

# School Behaviour Support and Management Plan

## Coffs Harbour High School

### Overview

Coffs Harbour High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged in their learning.

Our goal is to inspire students to display values that will assist them to be valuable members of society; to show care, commitment, cooperation and courtesy. Coffs Harbour High School strives to develop a safe and respectful learning community, where opportunities exist, and success may be achieved by all.

### Partnership with parents and carers

Coffs Harbour High School will partner with families, in accordance with the School Community Charter, in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by:

- inviting families and student feedback through formal and informal means, for example, through Tell Them From Me Surveys, school surveys, consulting with the school's P & C Association and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Coffs Harbour High School will communicate these expectations to parents/carers through the school newsletter and website.

### School-wide expectations and rules

Coffs Harbour High School has the following school-wide expectations and rules:

**We value and respect the 4 Cs; C are, Courtesy, Cooperation and Commitment .**

Care	Courtesy	Cooperation	Commitment
Be kind and value others	Be well mannered	Always follow instructions from staff	Always work to the best of my ability
Be responsible for my own actions	Show respect for myself	Work collaboratively	Bring correct equipment
Take pride in myself and my school	Always be respectful towards students and staff	Seek help and accept advice	Attend school and every lesson on time
Be honest with myself and others	Always respect school resources and property	Be helpful and assist others	Handing in homework and assessments on time

## 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 across the care continuum and responds to behaviours of concern.

Behaviours of concern may include wilful disregard of others and their rights, rudeness, anti-social and irresponsible behaviour and causing conflict and discord.

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:

- establishing predictable routines and procedures that are communicated clearly to students, that are underpinned by the 4Cs – Care, Courtesy, Commitment and Cooperation.
- explicitly teaching classroom expectations
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- actively supervising students

Care Continuum	Strategy or Program	Details	Audience
Prevention	Transition	<b>Year 6 to 7:</b> Focus on a safe and successful movement from Primary to High school.	Incoming Year 7 students
		<b>Year 10:</b> Focus on appropriate transition to senior school or post school options.	Year 10 students
	Roll Call	All students participate in 25 minutes of pastoral care each morning led by teaching staff with resources provided by Wellbeing.	All students
	Peer Support	Train up students in key communication and leadership skills. Students then build strong relationships with incoming Year 7 and support their transition to High School.	Year 9 students Incoming Year 7 students Peer Support Coordinator

Care Continuum	Strategy or Program	Details	Audience
	Communication with parents	Through email, Sentral portal, reports, phone calls , text messages and parent meetings, parents are informed of behaviour expectations and procedures.	All students and families
	Student communication	Weekly assemblies, fortnightly year meetings and daily notices provide students with clear understanding of behavioural expectations and consequences .	All students and staff
	Homework club	Weekly opportunity for students to work on assessments, seek support and feedback on the learning, whilst building connection with staff.	Students and homework club staff
<b>Prevention/ Early intervention</b>	Breakfast Club	Daily opportunity for students to seek nourishment and check in with wellbeing staff.	All students and wellbeing staff
<b>Early intervention /Targeted intervention</b>	Small group wellbeing programs	Evidence based intervention programs delivered in conjunction with external agencies. <ul style="list-style-type: none"> <li>- Clouded Minds</li> <li>- Feelz</li> <li>- Shark Cage</li> <li>- Top Blokes</li> <li>- Check in group</li> <li>- Year 7 social group</li> <li>- Safe Living</li> </ul>	Selected students
<b>Early intervention /Targeted intervention</b>	Whole year group wellbeing programs and strategies	Evidence based intervention programs/strategies delivered by external agencies and/or staff to whole cohorts. <ul style="list-style-type: none"> <li>- Rock and Water (Y7)</li> <li>- Tomorrow Man/Tomorrow Woman (Y10)</li> <li>- Youth Aware of Mental Health (YAM) (Y9)</li> <li>- LoveBites (Y9)</li> <li>- Safe on Social (Y7)</li> <li>- Police talks (Y7-11)</li> <li>- Wellbeing camps and excursions (Y7-Y11)</li> </ul>	All students and trained staff

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	Leadership programs	Student Representative Council meets each morning and lead several school initiatives. SLIKK team for Indigenous students.	Staff, individual students 7 -12, families
Targeted intervention/ Individual intervention	Learning and Support	The Learning and Support Team work with teachers, students and families to support students who require personalised learning and support.	Staff, individual students 7 -12, families
Prevention/ Early intervention/ Targeted intervention	Restorative Practice	Staff attempt to use restorative practice to repair relationships with and between students and staff.  Students may attend a specialised roll call with DP to work on restorative practices.	Staff, individual students 7 -12
Prevention/ Early intervention/ Targeted intervention/ Individual intervention	School psychologists	Individual support and advice for students.	Students 7 -12
Prevention/ Early intervention/ Targeted intervention/ Individual intervention	Year Advisors	Provide whole year and individualised wellbeing support. Are the first point of contact for wellbeing support for students and handle the majority of information distribution for the year group.	Students 7 -12
Individual intervention	Individual Behaviour Support Planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans	Students, parent/carer, staff
Prevention/ Early intervention/ Individual intervention	Attendance Monitoring	Address barriers to improve attendance and set growth goals with possible support from HSLO. Implement goals and rewards for positive attendance patterns.	Students, DP , attendance team
Prevention/ Early intervention/ Targeted intervention/ Individual intervention/	Refer to external agencies	Wellbeing staff and DP can connect students with specialist needs to relevant support within the community.	Students, wellbeing staff, DP

Care Continuum	Strategy or Program	Details	Audience
<b>Individual intervention</b>	Specific, individualised plans	Plans designed by appropriate staff as required for individual students	Students, wellbeing staff, DP, Principal

## Planned responses to positive appropriate behaviour, 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.

Coffs Harbour High 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 student'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.

Location	Prevention	Early Intervention	Targeted/Individualised
Where/when is the behaviour occurring	Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour	Responses to behaviours of concern or repeated minor inappropriate behaviour
<b>In the Classroom and on school-endorsed excursions</b>	Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are awarded house points for meeting school-wide expectations and rules.	Teacher managed, may include: <ul style="list-style-type: none"> <li>• Indirect responses eg. Proximity.</li> <li>• rule reminder</li> <li>• re-direct, offer choice or error correction</li> <li>• prompts</li> <li>• reteach</li> <li>• seat change</li> <li>• stay in at break to discuss/complete work/walk with teacher</li> <li>• conference</li> </ul>	Seek help from school executive straight away if there is an immediate risk to safety, learning and wellbeing. Otherwise notify executive ASAP and before the end of the school day.  HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP/CT to record incident on Sentral and contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension.

		<ul style="list-style-type: none"> <li>• detention, reflection and restorative practices</li> <li>• communication with parent/carer</li> </ul> <p>Teachers, using professional judgement, will record the behaviour and strategy used on Sentral.</p>	<p>Staff may work with the student, families, Learning Support Team, Wellbeing Team, EALD and/or Aboriginal Education Team to consider current and previous behaviour data, and to develop appropriate response plans.</p>
<b>In the playground/ transition times</b>	<p>Behaviour expectations are taught and referred to regularly through school assemblies and daily notices.</p> <p>Teachers monitor and supervise students.</p>	<p>Teacher managed, may include:</p> <ul style="list-style-type: none"> <li>• rule reminder</li> <li>• re-direct, offer choice or error correction</li> <li>• prompts</li> <li>• walk with teacher to discuss/pickup rubbish</li> <li>• conference</li> <li>• detention, reflection and restorative practices</li> <li>• communication with parent/carer</li> </ul> <p>Teachers, using professional judgement, will record the behaviour and strategy used on Sentral.</p>	<p>Seek help from school executive straight away if there is an immediate risk to safety and wellbeing. Otherwise notify executive ASAP and before the end of the school day.</p> <p>Students may be redirected or banned from the playground for behaviours of concern.</p> <p>HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP/CT to record incident on Sentral and contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension.</p> <p>Staff may work with the student, families, Learning Support Team, Wellbeing Team, EALD and/or Aboriginal Education Team to consider current and previous behaviour data, and to develop appropriate response plans.</p>
<b>Outside of school hours and off school premises where there is a clear and close connection between the school and the student's conduct</b>	<p>Behaviour expectations are taught and referred to regularly through school assemblies and daily notices.</p> <p>Wellbeing team offer support including wellbeing workshops and whole school presentations.</p>	<p>Connection with appropriate team and possible referral to external service.</p>	<p>HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP to record incident on Sentral and contact parent/carer by email or phone. DP/P may consider further</p>

			<p>action for e.g. formal caution/suspension.</p> <p>HT/DP/P may conduct an MRG and follow advice.</p> <p>Staff may work with the student, families, Learning Support Team, Wellbeing Team, EALD and/or Aboriginal Education Team to consider current and previous behaviour data, and to develop appropriate response plans.</p>
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### 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

Students will always be allowed to access the toilet and have a break for food, even when being withdrawn from the playground as a planned 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?
<b>Detention/Pickup rubbish</b> - withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime 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 – 5 minutes up to multiple breaks pending behaviour	Classroom Teacher	Sentral
<b>Mediation</b> – Meeting between the student/s involved and/or staff to attempt to resolve the issue/disagreement.	As soon as possible. As required.	May be HT, DP, P and/or HTW	Sentral
<b>Restorative Practice</b> – May be used when there has been a breakdown in relationships to repair it.	As soon as possible. As required.	CT, HT, DP and/or P	Sentral

## Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026