

School Behaviour Support and Management Plan

Overview

Coniston Public School is committed to creating quality learning opportunities for children and young people. This includes strengthening their intellectual, physical, creative, social, emotional and spiritual development. Parents/Carers entrust their children and young people to staff of NSW public schools, confident that they will deliver on this agenda.

The Department of Education's commitment to wellbeing is:

- for our schools to support students to connect, succeed and thrive at each stage of their development and learning.
- to provide opportunities that are age rigorous, meaningful and dignified.
- to do this in the context of individual and shared responsibility underpinned by productive relationships that support students to learn.

Our students will:

- be actively connected to their learning.
- have positive and respectful relationships.
- experience a sense of belonging to their school and community.

Our students will be respected, valued, encouraged, supported and empowered to succeed.

Our students will grow and flourish, do well and prosper.

The school environment is pivotal to the growth and development of our most important assets – our children and young people. To enable our students to success, our school:

- strives for excellence in teaching and learning.
- provides opportunities for students to connect on many levels.
- builds trusting and respectful relationships.

NSW Department of Education Behaviour Code for Students

Coniston Public School has high expectations of student behaviour with all students expected to follow the Department's Behaviour Code for Students. This code is available at [Behaviour code for students \(nsw.gov.au\)](https://www.nsw.gov.au/behaviour-code-for-students)

Whole School Approach

Coniston Public School uses the following strategies and systems to explicitly teach, support, manage and reinforce positive student behaviour and behavioural expectations:

- supports for student behaviour.
- explicit teaching of behavioural expectations.
- positive teacher student relationships.
- recognising student achievement.

The following table outlines strategies or programs used for prevention, early intervention and targeted intervention.

Care Continuum	Strategy or Program	Details	Audience
Prevention / Early intervention	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. A detailed explanation is found later in this plan.	Whole school
Prevention / Early intervention	Trauma Informed Practice (NME)	Staff use a suite of practices to ensure students are supported in a trauma-informed way that recognises the impact of adverse childhood events.	Classroom based staff
Prevention / Early intervention	Zones of Regulation	The Zones of Regulation lessons explicitly teach self-regulation strategies and support tools to students in order to help move them toward more independent regulation.	Whole school
Prevention / Early intervention	Smiling Minds	A mindfulness-based social and emotional learning program, teaching children the skills they need to build healthy minds and engaged classrooms.	Whole school
Prevention / Early intervention	Berry St Education Model	Staff trained in the Berry Street Model of Education support and implement whole-school practices to increase engagement and wellbeing for students with complex, unmet learning needs and improve all students' self-regulation, relationships and academic achievement.	Whole school
Prevention / Early intervention	Aboriginal Education	The provision of a quality education that meets the needs of Aboriginal and Torres Strait Islander students is a priority with programs and activities to respect, value	Whole school

		and promote the richness of First Nations culture embedded in school life. Staff are trained in the delivery of quality education for Aboriginal and Torres Strait Islander student and strong links are maintained with the Northern Illawarra Aboriginal Education Consultative Group.	
Prevention / Early intervention	EAL/D	Additional support is provided to students with English as an Additional Language or Dialect (EAL/D) to assist them to develop proficiency in Standard Australian English.	Whole school
Prevention / Early intervention	Child Protection lessons	Students are provided with opportunities to develop the knowledge and skills required to recognise unsafe situations. They will create, apply, practise and evaluate strategies to keep themselves safe.	Whole school
Early intervention	Buddy program	Connects students from Kindergarten with Year 6 students who provide support and are positive behaviour models through activities, events and playground interactions.	Kinder and Year 6
Early intervention	Assistant Principal Wellbeing	Leads and support staff and parents in their understanding of positive psychology to support student wellbeing. Coordinates, develops and supports programs that will assist students in their growth and development K-6 across all wellbeing domains. Leads and supports students, staff and parent/carers in using a restorative approach to resolve conflicts.	Whole school
Prevention / Early intervention	Anti-bullying Plan, inc. e-Safety	Our whole-school approach to preventing and responding to bullying is based on research and evidence-based practice, effective pedagogy and strong partnerships. It includes the five elements of: leadership, inclusion, student voice, partnerships and support.	Whole school community
Targeted intervention	Learning Support Team & Teacher	The Learning and Support Teacher, through the school's learning and support team provides direct and timely specialist assistance to students in regular classes with additional learning and support needs and their teachers. Activities are underpinned by a collaborative and consultative approach so students and/or parents or carers are actively involved in the student's education.	Identified students, and their family and classroom staff

Early intervention / Targeted intervention	School Counselling Service	School counselling staff support students and families by providing psychological counselling, assessments, and intervention services.	Available to whole school
Targeted intervention	PBL Tier 2	A system of identifying the function of ongoing behaviours post Tier 1 intervention then providing targeted supports and/or interventions.	Identified groups of students
Targeted intervention	PBL Tier 3	A system of identifying the function of the ongoing behaviours post Tier 2 intervention then providing further targeted supports and/or interventions. This may include the implementation of a behaviour management plan.	Individual students
Targeted intervention	Learning and Support	The Learning and Support team works with teachers, students and families to support those students who require personalised learning and support, the development of risk assessments and the development of short- and long-term goals.	Identified students
Targeted intervention	Got It program	Specialist mental health early intervention service. NB This program is dependent on application and successful selection.	Individual K-2 students and their family

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Reflection and restoration	When students do not respond positively to the standards and expectations of the school. Duration: Proportionate to behaviour & age / developmental level of student but no more than 20 mins. Toilet/ Food: as determined / requested by student	Classroom based staff / Assistant Principal / Principal	Sentral
Teacher-directed time-out for restorative purposes	To prevent an escalation of behaviour and support the teaching of appropriate behaviour and skills, such as self-regulation. Duration: shortest possible time Toilet/ Food: as determined / requested by student	Teaching staff	Sentral
Self-directed time-out	When a student needs to leave a situation for time alone, often used to prevent an escalation of behaviour. Location is previously negotiated with student and may involve a buddy class, a dedicated space within the classroom, or in a location nearby the classroom where the student can be monitored. Duration: Student returns as soon as they feel able to do so and within an agreed timeframe as part of their plan, if applicable. Toilet/ Food: as determined by student	Monitored by staff member	Sentral
Formal caution to suspend	<ul style="list-style-type: none"> A formal caution to suspend for a particular behaviour of concern may be issued before proceeding with a suspension, 	Assistant Principal / Principal	Sentral

	<p>depending on the behaviour of concern.</p> <ul style="list-style-type: none"> • Behaviours of concern are defined as challenging, complex or unsafe behaviour that requires more persistent or intensive interventions. • Aims for the student to understand the impact of their behaviour/s of concern and engage with positive behaviour supports. • Students may not be able to represent the school during this time (depending on behaviours). • Parent/Carer contacted prior to issue. • Duration: 50 days maximum 		
Suspension	<p>A students may be suspended if the Principal determines the behaviour of concern:</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> - 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 	Assistant Principal / Principal	Sentral

	<p>attempted</p> <ul style="list-style-type: none"> - a student's behaviour that causes damage to or the destruction or loss of property. • Parent/Carer contacted prior to issue. Restorative meeting held prior to return to school. • Duration: <ul style="list-style-type: none"> - maximum per suspension: K-2: 5 days 3-6: 10 days - maximum per calendar year: K-2: 30 days 3-6: 45 days <p>N.B. Duration beyond the above or more than 3 suspensions in a calendar year must be approved by the Director, Educational Leadership.</p>		
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School anti-bullying plan

[Coniston_Public_School_Anti-bullying_Plan_2024.pdf \(nsw.gov.au\)](#)

Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

Positive Behaviour for Learning

Coniston 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 Coniston Public School community is Positive Behaviour for Learning (PBL). Please refer to [Positive Behaviour for Learning \(nsw.gov.au\)](https://www.nsw.gov.au/positive-behaviour-for-learning) for more information.

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.

When PBL is implemented well, teachers and students have more time to focus on relationships and classroom instruction. Students and staff benefit from:

- reduced inappropriate behaviour.
- increased time focused on instruction.
- improved social-emotional wellbeing.
- positive and respectful relationships among students and staff.
- support for teachers to teach, model and respond effectively to student need.
- a predictable learning environment where staff and students know what is expected to deliver effective practices that can be sustained over time.

PBL can be implemented in any school setting to support students from pre-school through to Year 12.

The PBL framework supports schools to identify and successfully implement evidenced-based whole-school practices that enhance learning outcomes for children and young people.

This is achieved by using the framework to strengthen systems within the school, such as, structures and processes that underpin ongoing school improvement and the effectiveness of all school members.

Coniston Public School Values Matrix All Settings

Be Safe	Be Respectful	Be a Learner
Hands and feet to self. Right way, right place, right time.	Follow teacher directions on first request. Be polite. Speak truthfully. Be an upstander. Equipment -Right way, right place, right time.	Stay on task. Participate. Actively listen. Give me five!

Specific Settings

	Be Safe	Be Respectful	Be a Learner
COLA – Playtime	Stay in bounds. Walk on the pavement.	Include others. Give encouragement.	Play approved games.
COLA - Assembly	Sit in lines. Fill lines front to back.	Actively listen. Give me five!	Remember and act on teacher messages.
Moving Through School	Keep to the left. Walk in two lines. Walk on the pavement.	Silent mouths. Quiet feet.	Allow others to learn.
Toilets	Use, flush, wash and leave. Walk.	Allow privacy. Quiet voices.	Use at recess/lunch.
Playground	Wear a hat or stay in the shade. Stay in bounds.	Include others. Give others encouragement. Use equipment appropriately.	Play by the agreed rules. Fair play. Play approved games.
Eating time	Sit during eating time.	Use soft plastics and compost appropriately. Eat your own food. Wait to be dismissed.	Bring adequate and appropriate food.
Garden	Use tools for their intended purpose. Walk slowly and carry tools close to the body. Use gloves.	Take turns with tools and activities. Observe creatures. Work cooperatively.	Listen in the seating circle. Ask teacher or student leader for help.
Assembly	Enter and exit with class in lines.	Stand without talking.	Applaud. Participate.
Technology	Access approved sites. Keep your password private. Be cyber smart- Keep personal information private.	Report disrespect.	Stay on task. Use approved devices under teacher direction.



Recognising student achievement

Bee Bucks

Bee Bucks are awarded to students as they demonstrate the school's values and behaviour expectations as outlined by PBL. They can be awarded at any time, in any setting and by any member of staff.

Bee Bucks can be used by individual teachers to provide in-class awards.

A display indicates ongoing whole-school achievement towards a whole-school experience suggested by students with staff approval.

Merit awards

Merit awards are designed to celebrate success and contribute to a positive school culture. Each week, each class teacher may award up to three merit awards at the weekly assembly. The focus of the award is at the teacher's discretion. A record of presentation is maintained by the class teacher to ensure equity.

In 2024, awards to recognise regular ($\geq 95\%$) and improved attendance will be presented at the last assembly each term.

Sporting achievement

Each year, the school conducts a swimming, cross-country and athletics carnival for students who are turning 8 years of age or older in that calendar year. Students who place first, second or third are awarded a ribbon.

Presentation assembly

The annual presentation assembly is held in Term 4 of each calendar year.

The following are awarded with a medallion:

- academic achievement per grade, including Year 6 Dux
- most improved, most consistent, citizenship and class award per class.
- swimming, cross-country and athletics female and male champion.

Additional awards may include:

- community leadership (State MP)
- community spirit (Federal MP)
- Keira High School award for a student entering Year 7 at Keira High School who is recognised as exemplifying a NSW public school student (Keira High School)
- Science (ANSTO)
- Premier's Reading Challenge – gold / platinum (Department of Premier and Cabinet)
- Premier's Sport medallion
- Sport champion for swimming, cross-country and athletics (male and female)

Please note, that these awards are dependent on sponsorship as indicated.



Publication

This plan is available on our school website with links provided in the school's handbook and newsletter, when revised. A hard copy is available from our office upon a request.

Development and review

This plan has been developed in accordance with the relevant NSW Department of Education Policies and Procedures for supporting and managing student behaviour. It has been developed in consultation with students, members of the P & C, and staff.

Last review date: Term 1 2024

Next review date: Term 1 2025