

School Behaviour Support and Management Plan

Overview

Coonamble Public School is a progressive and safe learning environment where students are active learners achieving high growth in literacy and numeracy. High expectations are the foundation of our whole school community where respect, kindness, wellbeing, and cultural knowledge are evident, and students thrive and succeed.

Partnership with parents and carers

Coonamble Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parent/carer and community feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with local AECG, interagency within the Connected Communities Strategy utilising our Senior Leader Community Engagement Officer and the P&C.
- student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with local AECG, interagency within the Connected Communities Strategy utilising our Senior Leader Community Engagement Officer.
- using concerns raised through various sources to review school systems, data, and practices.

Coonamble Public School will communicate these expectations to parents/carers and community through the school social media page, SENTRAL parent portal and school website. 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 rules

Coonamble Public School

Safe	Respectful	Learner
Keep hands and feet to yourself	Listen to and follow instructions	Do your best
Right place right time	Speak nicely	Have a go
Use equipment safely	Use manners	Be organised and on time
Be cyber smart	Use polite words	5 L's
		Look after and be responsible for all equipment

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	Positive Behaviour for Learning (PBL)	PB4L is focused on proactive strategies for defining, teaching, and supporting appropriate student behaviours, to create a positive school environment. The aim of Positive Behaviour for Learning is to actively teach and reinforce desired behaviour while implementing consistent, reasonable, mostly positive intervention to address challenging behaviours.	P-6
Prevention	Trauma Informed Practice	Trauma informed practice is the platform that underpins all wellbeing and learning across the school. Trauma can impact all areas of children's development: brain, body, memory, learning, behaviour, emotions, and relationships. A trauma-informed system is one in which every member of the organisation –child, parent, and provider –feels safe, supported, and empowered.	P-6

Care Continuum	Strategy or Program	Details	Audience
Prevention	Second Step	This schoolwide social-emotional learning program is designed to teach kids social-emotional skills to help them get along with peers, manage emotions, and succeed in school and throughout their lives. Kids with better social and executive-function skills may have fewer disciplinary problems.	P-6
Prevention	Berry Street	The Berry Street Education Model (BSEM) equips teachers with practical, classroom-based strategies to increase the engagement of all students, including those with complex, unmet learning needs. BSEM enables schools to support students'/ enhance self-regulation, relationships, and wellbeing to increase student engagement and significantly improve academic achievement.	P-6
Prevention	Real Schools Partnership	Using Language, Conduct and Mindset to create a school culture that sustains a culture of consistency and high expectations	All Staff and Students
Prevention	Student Acknowledgements	Free and Frequent – Buddy tickets are the free and frequent system where all staff can award unlimited 'buddy' tickets for students displaying appropriate behaviour and working well in the classroom and playground. These tickets will also be placed into a barometer and once full, the whole school will receive a buddy ticket acknowledgement e.g. movie and popcorn day, Disco Day etc. Goldies - This acknowledgement system is based on a 5-level system and will run over the entire school year. Students will access the levels by earning class "Goldies" for exceptional behaviour or academic work. Bronze 10 goldies = Certificate & Buddy pin Silver 20 goldies = Certificate, White wristband & Pencil Gold 30 goldies = Certificate, Gold wristband & CPS drink bottle	K-6 K-6 K-6

Care Continuum	Strategy or Program	Details	Audience
		<p>Platinum 45 goldies = Certificate, Blue wristband & School pen</p> <p>Diamond 60 goldies = Certificate, Wristband, Pack value @ \$40 & Recognition on Presentation Day</p> <p>Weekly Achievement Awards (Proud & Strong): Class teachers award weekly proud & strong awards to recognise student achievement or positive contributions at the weekly assembly. Classes with 1-20 students give one award per week and classes with 21+ students give two awards per week.</p> <p>Buddy Playground Award – There will be two playground awards per week (1 Infants and 1 Primary). These students will be selected by a mystery teacher from the playground roster. Students will receive a \$5 meal voucher. The student chosen must have displayed exceptional behaviour all week and have received no minors or majors.</p>	K-6
Prevention	Bro Speak	<p>The Bro Speak program supports male students to:</p> <ul style="list-style-type: none"> • build a strong sense of identity and belonging • become skilled decision makers • develop high expectations of themselves • build positive relationships and leadership skills • positively connect with Aboriginal heritage and culture. 	Male students 3-6
Prevention	Sista Speak	<p>The Sista Speak program aims to assist girls in developing positive relationships, teaching them to respect themselves and other around them and be proud of their Aboriginal identity</p>	Female students 3-6
Prevention	GROW	<p>The GROW (Girls Rule Our World) Program is a holistic program that supports our young women through their educational journey. The program supports female Aboriginal and Non-Aboriginal students through culture, wellbeing, and education to increase self-determination and engagement in Primary school with a focus</p>	Female students 5-6

Care Continuum	Strategy or Program	Details	Audience
		of transitioning effectively into the High school setting.	
Prevention	Aquaponics	Aquaponics in the school aims at developing sustainable food production practices, teach about conservation of finite resources and the sustainable benefits of producing and growing foods locally. Teaching and learning programs which incorporate the resource offer engaging lessons with an enhanced skill base and enabling opportunity to succeed in a different learning environment.	P-6
Prevention	Food Ladder	Food Ladder addresses food security creating opportunities and educational outcomes for students to grow and access fresh, healthy delicious fruits & vegetables in our school community.	P-6
Prevention	Feed Our Kids	Feed Our Kids is a program promoting healthy eating habits to foster positive physical and cognitive development thus increasing stamina to focus and function in the classroom.	P-6
Prevention	Life Skills Go	Life Skills Go is an emotional wellbeing data tool which collects and measures students' readiness to learn. It does this through a check-in system which allows students to express how they are feeling daily and where these feelings are originating. This allows staff to quickly identify students' emotions before they start the day.	P-6
Prevention	Bike Program	The Bike Program involves students learning about bike maintenance to repair and maintain our bikes that are then utilised in the teaching of road safety.	K-6
Prevention	School Wellbeing Dog (Buddy)	The school has a wellbeing dog onsite and works with Dogs Connect and, Behind the Bite to implement a structured program which develops connectedness, learning and social emotional support. Classes are timetabled to have Buddy which promotes positive outcomes for appropriate social behaviour, self-regulation, and appreciation of diversity.	P-6

Care Continuum	Strategy or Program	Details	Audience
Prevention /Early intervention/ Targeted intervention/ Individual intervention	AP Wellbeing	<p>The role of the Assistant Principal Wellbeing is to contribute to the organisational management of the leadership team in planning appropriate support and resources to focus on improving educational outcomes in wellbeing for students (P-6), irrespective of academic ability. They work with the school executive to determine the professional learning needs of staff to differentiate instruction. The AP Wellbeing leads the wider Learning & Support and Student Support teams, to strategically plan and implement appropriate, consistent individualised learning across Kindergarten to Year 6.</p> <p>The AP Wellbeing also leads the development and implementation of wellbeing and behaviour management strategies across the whole school.</p>	P-6
Prevention /Early intervention/ Targeted intervention/ Individual intervention	Maliyan Room	<p>The Maliyan Room is a wellbeing centre where students and staff have a calm, safe place, and conversations around feeling and emotions can be supported and explored. Cooperative activities such as Lego, card games and puzzles are used to calm and engage a child so that meaningful conversations can take place. This allows for reteaching and problem solving to be explored to give the student strategies to use when faced with a problem. Art therapy, sand therapy, cooking, music therapy, gardening and heavy work are all therapies implemented by the staff in the room to support student needs.</p>	P-6
Early intervention	Aboriginal Education Officers	<p>The primary purpose of the Aboriginal Education Officers is to provide assistance to teachers, Aboriginal students, and their families to support improved learning, welfare, and wellbeing outcomes for Aboriginal students.</p>	P-6
Early intervention	Youth Mentor	<p>The Youth Mentor works directly with our Student Support team to provide a safe and supportive environment for students experiencing trauma or difficulties with self-regulation pertaining to anger,</p>	P-6

Care Continuum	Strategy or Program	Details	Audience
		frustration, anxiety, and an inability to access the learning within the classroom setting. He will work collaboratively with staff to develop and implement programs that include African Drumming, music, the bike track program, heavy work program and culturally appropriate activities around art and local knowledge	
Early intervention	PBL Tracking/Booster Lessons	Teachers track Major incidents for their students and teach a booster lesson once there have been 3 Majors recorded.	P-6
Early intervention	Chaplain	The School Chaplain provides pastoral care and personal assistance for students, staff, and parents of the school community in coordination with the school counsellor and other support staff.	P-6
Targeted intervention	Tier 2 PBL	Tier 2 practices and systems provide targeted support for students who require more stand-alone interventions such as social skills and check in (Paw Print) interventions.	Individual Students K-6
Targeted intervention	Learning and Support Team	The Learning and Support Team (LST) is a whole school planning and support mechanism. The LST addresses the learning support needs of students through the coordination, development, implementation, monitoring, and evaluation of educational programs. It facilitates collaborative planning between teachers, support staff, parents, and students.	P-6
Individual intervention	School Wellbeing Officer	The School Wellbeing Officer works directly with the school Psychologist. Individual support is given to students as directed by the psychologist including but not limited to, sand therapy, art therapy, and play therapy.	Targeted Students
Individual intervention	School Psychologist	The School Psychologist works in the school setting offering individual and group counselling to students experiencing grief, loss, and trauma issues. Liaising between government and non-government welfare agencies and medical specialists for best student outcomes. The psychologist is also available for parent,	Targeted Students

Care Continuum	Strategy or Program	Details	Audience
		family and staff group or individual counselling.	
Individual intervention	Outside Agencies	Organisation/s providing services and/or resources to support school-based education and wellbeing for individual and groups of students.	Targeted Students
Individual intervention	Tier 3 PBL	Tier 3 practices and systems provide targeted support for students who require more standalone interventions including the use of external agencies, AEO and Youth Mentor support, behaviour assessments to guide strategies	Targeted Students
Individual intervention	School Support Plans	Collaborative personalised learning and behaviour support planning to develop documented plans to support individual students. Plans may include student behaviour management, risk management, wellbeing, personalised learning pathways and personalised learning and support.	Targeted Students

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.

- **Low level inappropriate behaviour** - is managed by teachers in the classroom and the playground. This is recorded on SENTRAL as a Major.
- **Behaviour of concern** - is managed primarily by teachers in consultation with school executive. This is recorded on SENTRAL as a Minor.
- **Complex Case Management (Teir 3)** – is managed by the AP Wellbeing

Anti-bullying Plan

<https://coonamble-p.schools.nsw.gov.au/content/dam/doe/sws/schools/c/coonamble-p/school-information/AntiBullyingPolicy2023.pdf>

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.

Reporting and recording behaviours of concern

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

- [Incident Notification and Response Policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Detention, reflection, and restorative practices

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

Strategy	When and how long?	Who coordinates?	How are these recorded?
Think Tank – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next break/day at either lunch or recess break	Assistant Principals	SENTRAL

Strategy	When and how long?	Who coordinates?	How are these recorded?
Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	Next break	Assistant Principals	SENTRAL
Restorative practice – Second Step Talk It Over Tool	Scheduled for either lunch or recess break	Teacher/Assistant Principals	SENTRAL
PBL Booster Lessons	Once a student has received 3 majors	Class Teacher	Tracking Sheet

Review dates

Last review date: 23/10/2024: Day 8, Term 4, 2024

Next review date: 7th February 2025

Appendix 1: Behaviour management flowchart

BEHAVIOUR MANAGEMENT FLOWCHART COONAMBLE PUBLIC SCHOOL 2025

Problem Behaviours Observed						
Safe	Respectful	Learner	Safe	Respectful	Learner	Behaviours of Serious or Critical Concern Refer to AP on Duty
<ul style="list-style-type: none"> Refusal to wear hats/shoes Truancing <10 mins Playing in the Toilets Out of Bounds Rough Play Not Following Instructions 	<ul style="list-style-type: none"> Teasing Swearing - not Directed Inappropriate tone Pulling Faces/Gestures Talking Over Others Not Following Instructions Name Calling 	<ul style="list-style-type: none"> Not Completing work Interruption to Learning Talking Over Others Refusal to Participate Refusing Options Given Truancing <10mins Not Following Instructions 	<ul style="list-style-type: none"> Physical Aggression Truancing >10 mins Out of Bounds Hands on Physical Violence Interfering in others disputes Bullying Harassing Others On Roof Intimidation Refusal to hand phone in Incorrect use of Toilets Inappropriate exit from School Bringing Weapons to School Using an object as a weapon Bringing/Using Vapes/Cigarettes to School Verbal Threats Cyber Bullying/Social Media Ongoing Minor Behaviours 	<ul style="list-style-type: none"> Antagonising Others Swearing - Directed Bullying Yarn Carting Harassing Others Stealing Verbal Threats Intimidation Cyber Bullying/Social Media Vandalism Inappropriate Exit from School Ongoing Minor Behaviours Disrespecting School Property Graffiti Disrespecting Student Property Spitting 	<ul style="list-style-type: none"> Refusing to Follow teacher Instruction Interruption to Learning Inappropriate Use of Technology Ongoing Minor Behaviours 	<ul style="list-style-type: none"> On roof Refusal to take a safe option Truancing – not in sight. Has not returned within 10 mins Physical violence – serious level & may result in injury Serious or persistent misbehaviour Criminal behaviour related to the school eg: vandalism Use of an implement as a weapon Prohibited weapon, firearm or knife Possession or use of illegal substance
This is a minor			This is a major			This is a major- serious or critical AP on Duty Support required
<p align="center">Work to solve problem/s with student/s</p> <p>*identify the inappropriate behaviour * state expected behaviour * if behaviour continues or escalates call AP on Duty</p>						

Strategies		Strategies	Contact AP on Duty on 0428036280, if no response, call the office.
<ul style="list-style-type: none"> ➤ Use Ready 2 Learn Scale ➤ Prompt - Low Key Responses ➤ Redirect - restate the matrix behaviour ➤ Reteach - tell, show, practise, acknowledge ➤ Provide choice ➤ Give a job ➤ Time out / quiet space ➤ Berry St Resources ➤ Active Supervision ➤ Life Skills GO Check In's 		<ul style="list-style-type: none"> ➤ Use Ready 2 Learn Scale ➤ Teacher strategies -take up time, give choices, praise, redirect/distraction, rule reminder/expected behaviour, non-verbal cues, address sensory needs, tactical ignore ➤ Time out / quiet space ➤ Individual BSPs, RMP's ➤ Paw Print ➤ Life Skills GO Check In's 	<ul style="list-style-type: none"> ➤ Teacher strategies - remain calm, limit verbal interactions ➤ Individual BSPs, RMP's ➤ Paw Print ➤ Remove class (if necessary) – use class exit plan ➤ Follow student plans where applicable
Behaviour Stops	Possible Consequences	Possible Consequences	Possible Consequences/Actions
Give positive acknowledgement	<ul style="list-style-type: none"> • Walk and Talk • Conference/reteach at break • Withdrawal from activity • Program adjustments • Playground: • Walk with teacher • Loss of play • Reteach expectation • Talk it through 	<ul style="list-style-type: none"> • Consequence that reflects the behavior- reteach the expectation • Walk and Talk • Think Tank • P3, P3, F3 • Talk it through <p>These can be supported by the AP- reteach</p>	<p>AP Wellbeing or Principal assesses situation and decides on next action/s which may include:</p> <ul style="list-style-type: none"> • Think Tank • Maliyan Room • Contact home as needed • Send child home if needed • Formal Caution • Suspension • Call the police if needed
A minor may result in a major if the behaviour continues.			

Teacher <u>completes</u> minor incident on Sentral and states action taken.	Teacher begins/completes major incident on Sentral and records any actions Exec/Principal/witnesses add actions and follow up as needed.	
Teacher	Teacher	Teacher
<p><i>Teacher <u>completes</u> minor incident on Sentral, and states action taken and any follow –up. If same minor behaviour is repeated several times, parents/carers may be contacted to discuss the concerns- teacher to work with AP if concerned.</i></p>	<p><i>Teacher <u>completes</u> major incident on Sentral, and states action taken and any follow –up. Record levels for each session, even if the behaviour is the same.</i></p> <p><u>Contacts parent or carer</u></p> <ul style="list-style-type: none"> > Phone (preferred) > Text (in Sentral) > Teacher records outcome of parent contact in Sentral incident > Call or message the victim's parents/carers 	<p><i>Teacher <u>completes</u> major incident on Sentral, and states action taken and any follow –up. Record levels for each session, even if the behaviour is the same.</i></p> <ul style="list-style-type: none"> > Teacher contacts parent or carer if the incident is related to truanting or refusal to take a safe option. > Teacher records outcome of parent contact in Sentral incident.
EXECUTIVE		

<p>NO executive action required for the minor</p> <p><u>AP Wellbeing and Stage AP continually monitors Sentral entries</u></p>	<ul style="list-style-type: none"> ➤ Reviews incidents ➤ Support consequences as needed ➤ If multiple majors in 1 day, Stage AP or AP on Duty to make contact home. ➤ If behaviour continues or there are 5 majors in a fortnight, this could result in: <ul style="list-style-type: none"> - Parent interview - Classroom problem solving strategies eg BSP, Maliyan Room plan, - Learning & Support meeting with AP & CRT to begin LST referral documentation/referral - Discussion with principal around warning of suspension or suspension <p>If a child's parents/carers are consistently uncontactable, Stage AP's may ask for AEO or SLCE support.</p> <p><u>AP Wellbeing and Stage AP continually monitors Sentral entries</u></p>	<ul style="list-style-type: none"> ➤ Executive contact parent/carer if truanting or buddy class refusal & records outcome of parent contact in Sentral incident ➤ Collect statements from all involved & witnesses (adults & children) ➤ Notify parents of any victims/injured students – reassure them. ➤ Complete follow up paperwork, scan & attach to Sentral incident eg: Hotline notification, witness statements etc ➤ Record all communications with parents, carers & others and record all follow-ups <ul style="list-style-type: none"> * Collaborate with teachers, parents & other staff to develop/review Plans eg BSP, RMP, Playground etc * Learning & Support meeting with AP & CRT to review evidence & actions & decide future needs – is LST referral required? * Update active or create new referral in LST meeting if needed * Contact the DEL re: major incidents * Follow Formal Caution/Suspension procedures
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NOTE: Students who have individual, formalised behaviour or wellbeing plans (including BSPs, Maliyan plans etc) may follow different processes in some circumstances which will be communicated to staff as needed.

Appendix 2: Bullying Response Flowchart



