NSW Department of Education 

# School Behaviour Support and Management Plan Barmedman Public School

Overview

Our goal is to make every child feel cared, valued and seen. We aspire to have every child to become high functioning positive members of society who are resilient and kind. Our focus on promoting excellence, opportunity and success for every student, every day. We value an environment where every child is given a safe and inclusive environment where they are free to learn.

Principles of positive behaviour support, trauma-informed practice, inclusive practice and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Our School Excellence Plan focuses on nurturing a high expectations culture in learning and wellbeing. Our initiative to address this is partnerships for success where we will develop and deepen productive partnerships that facilitate a collective responsibility for improvement, so students connect, succeed, thrive and learn.

To achieve our vision, key programs prioritised and valued by the school community include:

* Trauma Informed Practice
* Attendance Matters
* Healthy Harold

Barmedman Public School rejects all forms of bullying behaviours, including cyberbullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. 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. School staff actively respond to student bullying behaviour.

## Partnership with parents and carers

Barmedman Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and bullying strategies, by:

* inviting parent/carer and student feedback through formal and informal means such as school surveys, Tell Them From Me surveys, consulting with the P & C and local AECG

Barmedman Public School will communicate these expectations to parents/carers through the school newsletter. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

## School-wide expectations and rules

To be kind resilient learners, who value education and attend school on time, regularly.

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| --- | --- | --- |
| **Resilient and kind** | **Attend Regularly** | **High Expectations** |
| Stay positive | Try your best and don’t give up | Ask for help to continue improving |
| Display positive behaviours | Right place, right time, every time | Listen to teacher’s instructions and follow them |
| Use positive and appropriate  language to self and others | Remain calm and respectful | Use a kind tone and words |

## 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](https://education.nsw.gov.au/schooling/translated-documents/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 cyberbullying 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:

* promoting kindness through an appropriate tone of voice and positive language
* stating and explicitly teaching classroom expectations
* establishing predictable routines and procedures that are communicated clearly to students
* promotion of valuing attendance and being on time everyday
* encouraging expected behaviour with positive feedback and reinforcement
* co-constructed personal and academic goals
* promoting positive mindset
* maximising opportunities for active engagement with learning
* providing carefully sequenced engaging lessons at point of need level
* explicitly teach the definition of bullying and cyber bullying
* explicitly teach the language of choose kind to discourage bullying and cyber bullying
* explicitly teach the skills to identify cyber bullying and who to report it to
* differentiating learning content and tasks to meet the needs of all students.

| Care Continuum | Strategy or Program | Details | Audience |
| --- | --- | --- | --- |
| Prevention | Breakfast Club | Our school provides a free, nutritious breakfast every day for students who need it. This promotes healthy eating habits to enable cognitive load as well as student-teacher connections. | Staff, students K-6. |
| Prevention/ Early intervention | Choose Kind | Our school is creating a whole school language around choosing kind and being a respectful member of the school. This fosters a sense of belonging and ownership of their school. | Staff, students K-6. |
| Early intervention | Life Education Van | Our school engages in the Life Education Van Program where we access and implement programs around building connections and creating positive personal traits that make us kind and resilient. | Students K-6 |
| Targeted intervention | Attendance Support | The principal promotes the importance of attending school regularly and on time. Students are directly involved in creating their attendance goals and rewards. | Principal, staff, students K-6 and families. |
| Individual intervention | Individual Behaviour Support Planning | Planning is done in collaboration with the student and their family with support from department where needed. This can include individual behaviour support, health and risk management plans. | Individuals, students and staff. |

## 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.

Barmedman Public School staff will staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

* directly observing a child or young person’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 their year advisor or 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.

Preventing and responding to behaviours of concern

Barmedman Public School uses the following strategies to recognise and reinforce positive student behaviour and behavioural expectations:

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

* help adults and learners to focus on positive social behaviour
* increase the likelihood that students will use the expected behaviours and skills in the future
* decrease unexpected behaviour and reduce the need for corrective responses
* enhance self-esteem and build an internal focus of control.

Specific positive feedback may not be sufficiently reinforcing for some students, so the school-wide continuum provides the opportunity to pair verbal or non-verbal feedback with a positive, tangible consequence.

The school-wide continuum for acknowledging expected behaviour includes:

* free and frequent – for everyday use by all staff in all settings
* moderate and intermittent – awarded occasionally
* significant and infrequent –semester or annual types of recognition.

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| 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.   Staff 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. Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP. |
| 1. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour. | 1. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback | 2. Principal 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   Intermittent and infrequent reinforcers are recorded on the centralised recording system. | 1. 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 a low-level consequence is applied. | 3. Principal collects information and review the incident from multiple perspectives and determine next steps. Principal records the incident on the centralised recording system (School Bytes) and contact parent/carer by email or phone. Principal may consider further action eg: formal caution/suspension. |
| 4. All social-emotional learning programs ‘Choose Kind’ are taught weekly. | 4. Teacher records on the centralised recording system by the end of the school day. Monitor and inform family if repeated. | 4. Refer to the school’s Learning and Support Team or APLaS considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment. |
| Teacher/parent contact | **Teacher/parent contact** | **Teacher/parent contact** |
| Teacher contact through the School Bytes portal or phone calls home are used to communicate student effort to meet expectations. | Teacher contacts parents by phone or email when a range of corrective responses have not been successful.  In some cases, individual planning and referral to LST may be discussed. | Principal contacts parent/carer to discuss any support and behaviour responses, including referral to the LST, outside agencies or Team Around a School. |

### Responses to serious behaviours of concern

* Responses, including students who display serious behaviours of concern, are recorded in School Bytes. The NSW Department of Education [Student Behaviour policy](https://education.nsw.gov.au/policy-library/policies/pd-2006-0316) and [Suspension and Expulsion procedures](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-06) apply to all NSW public schools.

These may include:

* 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](https://education.nsw.gov.au/policy-library/policies/pd-2007-0362)
* [Incident Notification and Response Procedures](https://education.nsw.gov.au/content/dam/main-education/policy-library/public/implementation-documents/incident_proc.pdf)
* [Student Behaviour policy](https://education.nsw.gov.au/policy-library/policies/pd-2006-0316) and [Suspension and Expulsion procedures](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-06). [Incident Notification and Response policy](https://education.nsw.gov.au/policy-library/policies/pd-2007-0362) and [Incident Notification and Response Procedures](https://education.nsw.gov.au/content/dam/main-education/policy-library/public/implementation-documents/incident_proc.pdf)
* [Student Behaviour policy](https://education.nsw.gov.au/policy-library/policies/pd-2006-0316) and procedures
* If a behaviour of concern is also a child protection matter use the [Mandatory Reporting Guideline Tool](https://reporter.childstory.nsw.gov.au/s/mrg).

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](https://www.esafety.gov.au/report) and reporting links for most sites, games and apps can be found at the [eSafety](https://www.esafety.gov.au/key-issues/esafety-guide) Guide.

## Reflection practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour.

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| Action | When and how long? | Who coordinates? | How are these recorded? |
| Reflection conversation (problem-solving) – What happened, what did you do, and what could you do instead next time. | Class time and break times as required | Teacher/ principal | Documented in school record system |

## Review dates

Last review date: 31/01/2025: Day 1, Term 1, 2025

Next review date: 31/01/2026: Day 1, Term 1, 2026

### Appendix 1: Behaviour management flowchart (Alternative example)

Speak privately with student

What will happen here? Give the child a quiet space to be calm and reflect.

*Has the behaviour   
stopped or improved?*

*Calm and engaged classroom*Apply preventative strategies

Positive classroom climate, providing and teaching explicit rules,   
engaging lessons, active supervision, offering pre-corrections

**Observe behaviour**

*Does the behaviour pose a risk to the safety or wellbeing of the student or others?*

**Behaviours of concern**

Manage it at teacher level.

De-escalate the situation by *calmly*:

* Speaking about concerns
* Walking with the teacher
* Throwing a ball to a friend or staff member.

*Has the behaviour stopped or improved?*

NO

YES

NO

YES

**Consider additional supports**

Identify and engage support(s) for the student to return to normal routine:  
*Refer to counsellor, contact parents, conversation with teacher, refer to and/or revise behaviour plans.*

*Is suspension required for additional* ***planning time****? If so, consult with principal.*

*Is a* ***mandatory report*** *required?   
If so, consult with principal and MRG.*

YES

**Serious behaviours of concern**

Teacher to inform executive staff and focus on safety.

Remove either the offender or other students from the area, whichever is safer.

Speak calmly to student and let them know what is happening next.

Remove any objects that could be used as a weapon.

When child is calm and safe, call parent to notify them of the incident.

NO

NO

YES

Provide positive verbal/nonverbal acknowledgement or de-escalation strategy

Provide positive verbal/nonverbal acknowledgement

Speak privately with student

What will this process look like?

Be on the students level, in a safe and calm place.

Have another staff member present.

Speak calmly and respectfully to engage and come up with a plan for next steps with the student.

*Is it safe for the student to   
return to normal routine?*