



Collaroy Plateau Public School

Behaviour Support and Management Plan

Overview

Collaroy Plateau Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are Positive Behaviour for Learning (PBL) Smiling Mind, Bounce Back, SPARC and Jump programs and the Zones of Regulation.

- Promoting and reinforcing positive student behaviour and school-wide expectations
- Collaroy Plateau Public School has the following school-wide expectations:

Respect, Responsibility and Personal Best.



Collaroy Plateau Public School uses the following strategies through Positive Behaviour for Learning to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. By clearly and explicitly teaching students the desired positive behaviours, they are aware of expected and appropriate behaviour within different settings of the school environment and the wider community. PBL ensures that each child's educational outcomes are optimised by maintaining and building a calm and respectful school environment.

Prevention strategies

- Pre-correction
- Positive greetings
- Providing choice
- Modifying task difficulty
- Transition routine
- High probability requests
- Student self-monitoring
- Establish-maintain-restore
- Prompts - visual and verbal
- Non-contingent attention
- Behaviour contracts.

Teaching strategies

- Teach and practise the social skills needed to be successful
- Teach and practise the academic skills needed to engage with tasks
- Teach a replacement behaviour.

Reinforcement strategies

- Targeted behaviour specific positive feedback
- Feedback on achievement of goals
- Privilege provided
- Tangible reward
- Consistent responses to problem behaviour
- Problem-solving conference
- Restorative practices.

Behaviour Code for Students

[The Behaviour Code for Students](#) states that high expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Addressing Individual Student Needs	Strategies for students with highly complex and challenging behaviours require individual assessment, implementation, monitoring and review. The school's Learning and Support team undertake functional behaviour assessments, develop individual support plans, personalise learning plans and risk management plans for individual students, in collaboration with parents and other department staff such as Behaviour Specialist and Assistant Principals Learning Assistance.	Individual students Families Staff
Prevention	Smiling Mind	Smiling Mind is recognised as an effective preventative approach for building children's ability to succeed and thrive. SEL in the classroom helps build critical life skills to boost overall mental health and wellbeing.	Stage 2 and Stage 3
Prevention	DanceSport	The DanceSport – My Best Self program is an established PDHPE based wellbeing program. It explicitly teaches self-management and interpersonal skills and builds the emotional literacy concepts through partner/ballroom dancing.	Stage 3 students Families Staff
Prevention	Big Buddy Program	During orientation sessions pre-schoolers meet teachers, engage in some 'Big School' activities, familiarise themselves with their environment and gain a 'buddy' who will be there during the formative time at school to act as a support and friend to them as they integrate and assimilate into school life.	Kindergarten and Year 5 students
Prevention	Kids helping Kids	Trained Peer Mentors to support students in the playground with conflict resolution, negotiation and interpersonal skills.	K-2 students and Year 6 mentors
Early intervention	PBL Tier 1	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

Care Continuum	Strategy or Program	Details	Audience
Early Intervention	The Zones of Regulation	The Zones of Regulation is a framework for teaching students strategies for emotional and sensory self-management. Rooted in cognitive behavioural therapy, The Zones approach uses four colours to help students identify how they are feeling in the moment given their emotions and level of alertness as well as guide them to strategies to support regulation.	Wellbeing leader, school counsellor, principal and executive team Individual students Families
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
Individual Intervention	Socially Speaking	Designed to complement the Socially Speaking book, this game focuses on social interaction in three key areas: home, school, and the wider community. Students practise vital skills such as greetings, turn-taking, eye contact, listening, compliments, emotions, showing interest in what others are saying, sitting appropriately and still, asking and answering questions, using your voice effectively, developing and maintaining friendships, and more.	Individual students Families Staff
Individual Intervention	SPARC program	SPARC is an eight-week social and emotional student small group program that focuses on five key areas: purpose, awareness, social skills, resilience and confidence. The program encourages students to dream big, set goals, and work in teams, and equips students with basic fundamental skills to navigate life's various challenges.	3-6 students Families Staff
Individual Intervention	Secret Agent Society	SAS small group program and stand-alone SAS computer game pack explore 4 key life skills: Emotional recognition (in self and others) Emotional regulation (particularly anxiety and anger) Social problem solving and social skills (for friendship and teamwork).	3-6 students Families Staff

Care Continuum	Strategy or Program	Details	Audience
Individual Intervention	Personalised Learning Pathways	Personalised Learning Pathways for Aboriginal students are developed in a consultation process between the student, parents/carers and teachers, to identify, organise and apply personal approaches to learning and engagement.	Aboriginal Education Advisor (AECG) Aboriginal students Families Classroom teachers Learning Support Teacher

Reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Teacher-directed time-out is a planned behaviour intervention that is implemented as part of a behaviour support plan based on an assessment of the behaviour. It is used to prevent an escalation of behaviour and support the teaching of appropriate behaviour and skills, such as self-regulation.	Recess or Lunch break	Deputy Principal Assistant Principal	Sentral
Self-directed time-out enables a student to remove themselves from a situation or environment causing stress. This is sometimes called cool down time. It is a planned informal behaviour support strategy that may be used as part of a behaviour support response and documented as an agreed strategy. Self-directed time-out enables students to leave a stressful situation for time alone and is often used to prevent an escalation of behaviour.	As required	Students are monitored by a teacher while they are having self-directed time-out.	Sentral
Restorative Practices focus on building, maintaining and restoring positive relationships, particularly	As required		Sentral

Action	When and how long?	Who coordinates?	How are these recorded?
when incidents that involve interpersonal conflict or wrongdoing occur. Restorative practices are high in accountability and high in support as they draw out what harm has been caused and about being able to repair that harm.		Wellbeing leader, Class teachers Students Parent/carers Team around the school Complex case team	
CPPS Behaviour Flow Chart- Any breach of school expectations carries with it sanctions appropriate to the age of the child and the breach. Parents are notified if a serious offence occurs and may be called to the school to discuss the matter. The principal has the right to suspend and/or expel a student if the matter is very serious. Procedural fairness principles apply.	As required	Executive staff Class teachers	Sentral
Behaviour Plans/Risk Assessment <ol style="list-style-type: none"> 1. Individual behaviour support plans 2. Behaviour response plans 3. Risk management plans. 	De-escalation and consistency of staff response. Safety, risk reduction, crisis incident intervention, response, and recovery.	Learning Support Team Executive Staff SLSOs	Learning Support Team files
Suspension allows time for the school to plan appropriate support for the student to successfully re-engage with learning at school.	A formal caution is valid for up to 50 school days from the date the caution is issued.	Principal Principal's Delegate	Principal files

Action	When and how long?	Who coordinates?	How are these recorded?
	<p>For students in Kindergarten to Year 2, the maximum number of consecutive school days for a suspension is 5 school days.</p> <p>For students in Year 3 to Year 12, the maximum number of consecutive school days for a suspension is 10 school days.</p>		

Partnership with parents/carers

Collaroy Plateau Public School partners with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by:

- consulting with key stakeholder groups such as the P & C, Class Parent groups and the AECG
- generating feedback on current practices through surveys and discussion forums
- providing feedback to parents/carers when relevant regarding their child's behaviour incidents at school
- involving parents/carers in the development of plans to support their child's learning and behaviour
- providing opportunities for parents/carers to discuss their child's progress at school, both socially and academically
- providing guidelines for parents regarding how to engage positively with the school, as outlined through the [School Community Charter](#).



School Anti-bullying Plan

Bullying involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing.

CPPS staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur. All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. The school does not tolerate discrimination or bullying of any person in relation to their cultural background, ethnicity, religion, gender, age, disability, sexuality or medical condition. School staff will actively respond to any bullying behaviour aligned with the [CPPS Anti-bullying plan](#).

Refer to the [Student Behaviour Policy](#).

Reviewing dates

Last review date: Term 2, 2024

Next review date: Term 2, 2025