

## School Behaviour Support and Management Plan Coffs Harbour Senior College

### Overview

Coffs Harbour Senior College 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 before, during and after enrolment are the Open Day; Supported Transition program; Yr 11 Orientation program; Mentor program; Connections program; Information Evenings; Transition to Yr 12 program; Academic Coaching, Career Expo and University Roadshows; Post Trial program.

### Partnership with parents and carers

Coffs Harbour Senior College recognises the vital role of parents and carers in supporting student behaviour. We partner with parents/carers to establish clear expectations and provide resources to reinforce positive behaviour at home and within our community.

by/through:

- Parent/Teacher Information webinars
- Enrolment Interviews
- Principal emails
- Welcome to Year 11 Parent Information
- Consultation with P & C
- Reports
- Phone calls from teachers/attendance team
- CHSC surveys

Coffs Harbour Senior College will communicate these expectations to parents/carers by/through:

- CHSC Website
- Publishing College's Behaviour Support and Management Plan on the website
- Student Handbook-visual signage
- Principal or Deputy Principal emails home,
- Interviews with parents/carers at enrolment

Our strategies include:

- Surveys and Feedback
- Communication: Keeping parents/carers informed through newsletters, emails, social media and the school website.

We use our website, newsletters, social media and enrolment meetings to communicate these expectations and provide ongoing support to parents and carers.

### School-wide expectations and rules

Coffs Harbour Senior College has established the following expectations:

Expectation	Expectations	Expectation
to respect oneself and others	<p>to not interfere in the educational right of others to do all the work assigned, attend all classes and be punctual, to sign out when leaving school premises, submit all required work, on time</p> <p>participate fully in all curriculum activities, including excursions, and allow others to do the same</p>	to not bully, harass, intimidate, or discriminate against anyone and resolve conflict respectfully, calmly, and fairly
maintain the good name of the college and the campus is a 'quiet' learning space and undue noise is discouraged	<p>to not be violent or bring weapons, illegal drugs, or alcohol. CHEC is a smoke and vape free campus. Smoking or vaping are not permitted anywhere on the grounds. There is a NO SMOKING policy applying on all college excursions, and indeed on any occasion when students are representing the college off campus</p>	comply with the college's dress code
treat all people, and their property, with respect and consideration and to respect the rights of other staff and students from Tafe and SCU, especially in shared spaces	<p>the campus site is very large, and students are expected to remain within the building precinct. The bushland and creek areas are out of bounds.</p> <p>to sign out when leaving school premises and to comply with NSW road rules when driving</p>	comply with the college's mobile phone policy to use mobile phones responsibly and for educational purposes only

## 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. We are dedicated to creating a community where every student feels supported and is encouraged to engage positively in their learning journey.

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

This section outlines Coffs Harbour Senior College strategies to support positive behaviour, using a multi-tiered approach across prevention, early intervention, targeted intervention, and individual intervention.

Care Continuum	Strategy or Program	Details	Audience
<b>Prevention</b>	Class rules and teacher expectations	Class expectations are set out and align with college and DoE rules	Teachers
		Positive recognition for students who follow rules Teacher to talk with students not complying with college rules	
<b>Early intervention</b>	Mentor and Mentee program – phone call home to parents/carers	Regular student check-ins and contact with parents/carers to field any problems	Teachers
	Connections program	Student-focused study and support program	Welfare team
	Attendance team daily phone calls	Regular calls if students miss class	Attendance team
	Learning Support Plans on enrolment interviews Indigenous PLPs	Interviews with parents/carers and students to develop plans and ongoing monitoring	Learning Support teacher Aboriginal Education team
	SDD – staff PL	Staff to engage and access Universal Resources Hub; Connection to Country Training; HPGE PL	All Staff
	Publishing College rules and expectations on website	To align with DoE guidelines	Admin
	Classroom and HT management	Phone call home and discussion of expectations	Teachers and HTs Parents/carers
Learning Support referrals and meetings	Identified through Sentral notifications	Teachers	
Transition to work or changes in	Assist students with correct subject choices for chosen pathway	Careers teacher	

Care Continuum	Strategy or Program	Details	Audience
	pattern of study		
	Counselling referrals Aboriginal Liaison Officer - Individualised Plans/Goals	Sentral referral system	LST and SSO Counsellors Parents
	Connections Program and Life Ready Program	Timetabled periods	Teachers and Support staff
	Using Chill Out Space	If part of individualised plan	F block Students
Targeted Intervention	Individualised student behaviour plan/cards RiSK management plans	Formalised process and cards for teachers and parents to complete	Deputy Parents/Carers Teachers Students
	Interview with Deputy Principal or Principal	Through referral system or major incident	Deputy Principal or Principal Parents/carers
	LST and SSO regular meetings with students	Recorded on Sentral	LST and SSO
	Counselling referral	Recorded on Sentral	Welfare team/ Counsellor
	Learning Support to assist with outstanding course work	Class teacher and LST work together	Class teachers LST
Individual Intervention	Individualised student behaviour plans/cards	Notification to teachers via email Interview with parents/carers and student	Deputy, Principal, LST, Parents/carers, student

Care Continuum	Strategy or Program	Details	Audience
	Access to School Counselling	Provides mental health support and counselling services for students facing academic, social, emotional, or family issues, helping them manage their challenges and improve their wellbeing.	Students requiring support
	Outside Support Service Counselling Referral to External Agencies	Referral systems: Refers students and their families to external resources for additional support beyond what the school can provide, ensuring a comprehensive support network.	Students and families needing specialised support beyond the school's resources
	Modified Enrolment Programs	Provides flexible enrolment options, including part-time or adjusted schedules for students struggling with full-time attendance. This program supports students in reintegrating into school gradually and offers ongoing behavioural and academic interventions during the transition.	Students needing modified attendance due to behavioural or wellbeing issues

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

To effectively support student behaviour, Coffs Harbour Senior College employs a range of strategies tailored to recognise and reinforce positive, inclusive, and safe behaviour, address minor inappropriate behaviour, and respond to more serious behaviours of concern. The following table outlines our school's approach across the continuum of prevention, early intervention, and targeted/individualised responses:

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
<p><b>Positive Reinforcement:</b> Use praise, recognition certificates the “Winda” reward program, to encourage and reinforce positive behaviour.</p> <p><b>Restorative Practices Use the mentor program and Connections</b> to build relationships and create a supportive school climate.</p> <p><b>SEL Programs:</b> Teach social and emotional skills to promote self-awareness,</p>	<p><b>Restorative Chats:</b> Engage in brief restorative conversations with students to address minor behavioural issues before they escalate.</p> <p><b>Zones of Regulation:</b> Guide students in recognising and managing their emotions using self-regulation strategies.</p> <p><b>Ready to Learn Plans:</b> Develop individualised plans to support students in managing their</p>	<p><b>Functional Behavioural Assessments (FBA):</b> Conduct assessments to identify the function of challenging behaviours and develop appropriate intervention strategies.</p> <p><b>Behaviour Intervention Support Plans (BISP):</b> Implement individualised plans tailored to address specific behaviours of concern.</p>

<p>empathy, and positive interactions. Set and model clear behavioural expectations throughout the school. <b>Morning Routine/Check-In:</b> Monitor students' readiness for learning each day to pre-emptively address potential issues.</p>	<p>behaviour and re-engaging with their learning. <b>Family Engagement:</b> Communicate with parents/carers to collaborate on strategies for addressing minor inappropriate behaviours at home and school.</p>	<p><b>Restorative Conferences:</b> Facilitate conferences to address serious incidents, repair harm, and develop strategies for future positive behaviour. <b>School Counselling and External Referrals:</b> Provide access to school counselling services and refer students to external agencies for additional support if needed.</p>
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### Responses to serious behaviours of concern

Coffs Harbour Senior College adopts a structured and proactive approach to managing serious behaviours of concern, prioritising the safety and wellbeing of all students and staff. 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.

Our response process includes the following steps: The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.

### Reporting and recording behaviours of concern

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

Coffs Harbour Senior College adopts a structured and proactive approach to managing serious behaviours of concern, prioritising the safety and wellbeing of all students and staff. Our response process includes the following steps:

[Incident Notification and Response Policy](#)

[Incident Notification and Response Procedures](#)

[Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety Guide](#).

## Detention, reflection and restorative practices

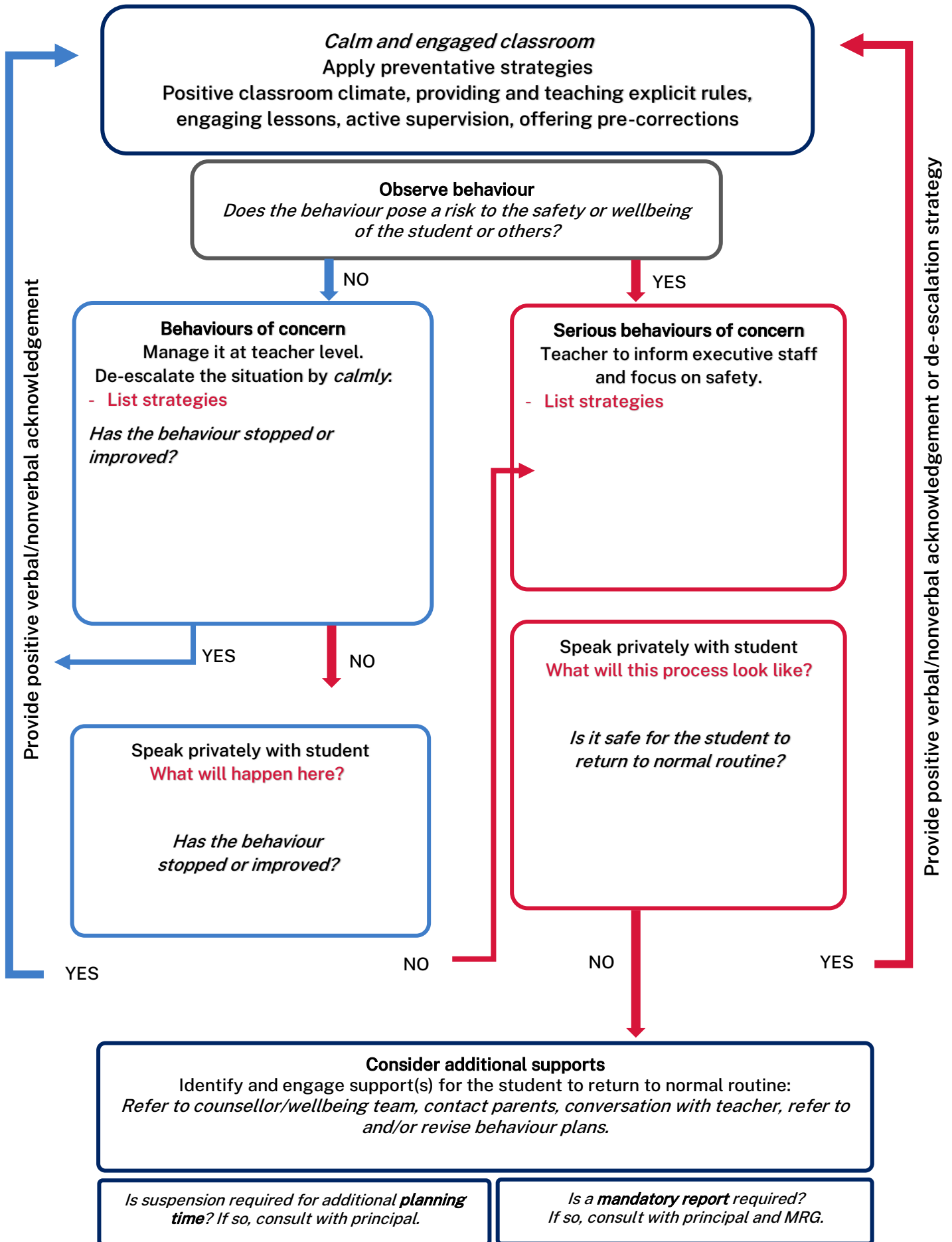
Strategy	When and how long?	Who coordinates?	How are these recorded?
<b>Class teacher may want to ask student to remain behind at lunch to discuss behaviour.</b> <b>Phone call to parents/carers</b>	After the lesson 10 – 20 mins	Class Teacher	On Sentral
<b>HT may speak with student if behaviour has not improved – moved from class and complete work with HT or outside Deputy office</b>	One lesson or both, for a week	HT and/or Deputy	On Sentral Parent/carer called
<b>Interview with Deputy Principal and parent/carer and student – put on card</b> <b>Follow up for both student and teacher</b>	One –off Several weeks	Deputy Principal or Principal	On Sentral Deputy Principal to follow up with student and teacher
<b>Formal Caution</b>	To align with DoE policy	Deputy Principal or Principal	On Sentral
<b>Suspension</b> <b>Return from Suspension interview</b>	To align with DoE policy	Deputy Principal or Principal	To the DEL Parent/carer and student interview On Sentral

### Review dates

Last review date: 2/12/2024

Next review date: 2/12/2025

### Appendix 1: Behaviour management flowchart





## Appendix 2: Bullying Response Flowchart



## Appendix 3: Phone Policy



# CHSC: Mobile Phone Policy

Coffs Harbour Senior College supports the restrictions of mobile phones in accordance with the NSW Department of Education: Students Use of Mobile Phones in Schools Policy.

**All mobile phones will be switched off and left in their bag or locker during the day.** This is an approved NSW Department of Education option and will limit unnecessary distractions and complement our ongoing approach to ensure every student maximises their learning and social growth in a safe and supportive environment.



**1 OFF AND AWAY**  
All mobile phones will be switched off and left in students bags or lockers during the day. Headphones are also to be put away.



**2 POLICY EXCEPTIONS**  
There may be students who have a medical, wellbeing or learning need which will require them to access a mobile phone as defined in this plan. Teachers may give permission to use mobile phones for an approved learning activity.



**3 BREAK TIMES**  
Use break times to socialise with peers and activity outside of the classroom. If necessary, students can access their phones briefly for urgent calls or messages during this time.



**4 INAPPROPRIATE USE**  
Students in breach of the policy will have their device confiscated, a meeting with the School Executive and may receive a formal caution or suspension.

### Appendix 3: Phone Policy continued



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## INAPPROPRIATE USE



**1 FIRST INCIDENT**  
Student referred to Deputy Principal and the phone will be confiscated for the remainder of the day. Students must collect their phones at the conclusion of the day. The student will receive a verbal warning from the Deputy and Parent(s) will be notified



**2 SECOND INCIDENT**  
Mobile phone will be confiscated by Deputy Principal. Parent and or Guardian will be notified, and the phone will only be released to the Parent or Guardian. Parent must meet with the Deputy Principal or Principal. Student issued a formal caution of suspension.



**3 THIRD INCIDENT**  
Same procedure as first incident followed by interview with Principal and suspension. Parents and or Carers formally notified as part of the suspension process.

## Appendix 4: Dress Code Policy



### SLEEVED SHIRTS

Shirts need to have sleeves and cover the full torso. Offensive slogans or references to drugs or alcohol are not acceptable. We recommend sun-protective clothing, eyewear and/or sunscreen to protect against skin damage.

### SHOES

Please wear closed in shoes that allow you to participate in all school activities. For Practical Subjects (IT Timber, Construction, Sciences, Hospitality, Sports, TAFE/VET Classes) you will need to wear enclosed leather shoes.

### LANYARD + ID CARD

Students need to have their ID Card and CHSC Lanyard visible at all times to access school resources and as a key measure in our campus emergency management procedures.

### WORK READY

Clothes should be neat, clean and in good condition. Students should wear clothes that allow them to actively participate in all school activities and adhere to Workplace Health and Safety Guidelines.

**Coffs Harbour Senior College Dress Code:** As a college with a proud tradition of delivering outstanding senior education to students from all areas of the Coffs Coast, we foster a strong sense of belonging and connectedness to our educational community. Our longstanding policy of not having a uniform supports our students to wear clothing that they feel comfortable in, whilst our dress code promotes a sense of pride in the college in line with our mission and values. It is practical and is designed with health and safety in mind to establish a sense of work readiness in our students.