

Bargo Public School Behaviour Support and Management Plan



Overview

Bargo Public School is committed to managing safe, responsible and respectful student behaviour by explicitly teaching and modelling positive interventions and strategies. Bargo Public School is committed to nurturing the whole child. Every child has the right to feel accepted, supported and safe so that they can learn to the best of their ability. All students will be provided with opportunities to connect to their learning and be respected, valued, encouraged and empowered to succeed and thrive. Key programs prioritised and valued by the school community are Berry Street Education Model and our school values known as Bargo BEST, which was derived from an evidenced based framework Positive Behaviour for Learning (PBL).

Promoting and reinforcing positive student behaviour and school-wide expectations

Our key implementation strategy focuses on our collaboratively developed school values and expectations model, known as, Bargo BEST. It is derived from the evidenced based framework of Positive Behaviour for Learning (PBL).

- **B**eing Responsible,
- **E**ffort,
- **S**mart Choices
- **T**eam Player.

Our Bargo BEST values aim to:

1. Improve social, emotional, behavioural and academic outcomes for students.
2. Bring together the whole-school community to contribute to developing a positive, safe and supportive learning environment and culture.
3. Increase the positive conversations and connections between students and teachers in relation to our school values.

Bargo Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations to ensure a climate of success:

- Bargo BEST
- Weekly recognition and celebration of learning certificates
- Student Support System: Student management and support plan
- School Chaplain
- Learning and Support Team
- Behaviour expectations matrix
- Berry Street Trauma informed practice
- Smiling Minds
- Co Curricular activities
- Support Programs aimed at connection to country and community for Aboriginal and Torres Strait Islander Communities

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/policies/pd-2006-0316-01>. This document has been translated into multiple languages and is available here: [Behaviour Code for Students](#).

Bargo Public School Student Support System and Management

Meeting the diverse wellbeing and behaviour needs of students can be a complex task. Our school implements whole school practices and programs for the long-term wellbeing, learning and safety of all students.

Our school adopts the care continuum to embed a whole school system, focused on a prevention approach to address the full spectrum of student behaviour needs. Students are supported at each stage of the care continuum, through specific evidence based whole-school, and targeted strategies and practices.

Prevention - whole school approaches to establish and maintain safe, respectful learning environments for all students. A learning environment includes classrooms, playground, online and all school events and activities. When applied, these approaches will underpin effective teaching and reduce minor behaviours of concern.

Early intervention - this is when all, a group or some students require early intervention to deal with emerging, low-level behaviours of concern. These are in addition to the above, and are early practices, strategies, or adjustments to encourage positive behaviour expectations.

Targeted intervention - this is targeted support for students who may exhibit complex and challenging behaviours to encourage positive behaviours. This can include facilitating positive behaviour supports and making targeted and reasonable adjustments.

Individual intervention - a comprehensive system of support and consultation with parents and specialists, for students with highly complex and challenging behaviours. Often these need individual assessment, monitoring, and review.

When an intervention is needed associated with any of the above four intervention points along the care continuum, the intervention may be through a strategy, practice or service.

Whole School Approach

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	Bargo BEST School Values (underpinned by PBL)	Our whole school values and expectations to promote positive student behaviour and a climate of success. Explicit teaching and modelling of specific behaviour expectations and social skills. Class based systems of expectations and positive reinforcement.	Whole School
	Classroom Management Practices	Outlines the agreed expectations and key practices teachers use to establish a positive learning environment that maximises learning and wellbeing for all students.	Teachers Students
	Smiling Minds	Integrating mindfulness program, movement breaks into teaching and learning programs	Teachers Students
	Berry Street Education Model: BSEM	Evidence-based, practical wellbeing strategies to build resilience. Through teaching positive mental health strategies, helping students to become happier and more resilient.	Teachers Students
	Strong parent - school partnerships	Parents are provided with opportunities to engage with the school and outside agencies through meetings, transition programs, interviews about student progress and individual requirements.	Whole School and Community
	Differentiated teaching Programs	Class programs address the individual learning needs of all students, including appropriate adjustments documented in an individual learning/support plan as well as opportunities for High Potential and Gifted Education HPGE.	Teachers Students
	Co Curricular Activities	Activities that students participate in during lunch and recess that complement and enhance the regular academic curriculum.	Students
	Restorative Practice	Ongoing discussions with students to build positive relationships, resolve conflicts, and repair harm through inclusive dialogue and mutual understanding.	Whole School
	Connection to Country and Culture	Providing Aboriginal and Torres Strait Islander students and families with opportunities to connect and develop relationship with each other and the school community through specific school and community programs - Project Grow, AECG meetings.	Whole School and individual students and families
	Professional Learning	Courses provided to staff to implement appropriate prevention and early intervention strategies for all students to reduce inappropriate behaviour.	All Staff
Early Intervention All, a group or individual students Early low level behaviours	Restorative Practice - discussions	This focuses on building, maintaining and restoring positive relationships.	Teachers Students
	Whole school behaviour management procedures	Teachers and executives follow school expectations regarding managing student behaviour at the low level. This includes teacher intervention in the classroom and playground.	Executive Teachers Students

Care Continuum	Strategy or Program	Details	Audience
	Communication with parents	School expectations and procedures are followed when working with parents to support students.	Executive Teachers
Targeted Intervention A student exhibiting complex or challenging behaviours Possible need for assessment Possible need for adjustment	Classroom management practices	This could include modified individual expectations and goals, communication with parents, transition to and from classroom strategies, Calmer Classroom resources.	Teachers
	Behaviour Support Kit	This includes behaviour support planning, de-escalation plan, behaviour response plan, student behaviour contract, targeted goals.	All Staff
	Whole school behaviour management procedures	This includes supports for managing behaviour, as well as targeted strategies and further interventions. It highlights examples of minor and major behaviour and our flow chart for responses to behaviour.	All Staff including Principal
	Learning and Support Team	The learning and support team works with teachers, students, and families to support those students who require personalised learning and support. This can include the development of risk assessments and the development of short and long-term goals.	Student Families Teacher Principal
	School Counselling Service	Referral to school counsellor by parents and class teacher through the Learning and Support Team (LST).	Principal LST
Individual Intervention A need for a comprehensive system to support and address complex or challenging behaviour.	Delivery Support "Team around the school"	Advice and support provided by Department personnel outside the school.	Executive staff, Learning support team, students and families
	Police Youth Engagement Officer	School Liaison Police Officers work with school to reduce anti-social behaviour through a range of school intervention strategies, educational programs, and local relationships which model respect and responsibility.	Principal
	Case Management	A process, encompassing a culmination of consecutive collaborative phases, that assist students to access available and relevant resources necessary for the student to attain their identified goals.	Executive staff, Learning support team, students and families
	School Counselling Service	Continued support from the school counsellor and/or assessment and referral to outside resources.	all relevant stakeholders

Care Continuum	Strategy or Program	Details	Audience
	Specialist Allied Health Services	The scheme supports schools that may need to engage specialists allied health services to ensure learning adjustment are appropriate and effective for students.	all relevant stakeholders

Reflection and restorative practices

The following practices are used in our school. Please refer to the table below to understand key information regarding these practices. These practices have been presented to teachers and the P&C for consultation and reflect Department expectations.

Action	When and how long?	Who coordinates?	How are these recorded?
Reflection – a planned response for a single student or a group of students. This will support the student to reflect on their behaviour and make positive choices.	When there is negative behaviour. Maximum 50% of recess or lunch break	Teacher	Teacher records in school record system
Time – out (teacher directed) This is implemented as part of an agreed student's behaviour support plan based on an assessment of their behaviour. The student is directed away from the educational activity or setting to a space in the classroom or nearby where the student is monitored by the teacher. This strategy will be paired with restorative conversations.	When there is a need to prevent escalation of behaviour. For a predetermined period of time.	Teacher Executive	Teacher records in school record system Schoolbytes
Time – out (self-directed) This is implemented as part of an agreed student's behaviour support plan based on an assessment of their behaviour. The student removes themselves from a stressful situation and to prevent an escalation of behaviour. Provides opportunities for the student to self-regulate emotions and behaviour by going to a prearranged room or area where they can be always monitored.	When there is a need to prevent escalation of behaviour or leave a stressful situation. For a predetermined period of time.	Teacher Executive	Teacher or executive records in school record system. Schoolbytes
Restorative practices – Informal conversations, small impromptu conferences, group circle or formal conference (planned).	When a relationship has been damaged as a result of a person's behaviour.	Supervising teacher or executive.	Teacher or executive records in

Action	When and how long?	Who coordinates?	How are these recorded?
Results in negotiated and agreed outcomes and a planned approach for moving forward.	For a negotiated period of time.		school record system. Schoolbytes

Partnership with parents/carers

Bargo Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by consulting at P&C along with additional feedback opportunities throughout the year.

School Anti-bullying Plan

Refer to the [Anti-bullying Plan](#).

Reviewing dates

Last review date: 24/10/25

Next review date: 24/10/26