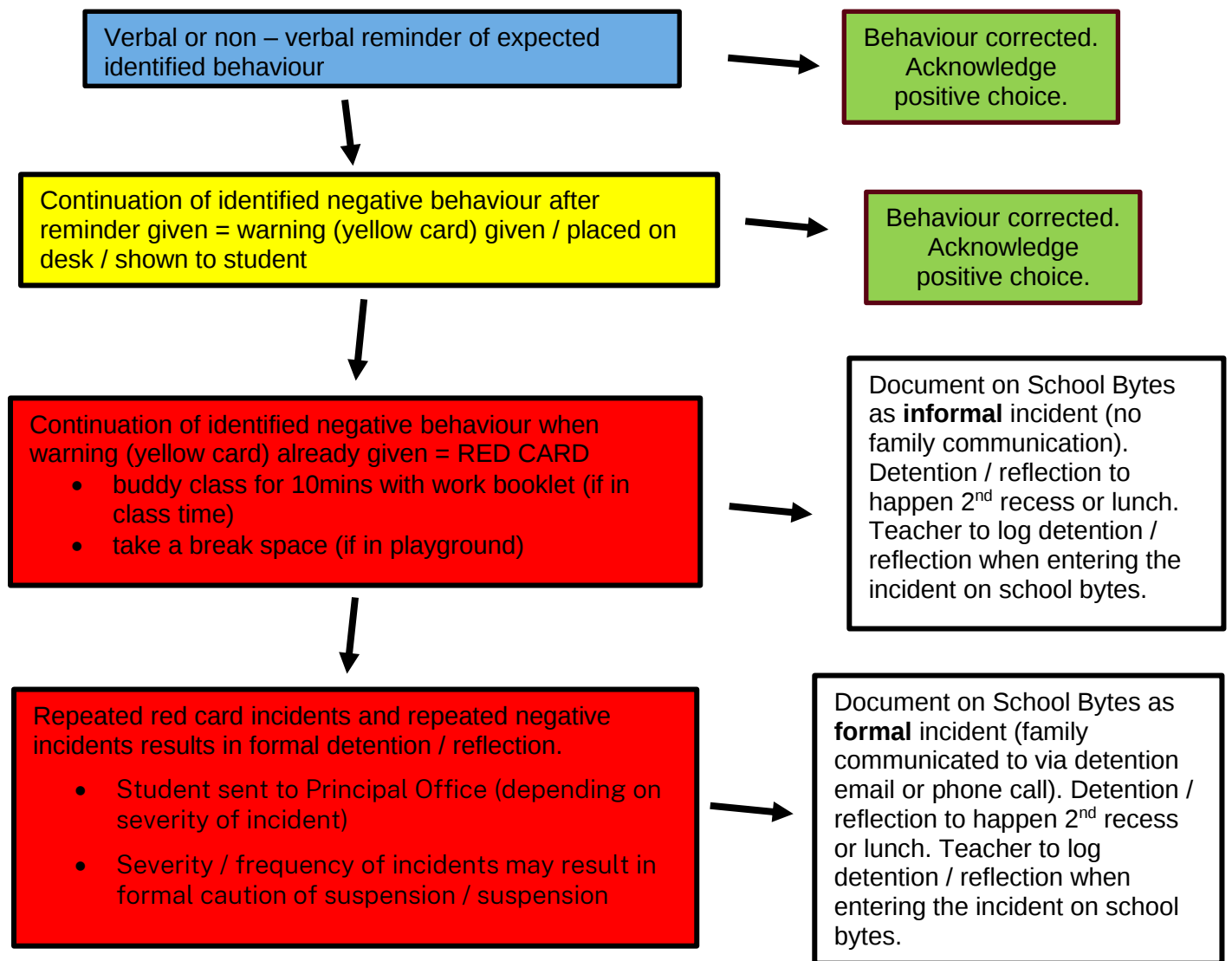
Staff will comply with reporting and responding processes outlined in the:

Incident Notification and Response policy and Incident Notification and Response Procedures and the 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.

Whole school management of inappropriate behaviour at CCPS in and outside of the classrooms

NB - there are individualised strategies for identified students as required.



Level / type / frequency of behaviour determines informal / formal incidents.

INFORMAL INCIDENT – Negative logged on school bytes and detention set. NO COMMUNICATION TO FAMILY

FORMAL INCIDENT – Negative logged on school bytes and detention set with communication to family via detention letter or phone.

Reflection practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour.

Action	When and how long?	Who coordinates?	How are these recorded?
Detention / Reflection Seat conversation (problem-solving) – What happened, what did you do, who was impacted and what could you do instead next time.	Reflection time occurs with every incident / red card – informal and formal. Completed during second half of play time at either recess or lunch.	Teacher/ Principal	Documented in school record system
5 formal detentions over term = Level 1	Not permitted to attend events or represent the school without permission of the Principal.	Teacher / Principal	Documented in school record system. Parents informed by email and phone call by Principal to parents
More than 5 formal detentions over term = Level 2	Not permitted to attend events or represent the school without permission of the Principal. Formal Caution of Suspension may be advised	Principal	Documented in school record system. Parents informed and invited in for meeting

Review dates

Last review date: 4th June 2025

Next review date: March 2026