



# Behaviour Support and Management Plan

Updated: Term 1 2024

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## Overview:

Coffee Camp Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. The key program prioritised and valued by the school community is Positive Behaviour for Learning.

## Behaviour Code for Students:

The Behaviour Code for Students can be found at:

<https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>.

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

NSW Department of Education

### Behaviour code for students NSW public schools

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.

#### In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

#### Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

#### Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

#### Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

#### Engagement

- Attend school every day (unless legally excused)
- 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

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

[education.nsw.gov.au](http://education.nsw.gov.au)



# School Wide Expectations:

Coffee Camp Public School has the following school-wide rules and expectations:

- Be Safe
- Be Respectful
- Be a Learner

# Recognising and Reinforcing Student Behaviour:

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

## Positive Behaviour for Learning

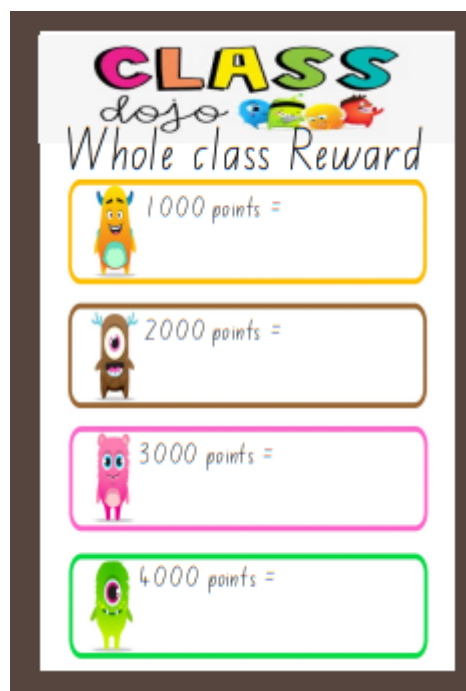
Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. At Coffee Camp PS we run weekly PBL lessons as part of our Peer Leader Groups. The peer leaders (Year 5 & 6 students) work alongside the Aboriginal Education Group to develop lessons around Social and Emotional Learning. Lessons are then delivered collaboratively between the two groups. Specific lessons around behavioural expectations are taught based on student data and need throughout the term, with specific focuses discussed at morning assembly and then in the classroom.

## Peer Leadership

At Coffee Camp PS School Leaders are elected in Term 4 each year for the following year. These students lead the students in ensuring student voice is developed and valued within our school. They work with students on fundraising ideas and developing connections with the community. All year 5 and 6 students also develop leadership skills through the running of Peer Groups where they work with the younger students on developing Social and Emotional Learning through yarns and games. Coffee Camp PS also has an active and engaged Aboriginal Education Group which works with the peer leaders in the development of the SEL lessons for Peer Groups and also ensures that Aboriginal culture is embedded authentically throughout all aspects of the school.

### Class Dojo

At Coffee Camp PS we use Class Dojo as a whole school reward system with students earning points towards rewards at certain intervals. Students also earn points towards a whole class reward, which is negotiated with the class and the classroom teacher.



### Academic Awards

Each fortnight at our whole school assembly, a student from each subject area (English, Mathematics and Project Based Learning) is chosen to receive an academic award based off their growth and achievement over the past fortnight. Students will receive a book alongside these awards.



### Principal Awards

Each fortnight at our whole school assembly, two students are chosen to receive principal awards based on their school citizenship. Students receive a certificate and a school pen.



### Attendance Award

Students receive a personal attendance reward for 100% attendance over a two week period which is presented at our fortnightly whole school assembly.

Students have also chosen a whole school attendance reward which is negotiated between students and staff. Students need to have a whole school attendance of at least 95% 8/10 weeks of the school term to receive their reward.



### Postcards of Recognition

'Caught you being Awesome' postcards are sent home throughout the year when staff members want to celebrate the achievement of a student. The staff member writes a nice note on the back describing the behaviour and this is then sent in the mail home. These can be sent anytime throughout the year and is an extra form of recognition for students and a way to build relationships between school and home.



### Recognition Boards

Staff and students work together to improve behaviour at Coffee Camp Public School. A behaviour goal is discussed and negotiated with the class at relevant intervals throughout the year, being responsive to students needs at the time. Students are recognised through DOJO points and by placing their name on the class recognition board. Recognition boards are used to highlight positive behaviour by writing students names on the board for displaying the targeted behaviour. The recognition boards are placed in areas where desired behaviour is required. “The advertising of poor behaviour doesn’t help, but routinely advertising the behaviour that you do want does” – Paul Dix – When the adult changes: everything changes.



*We are Safe, Respectful, Learners*

Our goal is:

To achieve this we will:

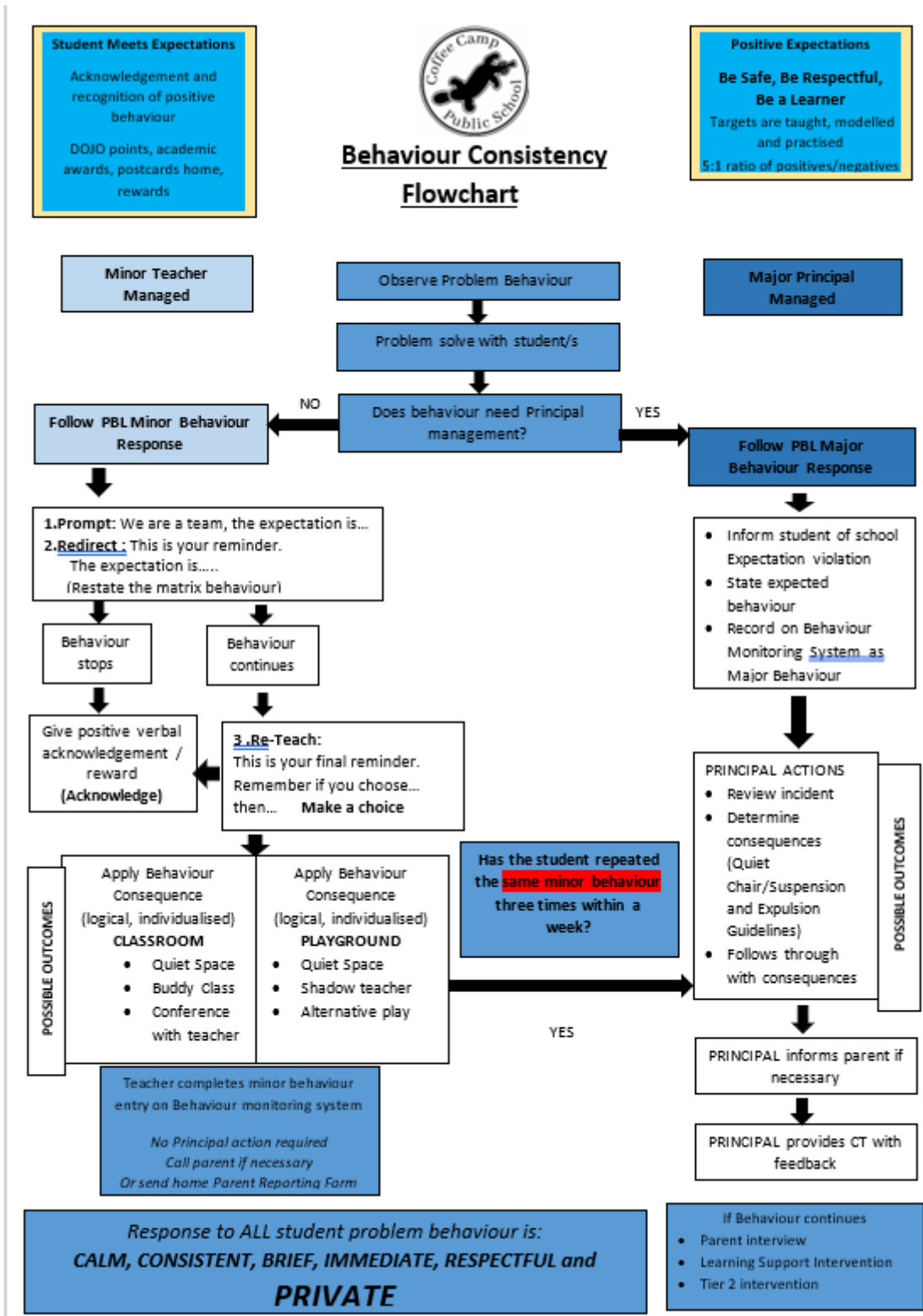
Be Safe by:

Be Respectful by:

Be a Learner by:

## Recognition Board

# Whole School Behaviour Flow Chart:





# Classroom Expectations:

## Be Safe

- Right place right time
- Shoes on
- Keep hands, feet and objects to myself
- Walk on hard surfaces
- Care for property and equipment
- Line up quietly outside room
- Sit on chairs

## Be Respectful

- Speak politely
- Share and be fair
- Wait my turn
- Care for and include others
- Rubbish in bins
- Space for others
- Hats off

## Be a Learner

- Be on time
- Follow instructions
- Allow others to learn
- Be ready and prepared
- Listen to the speaker
- Work quietly
- Stay on task

# Playground Expectations:

## Be Safe

- Right place right time
- Shoes on
- Keep hands, feet and object to myself
- Walk on hard surfaces
- Care for property and equipment
- Wear broad-brimmed hat in the sun
- Sit on seats
- Small palm sized balls in cola area once school bus arrives and before it leaves at the end of the day
- Hats on

## Be Respectful

- Speak politely
- Share and be fair
- Wait my turn
- Care for and include others
- Rubbish in bins
- Space for others
- Return equipment
- Play fairly
- Include others

## Be a Learner

- Be on time
- Follow instructions
- Allow others to learn
- Be ready and prepared
- Listen to the speaker
- Meet at the meeting place before and after the bell

# Supporting Students: A Whole School Approach

All students and teachers have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. To achieve this Coffee Camp Public School will maintain high expectations of student behaviour. These procedures apply to the behaviour of students at school, on the way to and from school and while away from the school site on school endorsed activities.

At Coffee Camp Public School we will ensure that students are heard and that they have the right to fair and impartial decision through consistent whole school practices.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Classroom management	Teachers develop strong and meaningful relationships with all students and their families. Teachers provide explicit instruction on behavioural and social expectations that is clearly communicated. Teachers also provide opportunities for Social and Emotional Learning through social skills programs, Aboriginal Education Group, Peer Support and Zones of Regulation lessons. Teachers ensure that teaching, learning and assessment is differentiated to meet all the needs of students academically, socially and physically. Visuals and routines are present for all students to be successful in their learning.	Whole school
Early intervention	<a href="#">Positive Behaviour for Learning</a>	Positive Behaviour for Learning (PBL) Tier 1 Schoolwide and classroom systems of support that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture.	Whole school
Targeted intervention	Learning and Support	The Learning and Support team work with teachers, students and families to support those students who require personalised learning and support. Including instructional leadership, development of risk assessments and the development of short- and long-term goals.	Individual students, families, staff
	The School Counsellor	The School Counsellor provides sensitive guidance to students in need of support. They will support staff in dealing with student progress and welfare. Act as a liaison between students, parents and community support groups. Assist in connecting students and staff with support agencies. Support and counsel parents who need guidance and conduct diagnostic tests as appropriate.	Individual students, families, staff
Individual Intervention	Social Skills and Playground programs	In addition to specific individual intervention that is provided by the Learning and Support team, students may participate in socials skills and playground programs to assist them to develop their social skills. This is done through fun and engaging activities that require turn taking, collaboration etc.	Individual students, staff

Staff follow the below principles when rewarding student behaviour to ensure a fair and consistent system is implemented:

- 1: Target recognition at learning attitudes, not just functional behaviours. Make sure the goal for student behaviour raises the expectation for the students and is not simply something they can already do
- 2: DOJOs and names on the recognition boards are awarded for students demonstrating the targeted behaviour. DOJO points are to be handed out specific to the school values/rules (safe, respectful, learner).
- 3: DOJO points are never removed. Names from the recognition board are not removed if a child performs an undesirable behaviour.
- 4: Students are to be dealt with privately if they have disrupted the learning of others, been unsafe or disrespectful.
- 5: Learners can nominate other learners for the recognition board and teachers should make time for this to happen to build community within the school.
- 6: Emphasise peer responsibility. It is not a competition of who can get the most points or most names on the recognition board, rather a whole class helping everyone to get their names on the board.
- 7: Behaviour goals need to be refreshed hourly, daily or weekly depending on the age of the students, context and individual circumstances with the students you are working with,
- 8: Students are recognised for effort, not achievement. DOJO points and recognition should be for everyone. The high achievers might always be high achievers. They only get on the board when they have shown the required effort.
- 9: When students get their name on the recognition board. Encourage students to congratulate one another and share in their success. A reward is not necessary. The recognition itself is the reward.

# Detention, Reflection and Restorative Practices

Action	When and how long?	Who coordinates?	How are these recorded?
Teacher-directed time-out	When a student is directed away from an educational activity or setting when they engage in behaviours of concern to stop those behaviours from being reinforced. Duration is for the shortest possible time	Classroom teachers	Behaviour recording system
Self-directed time-out	When the student: <ul style="list-style-type: none"> <li>• recognises a situation may increase stress to them or lead to an escalation in their behaviour</li> <li>• requests permission to use self-directed time-out from the classroom</li> <li>• signals and leaves the classroom or educational activity without prompting or support</li> <li>• goes to a prearranged room or area, for example a garden, quiet space, lounge room</li> <li>• is monitored at all times while they are having self-directed time</li> <li>• chooses to return to the classroom or educational activity as soon as they feel able to do so and within an agreed timeframe as part of their plan.</li> </ul>	Student and Principal	Behaviour recording system
Detention and reflection	Where students do not respond positively to the standards and expectations of the school students will attend reflection room where they are provided with a reflection sheet, discuss behaviour with the teacher/principal and develop a plan to move forward. During this time the teacher or principal will also reteach behaviours and provide opportunities to develop their social and emotional learning further.	Classroom Teacher and Principal	Behaviour recording system

# Suspension

Suspension is the removal of a student from a school for a period of time. The purpose of the suspension is to allow the school to implement appropriate supports in the absence of the student to mitigate the unacceptable risks to health, safety, learning and wellbeing posed by the student's complex and challenging behaviour. In some situations, after considering the relevant factors in this section, a principal may decide that a suspension is the most appropriate response. Suspension is not intended as a punishment. Suspension allows time for the school to plan appropriate support for the student to successfully re-engage with learning at school.

Students may be suspended on the following grounds:

- Causes actual harm to any person or poses an unacceptable risk to health and safety, learning and/or the wellbeing of any person, including where such a risk is posed by
  - A student's continuing, consistent, unproductive and disruptive behaviour that results in a detrimental impact on the educational interests of other students and all possible interventions and supports to redirect or minimise this behaviour have already been attempted
  - A student's behaviour that causes damage to or the destruction or loss of property

Actual harm or unacceptable risk to health, safety, learning and/or the wellbeing of any person may include the student exhibiting the behaviour/s of concern.

Behaviours of concern could include physical violence, verbal abuse or psychological abuse. Other examples may include:

- Bullying and cyber bullying
- Drug in schools
- Weapons and knives in schools
- Assault
- Racism or discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity
- Misuse of technology

Principals must determine the appropriate number of school days for a suspension and will give the shortest number of days needed to implement supports for the student. The maximum number of days for any suspension are:

- for students in Kindergarten to Year 2, the maximum number of consecutive school days for a suspension is 5 school days
- for students in Year 3 to Year 12, the maximum number of consecutive school days for a suspension is 10 school days.

In addition to the above requirements on consecutive school days for a suspension, there are restrictions on the total number of school days that a student can be suspended for in a calendar year:

- For students in Kindergarten to Year 2, the maximum number of school days in total for a calendar year, for any number of suspensions and extensions, is 30 school days.
- For students in Year 3 to Year 12, the maximum number of school days in total for a calendar year, for any number of suspensions and extensions, is 45 school days.

The Director, Educational Leadership can approve extensions and additional time for suspensions in addition to the above if deemed necessary.

## Re-entry to School

A student will re-enter the school by attending an interview with the principal and class teacher where appropriate. During the interview the school will get an understanding from the caregiver that they will work in partnership to assist the student re-join the school community. This will include the provision for counselling and access to behaviour management programs as required.

## Partnerships with Parents and Carers

At Coffee Camp Public School parents/caregivers have the right to:

- Expect maximum learning opportunities to be available
- Expect a safe learning environment
- Enter into two-way communication with the school
- Receive feedback about student attitude, behaviour and learning

Coffee Camp Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by actively engaging with the P&C.

Coffee Camp Public School will communicate these expectations to parents/carers through the school newsletter.

It is the parents/caregiver's responsibility to:

- Share a commitment to provide opportunities for children to take responsibility for their learning
- Ensure children have a positive attitude and understand appropriate school behaviour
- Help promote respect for the school, staff and fellow students
- Ensure children understand their responsibility in maintaining a safe school environment
- Ensure each child's punctuality and attendance
- Notify change in circumstances
- Assume responsibility for their children as they travel to and for school
- Provide support to children by maintaining a shared role in home/school

## School Anti-Bullying Plan

Attached is our School Anti-Bullying Plan that is used alongside this Behaviour, Support and management Plan. You can find a copy of the Anti-Bullying Plan here: (Insert link)

# Review and Management

Reviewing plans regularly ensures these plans continue to be fit for purpose and use current school data to inform practice and direction. This review should include community and student engagement and representation. This can generally be achieved through existing school consultation and feedback mechanisms.

The annual review process could include:

- undertaking a review of school data
  - academic and attendance data
  - current school behaviour procedures, systems and practices
  - referrals to the executive, the school learning and support team, and Delivery Support teams
  - current department policies and procedures
- revising and developing positive behaviour systems and processes to maintain a climate of respect, including behavioural expectations, a behaviour management flowchart and interventions across the care continuum
- determining professional learning needs for the coming year
- reviewing, and if necessary, updating the responsibilities of staff, students, and parents and carers

**Plan updated:** 10/4/2024 by Amanda Selmes Principal

**Review Date:** Term 1 2025