

# Behaviour Support and Management Plan

## Introduction

Good discipline is fundamental to the achievement of government priorities for the public school system. In line with this, schools must have a School Behaviour Support and Management Plan which is developed in consultation with school community members. The plan must contain the following components:

- A strategic, integrated whole-school approach that incorporates a multi-tiered care continuum to support all students, including a focus on prevention, early intervention, targeted and individual interventions
- High expectations for student behaviour, in line with the Behaviour code for students
- Effective strategies to model, explicitly teach, recognise and reinforce positive, inclusive and safe behaviours
- Effective strategies to identify, prevent and respond to disruptive student behaviours, including bullying and cyber-bullying, and behaviours of concern when they occur
- Establish expectations for parents and carers to engage with the school in developing and implementing student behaviour management strategies in line with the School Community Charter
- Consultation with the school community, as appropriate
- Provisions for annual review of the plan.

The School Behaviour Support and Management Plan must:

- be consistent with legislation and reflect government and departmental policy.
- incorporate the principles of procedural fairness.
- be developed within a strong student welfare context.
- reflect the identified needs of the community.
- grow from existing policies and practices.
- outline expected standards of behaviour.

## Core Values and Beliefs

At Barramurra School we embrace responsibility for the educational outcomes of all students. Based on this premise we believe that all students have the right to learn, grow and belong in a positive, calm and safe environment that supports wellbeing and quality learning.

We have high expectations for positive behaviour, which are established and maintained through explicit teaching, clear processes and procedures, and a positive wellbeing approach underpinned by an evidence-based whole-school wellbeing program.

We believe all students and staff have the right to be treated fairly and with dignity, both online and offline, in an environment free from intimidation, violence, harassment, victimisation and discrimination, including that based on sex, race, religion, disability or sexual orientation.

1. All members of the Barramurra Public School community

## **Roles and Responsibilities**

### **Principal**

- Principals are accountable through their Directors, Public Schools for ensuring a safe, secure and harmonious work environment for students and staff.
- Principals are responsible for the development, implementation and monitoring of the School Behaviour Support and Management Plan
- Principals are responsible for ensuring that the school's plan is evaluated and reviewed by the school community annually.
- Principals must ensure that students, staff and parent(s) and carer(s) are provided with opportunities to contribute to the development of the plan and that staff are provided with training and development opportunities in behaviour management.
- Principals must provide a copy of their School Behaviour Support and Management Plan to their Directors, Public Schools when the plan is developed or whenever it is reviewed. A copy must also be made available to the families of children enrolled at the school.
- Parents and students are to be given a copy of the discipline code or school expectations when the policy is developed or whenever it is reviewed.
- Principals must ensure that all disciplinary actions involving suspension or expulsion from school are managed consistent with the Suspension and Expulsion Procedures.

### **Teachers**

- Teachers are expected to participate in the development of the School Behaviour Support and Management Plan and to support its effective implementation.
- Teachers must ensure that they are familiar with the plan
- Teachers must contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents
- Teachers are to participate in the learning and teaching process in ways which take account of the objectives in this policy
- Teachers are to participate in the school community's implementation of the plan.

### **Parents**

- Parents are expected to support the school in the implementation of the School Behaviour Support and Management Plan.

### **Students**

- Students are expected to follow the discipline code or school expectations and to comply with staff directions regarding discipline and appropriate behaviour.







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- Students will show respect for teachers, fellow students, other staff and school visitors and not engage in any form of harassment, victimisation or intimidation.

## School Values and Expectations

At Barramurra Public School, we have four core values and expectations. These values and expectations are evident in all practices and processes within our school.

They are:

Be a Learner	Be a Problem Solver	Be Respectful	Be Responsible
			

**Barramurra Public School - School Expectations**

### Be a Learner

- Try your best at all tasks
- Achieve your learning goals
- Stay focused on your learning
- Challenge yourself in new learning tasks

### Be Respectful

- Cooperate with teachers and fellow students
- Respect everyone's ideas, contributions and beliefs
- Listen to others and speak nicely to all school members
  - Work through difficulties calmly



### Be a Problem Solver:

- Communicate
- Show resilience
- Show persistence
- Show creativity

### Be Responsible

- Look after yourself and your belongings
  - Be a role model
- Look after our school and equipment
  - Keep safe at all times



**Student Behaviour Expectations Matrix**

**Barramurra Public School Expectations Matrix 2024**

I am...	Classroom	Library	Office Area	Assembly	Toilets	Learning Café	Canteen	COLA/Concrete	Oval	Transitions	Representing Our School
<b>RESPONSIBLE</b> 	<ul style="list-style-type: none"> <li>*Move around the room in a safe and sensible manner</li> <li>*Use equipment appropriately</li> <li>*Keep hands and feet to yourself</li> <li>*Maintain a clean work environment</li> </ul>	<ul style="list-style-type: none"> <li>*Move around the room in a safe and sensible manner</li> <li>*Keep hands and feet to yourself</li> <li>*Use equipment appropriately</li> </ul>	<ul style="list-style-type: none"> <li>*Walk sensibly</li> <li>*Bring one partner with you</li> <li>*At playtime- one person only</li> <li>*Through the door</li> <li>*Stop and wait at the front counter</li> <li>*Have permission to go to the office</li> </ul>	<ul style="list-style-type: none"> <li>*Observe each other's space</li> <li>*Keep your hands and feet to yourself</li> <li>*Move appropriately</li> </ul>	<ul style="list-style-type: none"> <li>*Take a buddy to the toilets</li> <li>*Use toilets, taps and bubblers appropriately</li> <li>*Wash your hands before leaving</li> <li>*Use area as intended</li> </ul>	<ul style="list-style-type: none"> <li>*Be cybersafe</li> <li>*Use equipment appropriately</li> <li>*Maintain a clean environment</li> </ul>	<ul style="list-style-type: none"> <li>*Stand behind the yellow line and wait appropriately</li> <li>*Keep your hands and feet to yourself</li> <li>*Buy and leave in your pocket until you pay</li> </ul>	<ul style="list-style-type: none"> <li>*Move around sensibly</li> <li>*Keep hands and feet to yourself</li> <li>*Play safe games with others</li> <li>*Stay in bounds</li> <li>*Keep walkways clear</li> <li>*Report issues to teachers on duty</li> </ul>	<ul style="list-style-type: none"> <li>*Always wear a hat</li> <li>*Keep your hands and feet to yourself</li> <li>*Stay in bounds</li> <li>*Play safe games with others</li> <li>*Report all problems to teachers</li> </ul>	<ul style="list-style-type: none"> <li>*Move in a safe and sensible manner</li> <li>*Walk in bounds</li> <li>*Follow staff instructions</li> <li>*Be punctual</li> <li>*Arrive and depart through</li> <li>*Appropriate entry and exit points</li> <li>*Walk on the left</li> </ul>	<ul style="list-style-type: none"> <li>*Stay with your group</li> <li>*Wear appropriate school uniform including a hat</li> <li>*Listen to and follow instructions</li> <li>*Board and exit transport safely</li> <li>*Remain seated while on transport</li> </ul>
<b>RESPECTFUL</b> 	<ul style="list-style-type: none"> <li>*Speak appropriately</li> <li>*Take turns</li> <li>*Treat others with respect</li> <li>*Share</li> <li>*Use the SL's of listening</li> </ul>	<ul style="list-style-type: none"> <li>*Speak appropriately</li> <li>*Take turns</li> <li>*Treat others with respect</li> <li>*Share</li> <li>*Take care of library equipment</li> <li>*Return books on time</li> <li>*Return books to the right place</li> </ul>	<ul style="list-style-type: none"> <li>*Be polite</li> <li>*Listen and respond appropriately</li> <li>*Wait your turn</li> <li>*Use a quiet voice</li> </ul>	<ul style="list-style-type: none"> <li>*Listen attentively to all presenters</li> <li>*Take pride in yourself, fellow students and country</li> <li>*Follow staff instructions</li> <li>*Clap sensibly</li> </ul>	<ul style="list-style-type: none"> <li>*Respect others' privacy</li> <li>*Use appropriate voices</li> <li>*Use toilets properly</li> <li>*Turn off the taps</li> </ul>	<ul style="list-style-type: none"> <li>*Be polite</li> <li>*Listen and respond appropriately</li> <li>*Use a quiet voice</li> <li>*Take care of lab equipment</li> </ul>	<ul style="list-style-type: none"> <li>*Spend only your own money</li> <li>*Use good manners</li> <li>*Wait in line for your turn</li> <li>*Sit on hard areas and undercover while eating</li> </ul>	<ul style="list-style-type: none"> <li>*Use appropriate language</li> <li>*Be kind and fair to others</li> <li>*No food or wrappers</li> <li>*Participate and enjoy games</li> <li>*Value our natural environment</li> <li>*Follow staff instructions</li> </ul>	<ul style="list-style-type: none"> <li>*Use appropriate language</li> <li>*Be kind and fair to others</li> <li>*No food or wrappers</li> <li>*Participate and enjoy games</li> <li>*Value our natural environment</li> <li>*Follow staff instructions</li> </ul>	<ul style="list-style-type: none"> <li>*Move in a safe and sensible manner</li> <li>*Move quietly</li> <li>*Follow staff instructions</li> <li>*Walk in lines</li> </ul>	<ul style="list-style-type: none"> <li>*Be polite and courteous</li> <li>*Listen to the teacher and others</li> <li>*Value the environment</li> <li>*Be respectful towards community members</li> <li>*Be a good sport</li> <li>*Pack up equipment quickly and carefully</li> </ul>
<b>A LEARNER</b> 	<ul style="list-style-type: none"> <li>*Be punctual</li> <li>*Work to the best of your ability</li> <li>*Be in charge of your own learning</li> <li>*Be equipped for learning</li> <li>*Persist with every challenge</li> </ul>	<ul style="list-style-type: none"> <li>*Work to the best of your ability</li> <li>*Be in charge of your own learning</li> <li>*Bring all equipment and return library books</li> </ul>	<ul style="list-style-type: none"> <li>*Listen then follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>*Participate and respond as required</li> </ul>	<ul style="list-style-type: none"> <li>*Use appropriate hygiene (wash your hands)</li> <li>*Use only what is needed</li> <li>*Value clean toilets</li> </ul>	<ul style="list-style-type: none"> <li>*Work to the best of your ability</li> <li>*Be in charge of your own learning</li> </ul>	<ul style="list-style-type: none"> <li>*Be familiar with canteen items and prices</li> </ul>	<ul style="list-style-type: none"> <li>*Be inclusive of others</li> <li>*Listen to others</li> <li>*Value a clean playground</li> <li>*Play by agreed rules</li> </ul>	<ul style="list-style-type: none"> <li>*Be inclusive of others</li> <li>*Listen to others</li> <li>*Value a clean playground</li> <li>*Play by agreed rules</li> </ul>	<ul style="list-style-type: none"> <li>*Set an example for others</li> <li>*Be familiar with "In Bound Areas" and share with others</li> </ul>	<ul style="list-style-type: none"> <li>*Follow community rules</li> <li>*Listen and participate</li> <li>*Display good sportsmanship</li> <li>*Focus on fun and skills</li> <li>*Ask questions</li> </ul>
<b>A PROBLEM SOLVER</b> 	<ul style="list-style-type: none"> <li>*Ask three (3) before me</li> <li>*Find solutions</li> </ul>	<ul style="list-style-type: none"> <li>*Help others locate resources</li> </ul>	<ul style="list-style-type: none"> <li>*Know why you are going to the office</li> </ul>	<ul style="list-style-type: none"> <li>*Ignore distractions</li> </ul>	<ul style="list-style-type: none"> <li>*Report issues to teachers on duty</li> </ul>	<ul style="list-style-type: none"> <li>*Share technology and other resources</li> </ul>	<ul style="list-style-type: none"> <li>*Know what you can buy with your money</li> </ul>	<ul style="list-style-type: none"> <li>*Report issues to teachers on duty</li> <li>*Find solutions</li> </ul>	<ul style="list-style-type: none"> <li>*Report issues to teachers on duty</li> <li>*Find solutions</li> </ul>	<ul style="list-style-type: none"> <li>*Move around under cover if it is raining</li> <li>*Tell a teacher if there is a problem</li> </ul>	<ul style="list-style-type: none"> <li>*Report issues to teachers</li> <li>*Find solutions</li> </ul>



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## 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](#)

## B.E.Ls – Barramurra Excellent Learner Awards

At Barramurra Public School, we encourage outstanding learning behaviours as students aim to develop skills and strategies that support them both now and in the future. These learning behaviours include, but are not limited to:

- persistent effort in their learning
- significant improvement in an area of their learning
- creative thinking/problem solving in their learning
- persistent attitude towards learning, especially when it is unfamiliar
- applying knowledge to different areas
- actively participating in their learning
- taking pride in their learning
- using feedback
- providing feedback to peers
- achieving a learning goal
- working in a group cooperatively
- asking deeper questions around their learning
- being an independent learner

To recognise the outstanding learning behaviours of our students, Barramurra Excellent Learners, or B.E.Ls, are handed out daily.

Below is an overview of the B.E.L system. At the beginning of each calendar year, students will start on Blue B.E.L. Throughout the course of the year, students will earn B.E.Ls in class for outstanding learning behaviours.



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### B.E.Ls - Barramurra Excellent Learners



As they achieve B.E.Ls, students will progress through B.E.L levels. Below is an overview of what each levels achievement looks like and how it is acknowledged at school.



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### B.E.Ls - Barramurra Excellent Learners



Teachers will post on Seesaw when students achieve a B.E.L in class. We encourage to talk to your child about what learning behaviour they received their B.E.L for and acknowledge their success.

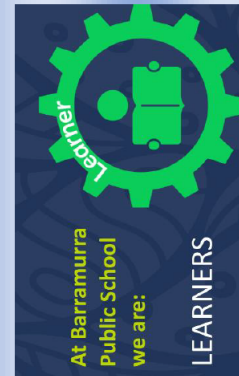
When your child receives a B.E.L level, a letter will be sent home to acknowledge this achievement and to let you know at the next relevant assembly your child will receive their B.E.L level certificate.

# School Behaviour Management Flowchart and Detailed Description

Barramurra PS Behaviour Management Flowchart			
STEPS: 1. <b>OBSERVE</b> student behaviour 2. <b>LISTEN/GATHER</b> information: Do you have all of the information necessary to monitor and manage? Listen to witnesses and if necessary, get statements from staff, students and the child/children involved 3. <b>DECIDE</b> if the predominant behaviour is Minor, Moderate or Major 4. <b>TAKE ACTION</b> - Manage and monitor consequences			
Minor Incident	Moderate Incidents	Major Incidents	
<p>One off, minor incidents- do not need to be entered onto central Repeat minor incidents- entered on SchoolBytes by teacher</p> <ul style="list-style-type: none"> <li>• <b>Non-compliance</b>- not following school/game rules/expectations</li> <li>• <b>Disrespecting others</b>- taking hats, name calling, being rude, answering back, following other students around, spreading rumours, taking others' belongings</li> <li>• <b>Disrupting learning of others</b>- calling out, interrupting, chatting to others, noise with materials, walking around room</li> <li>• <b>Off Task</b>- poor task completion, fidgeting/handling objects during lessons without reason</li> <li>• <b>Inappropriate verbal/written language</b>- answering back, name calling, undirected swearing</li> <li>• <b>Physical contact</b>- non-serious but inappropriate, not resulting in injury, annoying touch</li> <li>• <b>Rude gestures</b>- sticking rude finger up, undirected</li> <li>• <b>Dress code violation</b>- non-school uniform</li> <li>• <b>Property/equipment misuse</b>- snatching, using any personal or school property in an inappropriate manner, or for a purpose, which it is not intended, including ICT</li> <li>• <b>Out of bounds</b>- late to class, wrong place at wrong time, climbing fences</li> <li>• <b>Toilets</b>- playing in the toilets</li> <li>• <b>Littering</b></li> </ul>	<p>One off and repeat offenders of moderate incidents- entered onto SchoolBytes by teacher</p> <ul style="list-style-type: none"> <li>• <b>Continued and persistent MINOR behaviours</b></li> <li>• <b>Non-compliance/Defiance</b>- refusal to follow instructions of a staff member, running away</li> <li>• <b>Disrespecting others</b>- ostracising others, disrespectful comments, muttering under breath, back chatting, lying to others, deliberate intimidation, pretending to punch, kick, knee, strike, trip, spit on, slap, or step on someone</li> <li>• <b>Disrupting learning of others</b>- sustained loud talk, yelling or screaming, sustained out of seat behaviour</li> <li>• <b>Off Task</b>- incomplete work, work avoidance for whole lesson</li> <li>• <b>Inappropriate verbal/written language</b>- directed swearing, stirring others to get a reaction, teasing/taunting</li> <li>• <b>Physical contact</b>- grabbing clothing, not keeping hands and feet to self, rough play, aggression</li> <li>• <b>Rude gestures</b>- of a sexual nature, directed</li> <li>• <b>Dress code violation</b>- non-school uniform for extended period without good reason, repeat offenders ONLY following parent contact</li> <li>• <b>Property/equipment misuse</b>- inappropriate materials (searching or sending via ICT), breaking personal, school or others' property or using equipment in a way that endangers others/self, throwing objects in anger, destroying own or others' work, accessing others' digital accounts</li> <li>• <b>Out of bounds</b>- leaving the classroom/location without permission, repeatedly late to lines</li> <li>• <b>Toilets</b>- looking under the door, toileting outside of the toilet area</li> </ul>	<p>All major incidents- entered onto SchoolBytes by executive</p> <ul style="list-style-type: none"> <li>• <b>Continued and persistent MODERATE behaviours</b></li> <li>• <b>Non-compliance/Defiance</b>- refusal to follow school rules/expectations and/or instructions of executive</li> <li>• <b>Disrespecting others</b>- racism, discrimination, disrespecting staff, bullying, targeted and repeated disrespectful comments or name calling at any level, repeatedly ostracising others, including social media, excessive yelling or screaming, lying to adults, deliberate verbal and physical intimidation intentionally causing harm</li> <li>• <b>Disrupting learning of others</b>- arguing with staff, excessive yelling or screaming</li> <li>• <b>Off Task</b>- ongoing incomplete work, consistent work avoidance</li> <li>• <b>Inappropriate verbal/written language</b>- directed offensive language, purposely triggering an extreme student reaction, verbally threatening harm to adults and students</li> <li>• <b>Physical contact</b>- physically threatening harm to adults and students, intentionally causing physical harm, targeted physical aggression, fighting</li> <li>• <b>Rude gestures</b>- inappropriate exposure of body parts, generalised sexual behaviour/gestures towards adults and students</li> <li>• <b>Property/equipment misuse</b>- destruction, vandalism, using equipment as a weapon, including rocks, throwing objects with intent to endanger others, inciting violence, harassment and intimidation via ICT</li> <li>• <b>Out of bounds</b>- leaving the school/location/venue/site without permission, truancy</li> <li>• <b>Toilets</b>- vandalism</li> <li>• <b>Criminal behaviour</b>- theft, forgery, animal cruelty, weapon/s, drugs (possessing, taking or supplying), violence, inappropriate exposure of body parts, ICT misconduct</li> </ul>	
<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• This is intended to be used as a guide for teachers, students and parents. It is no way intended to be an exhaustive or confined list. AT ALL TIMES behaviours need to be addressed in context, with previous history, special needs and individual student management plans taken into account.</li> <li>• Incidents occurring whilst representing the school, travelling to and from school or associated with school may be dealt with using this matrix.</li> <li>• If necessary clarify any questions with a peer or school executive.</li> </ul>			



Minor Behaviour Consequences (Teacher)	Moderate Behaviour Consequences (Teacher/AP)	Major Behaviour Consequences (DP/P)
<p><b>Teachers to follow the following steps when dealing with minor behaviour:</b></p> <ol style="list-style-type: none"> <li>1. Warning 1- reminder of expected behaviour</li> <li>2. Warning 2- restate the instruction</li> <li>3. Time out in own room</li> <li>4. Time out in buddy class- Sentral entry made by teacher</li> <li>5. Teacher to call parents.</li> </ol>	<p><b>Student sent to AP:</b>  <b>APs are encouraged to follow this process when conferencing with children:</b></p> <ol style="list-style-type: none"> <li>1. Listen to the children account of events <i>(take notes or gain written statements if necessary)</i></li> <li>2. Discuss incident/s with teacher to decide possible consequences.</li> <li>3. Ensure behaviour is considered 'Moderate' and select appropriate consequence</li> <li>4. Inform student of the decision and consequences</li> <li>5. Reminder of the rule/s expectations</li> <li>6. Warning of further consequences if behaviour persist</li> <li>7. Contact parent via phone call</li> <li>8. AP to finalise incident on sentral and record consequences</li> </ol>	<p><b>Student sent to DP:</b>  <b>Executives are encouraged to follow this process when conferencing with children:</b></p> <ol style="list-style-type: none"> <li>1. Listen to the children account of events <i>(take notes or gain written statements if necessary)</i></li> <li>2. Discuss incident/s with executive to decide possible consequences.</li> <li>3. Ensure behaviour is considered 'Major' and select appropriate consequence</li> <li>4. Inform CRT and student of the decision and consequences</li> <li>5. Reminder of the rule/s expectations</li> <li>6. Warning of consequences if behaviour persists</li> <li>7. Contact parents via phone call</li> <li>8. DP to finalise incident and enter incident or add to teacher entry on Sentral and record consequences.</li> </ol>
<p><b>Possible consequences can be, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>• Temporary removal from activity</li> <li>• Alter activity</li> <li>• Discussion with student</li> <li>• Missing out on play with teacher</li> <li>• Walking with the teacher</li> <li>• Loss of privilege/s</li> <li>• Reflection sheet in class</li> <li>• Completion of work during break</li> <li>• Conversation with parent</li> </ul>	<p><b>Possible consequences can be, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>• <b>BFS Reflection x1-3</b></li> <li>• Conference with student</li> <li>• Informal time off playground with AP</li> <li>• Restricted play</li> <li>• Loss of privilege/s</li> <li>• Parent contact</li> <li>• Monitoring card- AP to decide parameters</li> <li>• Warning of suspension</li> <li>• Informal (in-school) suspension</li> <li>• Alternative attendance plan</li> </ul>	<p><b>Possible consequences can be, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>• <b>BFS Reflection x3-5</b></li> <li>• Conference with student and executive</li> <li>• Informal time off playground with executive</li> <li>• Restricted play</li> <li>• Loss of privilege/s <i>(exclusion from: further excursions: school representation, school activities, reward events; camps; farewell etc School leaders (e.g. captains are required to hand in badges for a designated time, forgoing responsibilities of those roles)</i></li> <li>• Parent contact</li> <li>• Monitoring card: DP to decide parameters</li> <li>• Warning of suspension</li> <li>• Informal (in-school) suspension</li> <li>• Suspension</li> <li>• Alternative attendance plan</li> </ul>
<p><b>Response to ALL student behaviour is:</b>            -Calm -Consistent -Brief -Immediate -Respectful -Private -Directional</p>		



### 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 and playground expectations
- establishing predictable routines and procedures that are communicated clearly to students regularly
- encouraging expected behaviour with positive feedback and reinforcement
- providing active supervision of students
- maximising opportunities for active engagement with learning by providing carefully sequenced and engaging lessons
- differentiating learning content and tasks to meet the needs of all learners.

### Whole school approach across the care continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	<a href="#">The Resilience Project</a>		All
Prevention	<a href="#">National Week of Action (NWA)</a>	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Staff, students 3 - 6
Prevention	<a href="#">Child protection</a>	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner <a href="#">Toolkit for Schools</a> to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
Targeted / Individual intervention	<a href="#">Learning and Support</a>	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual	<a href="#">Attendance support</a>	Attendance meetings every 3 weeks with DPs and HSLO.	Individual students,



Care Continuum	Strategy or Program	Details	Audience
<b>intervention</b>		Appropriate letters sent to families regarding attendance. If concerns persist, DPs and HSLO will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	attendance co-ordinator
<b>Individual intervention</b>	<a href="#">Individual behaviour support planning</a>	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP

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

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. See Appendix 1.

Barramurra 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.

Preventing and responding to behaviours of concern

Planned responses to behaviour that does 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.

- Teacher managed – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- Executive managed – behaviour of concern is managed by school executive.
- Corrective responses are recorded on School Bytes. These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> <li>• rule reminder</li> <li>• re-direct</li> <li>• offer choice</li> <li>• error correction</li> <li>• prompts</li> <li>• reteach</li> <li>• seat change</li> <li>• stay in at break to discuss/ complete work</li> <li>• conference</li> <li>• detention, reflection and restorative practices</li> <li>• communication with parent/carer.</li> </ul>	<ul style="list-style-type: none"> <li>• rule reminder</li> <li>• re-direct</li> <li>• offer choice</li> <li>• error correction</li> <li>• prompts</li> <li>• reteach</li> <li>• play or playground re-direction</li> <li>• walk with teacher</li> <li>• detention, reflection and restorative practices</li> <li>• communication with parent/carer.</li> </ul>

Barramurra Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. This will be done through weekly school expectation lessons.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts. 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.



<b>Prevention</b> Responses to recognise and reinforce positive, inclusive and safe behaviour	<b>Early Intervention</b> Responses to minor inappropriate behaviour are teacher managed.	<b>Targeted/Individualised</b> Responses to behaviours of concern are executive managed
<p>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.</p>	<p>1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p>	<p>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.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>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.</p>
<p>3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on SchoolBytes</p>	<p>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.</p>	<p>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.</p>
<p>4. Social emotional learning lessons are taught (Resilience Project) weekly.</p>	<p>4. Teacher records on School Bytes by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-</p>	<p>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</p>



Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the Seesaw or 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.	ordinator. 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.	support/response plan. 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.

### Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on School Bytes. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

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:

- [Incident Notification and Response procedure](#)

- 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

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?
<b>Reflection room</b> – a 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 School Bytes
<b>Alternate play plan</b> – 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 (detention)	Next break	Assistant Principal	Documented in School Bytes

### Review dates