

NSW Department of Education

School Behaviour Support and Management Plan

Overview

Copacabana Public School is committed to explicitly teaching and modelling positive behaviour and supporting all students to be engaged with their learning. Thriving together, students, staff and parents connect as partners in learning and behaviour.

Our aim is to motivate each child to engage positively within the school community. We emphasise the importance of fostering excellence, inclusivity and success, where every student is known valued and cared for every day. We prioritise the development of core values and responsible learners within a safe, nurturing educational environment.

Principles of positive behaviour support, inclusive practices, trauma informed approaches and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through explicit teaching, effective role modelling and a positive prevention focused approach.

Key programs prioritised and valued by the school community include Core Values, Social and Emotional Learning (SEL), Zones of Regulation, Peaceful Kids, Seasons for Growth, Rock and Water and support through cultural learning connections.

These programs emphasise social and emotional learning which promotes good mental health, fosters positive relationships, and aids in the prevention of bullying.

Partnership with parents and carers

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

- Inviting parent voice through formal and informal means, such as Parent Forums, Feedback Systems, school surveys, NSW Public Schools Survey, consultation with the P & C and Tjudibarring AECG.
- Using concerns raised through complaints procedures to review school systems, data and practices.

Copacabana Public School will communicate these expectations to parents/carers through regular and consistent updates via newsletters, emails, forums and school apps that will keep stakeholders informed about behaviour expectations and strategies.

Our term behaviour overview including the Schools Hot Topics outlines the behaviour of the week to be taught. Parents, carers and the school community are made aware of the focus behaviour via weekly overviews sent on the parent portal app. This allows us to work in partnership with families to assist in supporting students to learn targeted, appropriate behaviours.

School-wide expectations and rules

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

- Cooperate
- Participate
- Safety

| EXPECTATION | EXPECTATIONS |
|---------------------------|---|
| <p>COOPERATE</p> | <ol style="list-style-type: none"> 1. Treat Others with Care: Students are expected to be polite and considerate in their interactions, showing empathy towards their peers and staff. 2. Demonstrate Integrity: Embracing and appreciating the differences among individuals, including cultural backgrounds, abilities and perspectives, is essential for creating an inclusive environment. 3. Democracy: Students should think carefully about their decisions, considering how their actions affect themselves and others, and strive to make democratic choices that contribute positively to the school community. |
| <p>PARTICIPATE</p> | <ol style="list-style-type: none"> 1. Taking Responsibility: Being respectful also means taking ownership of one's actions and acknowledging how they affect others. 2. Listen Actively: Positive Participation relies on listening when others are speaking, valuing their opinions and responding appropriately. 3. Excellence: Students should strive for quality work, be an active participant in their learning, be prepared for learning and be positively involved both in the classroom and playground. 4. Demonstrate Respect: Adhering to the school expectations and guidelines maintains positive participation. Students are expected to be aware of and follow these rules consistently. |
| <p>SAFETY</p> | <ol style="list-style-type: none"> 1. Physical Safety: Students are expected to engage in behaviours that prevent harm to themselves and others. This includes following school rules, using equipment appropriately, and moving safely within the school grounds. 2. Emotional Safety: Students should contribute to an environment where everyone is valued and treated with Fairness and respect. This means showing kindness, avoiding bullying, harassment, and supporting peers in a positive manner. 3. Digital Safety: Students must practice safe and responsible use of technology. This includes adhering to the school guidelines on internet use, protecting personal information, and reporting any inappropriate online behaviour. |

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 Relationships | Strong teacher-student relationships focused on building, maintaining and restoring positive relationships. Teacher-student check in-out systems. | Whole School |
| Prevention | Classroom expectations and rules | Class based systems of expectations, rules and positive reinforcements are co-developed with students in all classes K-6, based on school wide expectations. | All classes K-6 |
| Prevention | Classroom procedures and routines | Procedures form routines that help students meet the expectations stated in the rules. Routines are taught, regularly practised and consistently reinforced. | All |

| Care Continuum | Strategy or Program | Details | Audience |
|----------------|---|---|----------------------------------|
| Prevention | Active Supervision | Students are always supervised when at school. Supervision occurs in the classroom and playground by moving, scanning and interacting with students. | Students and Staff |
| Prevention | Inclusive Education Practice | In line with the Disability Standards for Education 2005, all staff: <ul style="list-style-type: none"> • implement reasonable adjustments for students with disability to support them to participate in all aspects of school life, on the same basis as students without disability • consult students and their parents or carers on reasonable adjustments • support students with disability to access the curriculum through reasonable adjustments and personalised support • implement strategies to prevent harassment, discrimination and victimisation of students with disability. | Whole School Community |
| Prevention | External Allied Health Services | Implementation of support strategies as recommended by external support specialists including OT (Occupational and Speech Therapy, psychology and/or paediatrician recommendations). | Families Students Teachers |
| Prevention | Explicit Teaching | Explicit teaching, addressing academic supports, and modelling of specific skills including behaviour expectations and social/emotional competencies, especially PD/Health/PE syllabus. | All Staff Students |
| Prevention | Social Skills | SEL Zones Regulation | All Staff Students |
| Prevention | Anti-Bullying | Anti-Bullying lessons designed to promote inclusiveness, respect and belonging whilst developing deeper understandings of diversity through inquiry-based frameworks. | Whole School |
| Prevention | Recognition and acknowledgement systems | <ul style="list-style-type: none"> • Encouragement awards/stickers/feedback in class • Merit Certificates • Attendance Draws/Awards • Recognition in Newsletter • Parent Portal messages of acknowledgement • House Points • Values Awards • Presentation Day Awards | Whole School |

| Care Continuum | Strategy or Program | Details | Audience |
|----------------------------------|---|--|-------------------------------------|
| Prevention Early Intervention | Self-regulation training | Brain breaks, heavy work, Interoception activities | Individual Students |
| Early Intervention | Tier 1 Intervention | Hot topics 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 |
| Early Intervention | ABC functional model of behaviour | The model that is used to describe and record the functions of student behaviour in terms of: <ul style="list-style-type: none"> • Triggers • Setting events • Antecedants • Behaviour • Consequences | Staff |
| Early Intervention | Life Skills GO | Emotional and wellbeing daily check in program that measures student readiness to learn and builds foundation for emotional literacy. | Staff Students |
| Early Intervention | Worry Woos Peaceful Kids | Mindfulness and Positive Psychology based programs to lessen anxiety and stress and build resilience in children. | Staff Students |
| Early Intervention | Social Narratives | Brief, individualised descriptions of social situations, written in story format using visual aids such as pictures and cartoons to model the expected behaviour. | Individual Students |
| Early Intervention | Internal Transition Programs | Targeted support helps students through crucial transition periods including from home to school, class to the playground, lesson to lesson or grade to grade. Personalised social stories are often used to support students in this area. | Staff Students |
| Early Intervention | Kindergarten Orientation | Transition to school program offered in Term 4 to familiarise students and families with their new school and form connections prior to school starting. | Pre-school students and families |
| Early Intervention | Transition to High School | A series of activities and events throughout the year designed in collaboration with the Kincumba learning community primary schools and Kincumber High School for students entering Year 7. Students are also offered extra transition visits on a needs basis. | Year 6 Students moving into Year 7. |

| Care Continuum | Strategy or Program | Details | Audience |
|--|----------------------------------|---|---|
| Early Intervention | Consistent and Fair consequences | Teachers respond consistently to inappropriate or unwarranted behaviours using fair, logical and predictable consequences and strategies such as: <ul style="list-style-type: none"> • Corrective Feedback • Logical consequences • Prompting- Use of proximity and nonverbal cues • Parallel cueing and planned disengagement • Tactically disengaging • Redirection • Reteach • Giving choices • Individual consequence | All |
| Early Intervention | Social Skills intervention | Small, group explicit instruction or structured play activities for students with one or more social skills deficits, e.g cannot keep friends, uncooperative, inappropriate responses to redirection. | Students not responding to Tier 1 school wide supports LaST |
| Prevention Early Intervention Targeted Individual | Learning and Support Team | The LST works with teachers, students and families to support students who require personalised learning and support. | Whole School Community |
| Early Intervention Targeted Individual | School Counselling Service | School counselling staff support students by providing a psychological counselling, assessment and intervention service: <ul style="list-style-type: none"> • assess students with specific needs • work collaboratively with teachers and specialists • help families understand and manage their children’s learning and mental health needs • liaise with external agencies and other mental health professionals to provide coordinated, wrap around support for individual students. | Individual students, accessed via Learning and Support Team Referral |
| Early Intervention Targeted Individual | Visual schedules/timetables | Visual schedules help all students to understand what is going on and the order of events. This can reduce anxiety. Schedules typically consist of movable cards depicting daily activities. Students can be involved in changing the cards, for example, by removing the card once the activity has finished. | Particularly useful for students with Autism Spectrum Disorder, but beneficial for all students |
| Early Intervention Targeted | Personalised Learning and | PLSPs include modified individual expectations and learning goals, adjustments to learning, accommodations, developed in consultation with parents/carers and reviewed regularly. Includes | Individual students requiring additional |

| Care Continuum | Strategy or Program | Details | Audience |
|--|---|--|---|
| Individual | Support Plans (PLSP) Individual Education Programs (IEP) | information for HPGE, ASD, Trauma and Sensory Processing Disorder. Also including Integrated Funding Support (IFS) students and Out of Home Care (OOHC). | support at school |
| Early Intervention Targeted Individual | Teacher directed time out | Time out is a planned strategy used as part of a behaviour support plan (and after de-escalation strategies) to prevent an escalation of behaviour. A student is directed away from an activity or setting, to a space within the classroom or nearby where the student can be monitored and supported to decrease behaviours from being reinforced. | Individual student with a behaviour support plan |
| Early Intervention Targeted Individual | Restorative Conversations | Paired with a teacher-directed time out to give explicit instruction of replacement behaviours and personalised feedback to the students as they develop replacement behaviours. | Staff Individual student after time out |
| Early Intervention Targeted Individual | Student Behaviour Support Plan (SBSP) | A Behaviour Support Plan is developed in consultation with parents / carers. The plan: <ul style="list-style-type: none"> identifies the function of the behaviour of concern, known triggers, and known situations that make the behaviour more likely identifies new ways for the student to meet the same need and the adjustments required includes personalised goals and evidence informed strategies to explicitly teach positive replacement behaviours and manage triggers | Students who require support because they display difficult, challenging or disruptive behaviours. Students who have been bullied, or who have bullied others |
| Targeted | Cultural Mentoring | Access to staff mentor, specific programs include academic tutoring, brain breaks or self-regulating training. | Aboriginal and Torres Strait Islander students |
| Targeted | Seasons for Growth | Seasons for Growth is an evidence-based change, loss and grief education program to help support the understanding and experience of grief. It aims to build the knowledge and skills necessary to strengthen social and emotional wellbeing following significant loss; grounded in sound person-centred educational principles. | Trained 'Seasons' staff facilitator Select students |
| Targeted | Rock and Water | The 'Rock and Water' program is evidence-based aimed at reducing disengagement while promoting self and social awareness, and self | Selected Students |

| Care Continuum | Strategy or Program | Details | Audience |
|----------------------------------|--|---|--|
| | | management strategies. Participants are identified through class teachers or the LST. This action-based program over a five-week period. | |
| Targeted Individual Intervention | Attendance Support | The Attendance Team will convene a meeting with students, families and teachers to address barriers to improved attendance and set attendance goals. | Identified Students |
| Individual Intervention | Tier 2 Intervention Problem Solving/Individual Functional Behaviour Assessment | Functional behaviour assessment helps to identify and understand form, function, context of behaviour so that additional programs and strategies can be put in place to address or support the problem behaviour. <ul style="list-style-type: none"> • Form: the observable behaviour– what are students doing? • Function: the underlying cause - what is the goal of the behaviour? • Context: the setting – where does it occur? What happens immediately before and after? | Classroom Teachers, AP, LaST and LST |
| Individual Intervention | Behaviour Response Plan (BRP) | For students who experience the greatest difficulty extensive behaviour support is implemented. Recognising and responding using de-escalation strategies is essential in reducing the impact of behaviours to ensure the safety of staff and students, and to prevent behaviours from further escalation. This is written in consultation with the student and staff and communicated with the parent. | Classroom Teachers, AP, LaST and LST |
| Individual Intervention | APLaS Support | Assistant Principal Learning and Support (APLaS) are specialist Departmental personnel who provide specialist advice, consultancy support and assistance to schools and the region to support students with personalised additional learning and support needs. | Executive and LaST |
| Individual Intervention | Team Around a School | The Team Around a School provides advice and support to teams within the school with: <ul style="list-style-type: none"> • Professional learning • Individual student plans • Understanding disability • Complex student needs and case support • Suspension and behaviour • Learning and Support Team development • Policy • Linking to external agencies | Accessed when required on a case-by-case basis |

Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying

Planned response to Positive appropriate behaviour

- Expectations are explicitly taught and positively reinforced through praise and tangible rewards
- At Copacabana Public School we employ a tangible reward system for positive behaviours (Occy's). Students are provided with an Occy when they are demonstrating behaviour that meets school expectation. At the end of each term students use Occy's to participate in rewards days to celebrate and reinforce positive behaviour. Activities are developed in consultation with the student leadership team.
- Teachers consistently use the expectations micro skills to clearly teach routines, specific area rules and give positive verbal and nonverbal feedback.

Identifying behaviour of concern, including bullying and cyberbullying

Planned responses to behaviour that do 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.

At Copacabana Public 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.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service.

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.

| Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour | Early Intervention Responses to minor inappropriate behaviour | Targeted/Individualised Responses to behaviours of concern |
|--|--|--|
| 1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules. | 1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate. | 1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day. |
| 2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour. | 2. Use indirect responses including proximity, signals, nonverbal cues, ignore, attend, praise, redirect with specific corrective feedback. | 2. Executive/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance, or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident. |
| 3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent | 3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied. | 3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Behaviour / wellbeing ITD system and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension. |
| 4. Social emotional learning lessons are taught | 4. Teacher records on Sentral system by the end of the school day. Monitor and inform family if repeated. | 4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan. |
| Teacher/parent contact | Teacher/parent contact | Teacher/parent contact |
| Teacher contact through phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies. | Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed. | Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School. |

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.

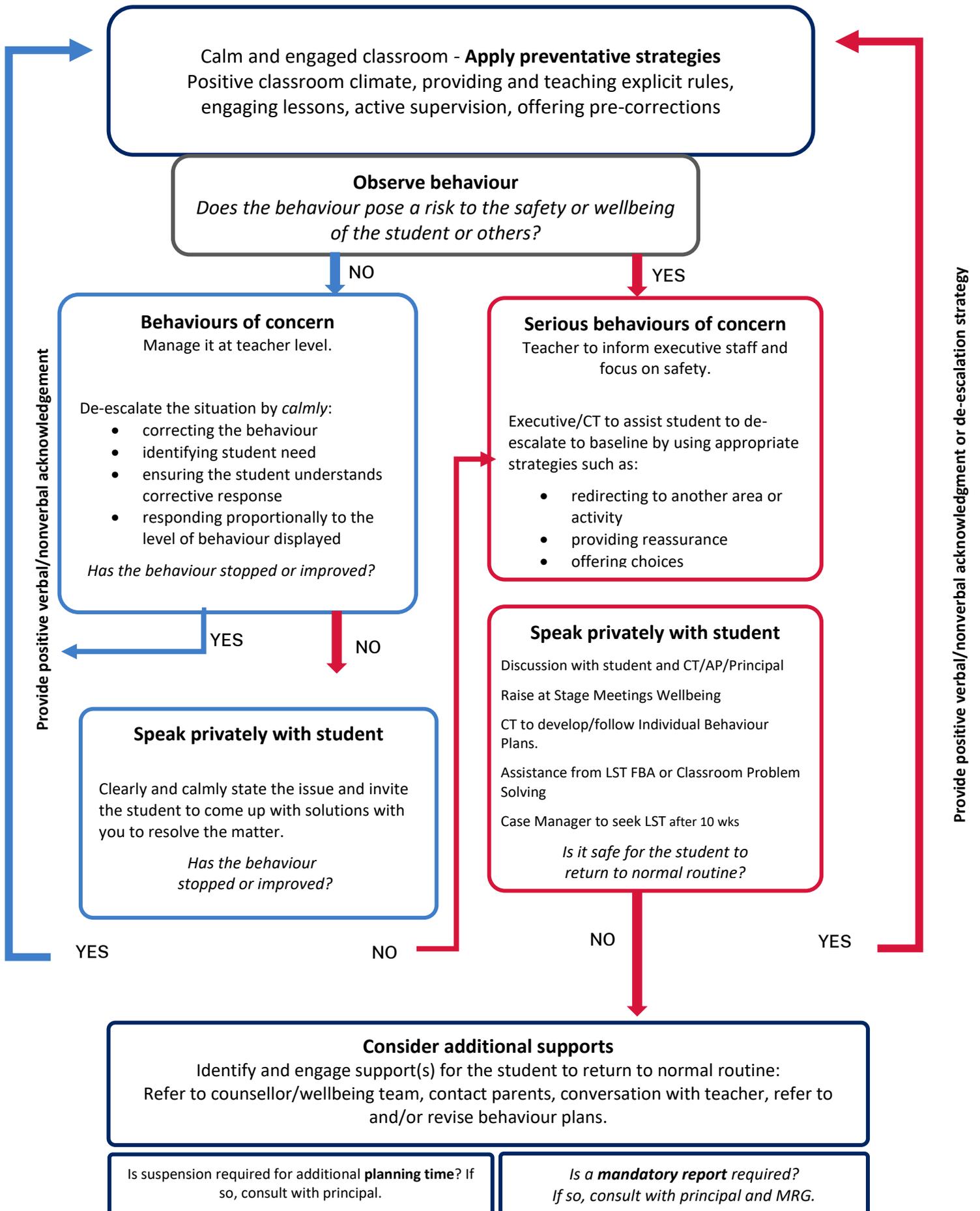
| Strategy | When and how long? | Who coordinates? | How are these recorded? |
|--|---|--|--|
| Self-directed time out in a pre-arranged area used by the student to self-regulate. | Within an agreed timeframe as part of their plan. | The student is able to move freely and between spaces and can be seen by the teacher at all times. | The use of this space is a planned strategy identified in the student's individual planning. |
| Restorative Practice conference | Maximum 15 minutes per break | Stage Assistant Principal | Documented in Sentral |
| Teacher-directed time out | Shortest time possible | Student is monitored by the teacher | This strategy is in the student's individual planning |
| 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. | Next break | Assistant Principal | Documented in Sentral |
| Structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection) | Next day at either lunch or recess break | Assistant Principal | Documented in Sentral |

Review dates

Last review date: Day 1, Term 1 2025

Next review date: Day 1, Term 1 2026

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart

