

## South Coogee Primary School Behaviour Support and Management Plan

### Overview

At South Coogee Public School, we are committed to fostering a safe, respectful, and inclusive learning environment where all students can thrive. Our Behaviour Support and Management Plan aligns with the NSW Department of Education's Student Behaviour Policy and supports positive behaviour through proactive strategies. We believe in explicit teaching, targeted interventions, and strong partnerships with families to support student well-being and academic success.

### Partnership with parents and carers

We recognise that positive student behaviour is best achieved through collaboration between the school and families. We work closely with parents and carers by:

- Regularly communicating behaviour expectations through newsletters, parent meetings, and school events.
- Providing opportunities for parents to be involved in behaviour support strategies and intervention planning.
- Encouraging open dialogue and partnership in addressing student behaviour concerns. Offering parent workshops on student well-being, online safety, and positive behaviour strategies.

### School-wide expectations and rules

We uphold three core expectations to guide student behaviour:

RESPECT	PARTICIPATION	SAFETY
Treat others with kindness	Engage actively in learning and school activities	Follow school rules to ensure safety for all
Use polite, inclusive and positive language	Listen to others and contribute to discussions	Move safely around the school
Respect school property and the property of others	Be prepared and give your best effort	Use equipment and technology responsibly
Follow staff instructions promptly	Collaborate and support others	Be aware of personal space and the wellbeing of others

## 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 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	Restorative Practices	Explicit teaching of behaviour expectations in all settings	Whole school
	Social-emotional learning programs	Targeted lessons on resilience, emotional regulation, and respectful relationships	All students
	Anti-bullying programs Child Protection	Education about bullying, including cyberbullying, and strategies for prevention Teaching child protection education is a mandatory part of the syllabus.	All Students
Early intervention	Check-ins with learning and support staff	Identifying and supporting students at risk	Identified students

Care Continuum	Strategy or Program	Details	Audience
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools 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.	All
Targeted / Individual intervention	Learning & Support	The APLaST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / Individual intervention	Attendance Support	The APLaST refers students to the attendance coordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	All
Targeted intervention	Small group social skills programs	Tailored strategies to build emotional regulation and peer relationships	Selected students
Individual intervention	Behaviour support plans	This includes developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans.	Identified students, Parents/carer/LAS T, 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.(Behaviour management flowchart)

- 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 Sentral. These include:

Level of teacher intervention		Examples of Behaviour
Level 1 – Verbal Redirection	<ol style="list-style-type: none"> <li>1. Direct student to start doing the desired behaviour</li> <li>2. Use vicarious praise</li> <li>3. Increase ratio of praise (positive or neutral)</li> <li>4. Give positive feedback</li> </ol>	<ul style="list-style-type: none"> <li>• Insolence</li> <li>• Disrupting learning of others</li> <li>• Not completing work</li> <li>• Refer to Behaviour Expectation Matrix for acceptable behaviour</li> </ul>
Level 2 – Reminders	<ol style="list-style-type: none"> <li>1. If a student does not comply with an instruction, they will be given a reminder.</li> <li>2. The second time they do not comply they will get another reminder.</li> <li>3. If they still do not comply, they will be directed to the classroom 'time-out' area (teacher's discretion maximum of 15 minutes)</li> </ol>	
Level 3 – On return from 'time- out'	<ol style="list-style-type: none"> <li>1. If a student does not comply with an instruction, they will be given a reminder.</li> <li>2. The second time they do not comply they will get another reminder.</li> <li>3. If they still do not comply, they will be directed to 'time-out' in a different class for the rest of the session where they will be required to reflect on their behaviour and fill in a Behaviour Reflection Section of the Behaviour Reminder Card.</li> <li>4. On return to class, the teacher will conference with the student and then complete the Behaviour Reminder Section of the Behaviour Reminder Card. The sheet will then be sent home and they will need to be signed by parent/carer and then returned to school.</li> <li>5. Teacher to record incident on Sentral Welfare and contact parent/carer if this is the second Behaviour Reminder Card for the term.</li> </ol>	
Level 4 – On return to the classroom	<ol style="list-style-type: none"> <li>1. If non-compliance continues, the student will be given only one reminder. If misbehaviour continues after this, they will be sent to the Assistant Principal for further time out.</li> <li>2. Student will receive a second Behaviour Reminder Card.</li> <li>3. Mini-Team (Principal, Assistant Principal, classroom teacher, LaST) discusses further action</li> <li>4. Assistant Principal to call parent/carer.</li> <li>5. Incident to be recorded on Sentral Welfare by Assistant Principal.</li> </ol>	
Level 5 – Suspension/ Behaviour Contract	<p>If a student receives three Behaviour Reminder Cards (classroom and playground combined) or the student is physically violent, in one term, the student, parent/carer, Assistant Principal/Deputy Principal will have an interview and the principal will use their discretion to exercise the DEC Suspension Policy – Student Discipline in Government School Suspension and Expulsion of School Students – Procedures</p> <p>If student is suspended:</p> <ol style="list-style-type: none"> <li>1. The school will put in place strategies to support the student on return to school</li> <li>2. On return to school, the student, parent/carer, Assistant Principal/Deputy Principal and Principal will attend a Return from Suspension meeting to discuss strategies and behaviour expectations.</li> <li>3. Student will be placed on a Behaviour Contract (see next column)</li> </ol>	<p>If student is not suspended:</p> <ol style="list-style-type: none"> <li>1. Student will be placed on a Behaviour Contract which is signed by the student, parent/carer, teacher and Assistant Principal. The aim of the contract is to provide positive feedback to the child to support them to achieve the desired behaviour. The contract will be monitored by the Assistant Principal for a pre-determined time (5-10 school days)</li> <li>2. The student will be required to have "Reflection Time" in another classroom. (Students will complete classwork in the reflection classroom)</li> <li>3. The time spent in the other classroom will be determined by the Executive. Students will still be on a behaviour contract during this time.</li> <li>4. Student may be excluded from the classroom, playground, excursions, camps and school functions. This will be at the discretion of the Executive and with parental consultation.</li> <li>5. Suspension from school may be implemented after this period if behaviour has still not improved. Individual student needs will be taken into account.</li> </ol>

FOR ALL SITUATIONS THERE EXISTS A CLAUSE WHICH MAY SEE A STUDENT BYPASS EARLIER LEVELS AND PROGRESS STRAIGHT TO ANOTHER LEVEL. THE PRINCIPAL RESERVES THE RIGHT TO MAKE THE DECISION TO SUSPEND IF AND WHEN ACTS OF INAPPROPRIATE BEHAVIOUR ENDANGER THE HEALTH AND SAFETY OF THE STUDENT, OTHER STUDENTS, STAFF OR PARENTS.

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
Verbal praise and encouragement	Reminder of expectations	Behaviour support meetings with parents
House points and merit awards	Restorative conversation	Individual behaviour contracts
Classroom reward systems	Time to reflect and reset	Intensive social skills coaching
Leadership opportunities	Loss of privileges (short-term)	Referral to learning and support team

#### Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral. 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.

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.

### Reporting and recording behaviours of concern

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

- [Incident Notification and Response procedure](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).
- Staff log behaviour incidents on the school's behaviour tracking system.
- Serious incidents are reported to the principal and executive team immediately.
- Parents/carers are informed where appropriate and involved in intervention planning.
- 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 and restorative practices

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

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection time in a supervised space	Given to students needing time to consider their actions, taking place in a designated space  During lunch (10-20 minutes)	Assistant Principal/APLaST	Documented in Sentral
Restorative conversation	Used to repair relationships and resolve conflicts	Classroom teacher or executive staff	Documented in Sentral
Loss of privileges	As appropriate	Principal or assistant principal	Parent notification

### Review dates

Last review date: 14.March 2025: Day 1, Term 1, 2025

Next review date: 31 January 2026: Day 1, Term 1, 2026

## Appendix 1: Behaviour management flowchart

View our Behaviour management flowchart [HERE](#)

## Appendix 2: Bullying Response Flowchart (Optional)

