

Coffs Harbour Public School Behaviour Support and Management Plan

Overview

Coffs Harbour Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are Berry Street Education Model, Positive Behaviour for Learning (PBL) and whole staff implementation of the book “When the Adults Change, Everything Changes” by Paul Dix.

Promoting and reinforcing positive student behaviour and school-wide expectations

Coffs Harbour Public School has the following school-wide expectations:

To:

Be Responsible

- Keeping the environment clean and tidy
- Being in the right place at the right time
- Owning our actions and making good choices

Be Respectful

- Looking after property and equipment
- Playing fairly and helping others
- Speaking kindly and actively listening

Be Safe

- Staying calm
- Working and playing fairly
- Being careful coming to, and leaving school

Do your Personal Best

- Attending school in uniform
- Striving for excellence
- Seeking feedback for improvement

Everyone, Every time in Every place!

Coffs Harbour Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Prevention strategies and modelling of positive behaviour are utilised at all times to avoid inappropriate student behaviour.
- Explicit weekly lessons for all students on positive behaviour and social and emotional wellbeing through PBL lessons
- Presentation of awards to students demonstrating their use of positive behaviour at weekly assemblies
- Recognition of Principals Awards for Excellence at weekly assemblies
- Awarding of Personal Best pins and academic excellence awards at PB assemblies each term
- Recognition of awards at Annual Presentation Days
- Visits to other classrooms, Assistant Principals, Deputy Principal and Principal to provide positive feedback to students
- Positive news and student achievements acknowledged and shared with our community on School Bytes and social media platforms
- Explicit explanation by teachers of high expectations and reasons for acknowledging positive behaviour.

Behaviour code for students

The behaviour code for students can be found at

[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

Care Continuum	Strategy or Program	Details	Audience
Prevention	Class expectations	Teachers develop a set of class expectations and routines with their class at the commencement of each school year. The class expectations compliment and follow the whole school expectations. Class routines are an explanation of expectations and ways of doing things within the classroom. Positive recognition when students follow rules.	Teachers

Prevention	PBL explicit lessons	The PBL framework is used to strengthen systems within the school. School-wide data is analysed to identify patterns of problem behaviour, monitor student progress, reflect on teaching effectiveness and inform decisions that strengthen the learning environment	Teachers
Prevention	Staff Professional Learning	All staff engage in ongoing professional learning using the department's Universal Resources Hub, Berry Street Education Model training, PBL training, Paul Dix book club and annual Connecting to Country training.	All staff
Prevention	Child Protection	Teaching child protection education is a mandatory part of the syllabus.	Students K-6
Early Intervention	Classroom and playground management	Class teachers support and guide individual students <ul style="list-style-type: none"> - Re-direct student to task - Discussion with student about appropriate behaviour - short break from activity in a supervised area - Removal from activity - Walking with teacher on duty - Move to another playground area - Restitution - restorative practices (apologising, discussing feelings) 	Teachers
Early Intervention	Learning Support Team referral	Co-ordinates the student learning support services and programs in the school K-6. The Learning Support Team considers the learning needs of individual students (and students with common learning patterns in year levels and across the school) and co-ordinates services and programs to ensure maximum use of both human and physical resources. Recommendation may include referral for school counselling or access to specialist support	Teachers and Learning Support Team
Early Intervention	Rock and Water	Small group classes based on a series of exercises and games to develop confidence and self-reflection. This is gender based	Stage 1, 2 and 3 students, staff
Targeted Intervention	Personalized Learning Plan	In consultation with parent/carer an individualised plan will be developed with short- and long-term goals.	Teacher, LST, Parent/Carer, Student

Targeted Intervention	LWO and/or APLA support	The Learning and Wellbeing Officer and/or Assistant Principal Learning Assistance will be consulted for advice and support on suitable interventions for individual students and plan collaboratively reviewed and adjusted in consultation with the parent/carer.	Deputy Principal Principal LST
Individual Intervention	LST ILP	The Principal and LST will develop a personalised plan for students informed by staff, parents, medical practitioners and agencies. The plan will be monitored and evaluated weekly	Deputy Principal, Principal, LST Delivery Support Team, Parents
Individual Intervention	Team Around a School	Specialist support staff will be accessed. An individualised plan developed in consultation with the parent/carer.	Deputy Principal, Principal, LST Delivery Support Team, Parents

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Planning Room - students will be referred by teachers and executive staff. Students will be able to reflect and discuss with the supervising teacher appropriate positive behaviour in place of inappropriate behaviour. This is held during recess break each day. Students will be supervised by an executive member.	From 1 day to 3 days	Assistant Principals	Incidents and action recorded on Sentral
Restorative practices - 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.	After an incident	Assistant Principal	Incidents and action recorded on Sentral

Partnership with parents/carers

Coffs Harbour Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by:

- Consultation at CHPS Parent Forums
- Ongoing consultation with families and Coffs Harbour AECG
- Focus group meetings for parents/carers
- An annual school survey.

Coffs Harbour Public School will communicate these expectations to parents/carers by:

- Providing ongoing information via social media, School Bytes and school website
- Parent Information sessions
- Coffs Harbour AECG meetings
- Individual parent/carer meetings on request.

Reviewing dates

Last review date: 10 December 2024

Next review date: 09 December 2025

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