NSW Department of Education

School Behaviour Support and Management Plan

Overview

Bermagui Public School is dedicated to explicitly teaching and modelling positive behaviour and supporting all students in engaging with their learning. We aim to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, opportunity, and success for every student every day. We value and strive to develop safe, respectful learners in a caring learning community. 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.

School behaviour support and management plan

To achieve our mission, key programs prioritised and valued by the school community are:

- Positive Behaviour for Learning
- PAX Good Behaviour Game
- Open Parachute
- Grow Your Mind

These programs emphasise social and emotional learning, which fosters good mental health, nurtures positive relationships, and helps prevent bullying. Bermagui Public School rejects all forms of bullying, including online (cyber) bullying, by maintaining a commitment to a safe, inclusive, and respectful learning environment that promotes student wellbeing.

Our staff are dedicated to implementing evidence-based approaches and strategies that cultivate a positive climate where bullying is less likely to occur. All school community members actively contribute to building a welcoming culture that values diversity and encourages positive relationships. A crucial aspect of this supportive environment is the development of respectful relationships and the clear message that bullying is unacceptable in both online and offline contexts. School staff are proactive in addressing and responding to instances of bullying behaviour among students.

Partnership with parents and carers

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

- inviting parent/carer and student feedback through formal and informal means, such as School Climate surveys, parent consultation, consulting with the P&C and local AECG.
- using concerns raised through complaints procedures to review school systems, data and practices.

Bermagui Public School will communicate these expectations to parents/carers through the school newsletter and school website. 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

Expectation - Respect	Expectations – Responsible	Expectation - Safe
Use respectful language	Follow all teachers' instructions	Value and maintain the safety of yourself and others
Respect the feelings of others	Be responsible for your own actions	Hats on in uncovered areas
Respect property	Be responsible for your own belongings	Be in the right place at the right time
Respect individual choice	Keep areas clean and tidy	Keep your hands and feet to yourself
Care for and support others	Be in control of your emotions	Report hazards to teachers
Listen to staff and others		Move safely

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.

Whole school approach across the care continuum

Bermagui Public 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:

- 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 students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	*Positive Behaviour for Learning*	The philosophy is that students will gradually learn to regulate their own behaviour by understanding the expectations, applying them in different settings in school, and having clear consequences for not meeting the school's expectations.	All staff & students
Prevention	*PAX – Good Behaviour Plan*	*PAX GBG* consists of proven behavioural strategies used daily by teachers with students. The 10 evidence-based and trauma-informed strategies build self-regulation in children, strengthen peer networks, reduce impulsivity and teach prosocial decision-making in children. The 'peaceful' classroom environment supports learning, wellbeing, participation and confidence.	K-2 students
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention / Early intervention	*Open Parachute*	*Open Parachute* is a Tier 1 mental health & wellbeing program created for K-12 schools. The focus is on prevention, giving students an opportunity to practise skills for addressing any current or future challenges that might impact their mental health.	K-6
Prevention/ Early intervention	*Grow Your Mind*	*Grow Your Mind* builds resilience and supports respectful relationships and consent education. The program provides innovative and engaging wellbeing strategies for educators, children and families.	Kindergarten students, individual students K - 6, families, staff
Prevention / Early intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit supports our school to prepare, engage and educate the school community about creating and maintaining safe online environments to prevent cyberbullying incidents.	All students, individual students K - 6, families, staff
Prevention / Early intervention / Targeted intervention / Individual	Calm sessions	This targeted intervention program is designed for a small group of students who need time to reset and regulate as they transition from break times back into the classroom. In this 10-minute session, students use a feelings chart to identify their mood and engage in discussions about their feelings in a calm and supportive environment.	
Targeted intervention / Individual intervention	Reflection Room	An assistant principal monitors the Reflection Room during lunchtime for students referred for behavioural incidents via the Wellbeing app in *School Bytes.* This setting provides an	

Care Continuum	Strategy or Program	Details	Audience
		opportunity for students to engage in guided restorative practices.	
Individual intervention	Attendance support Attendance Matters	The Principal will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, principal
Targeted / individual intervention	School learning and support	Provides support for students who need personalised learning and support. Learning Support Team referral.	LST, Principal, individual students K - 6, families
Individual intervention	Individual Behaviour Support Planning	Planning is done in collaboration with the student and their family with support from Team Around a School where needed. This can include individual behaviour support and risk management plans.	Individual students, 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.

Bermagui 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 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

Bermagui 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.

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 through scheduled PBL lessons 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 students can regulate.	1. Follow individual behaviour response plans. Seek help from an executive or other staff member if there is a risk to safety. Otherwise notify an executive immediately.

2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour (PBL token cards, weekly class awards, bronze, silver and gold awards).	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback	2. Principal/AP/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. Referral to the Reflection Room. 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 in the data drive.	3. Use direct responses e.g. expectation 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. AP/Principal collects information and reviews the incident from multiple perspectives and determines next steps. CT/Principal/AP records the incident on *School Bytes* recording system and contact parent/carer by email or phone. Principal/AP may consider further action, e.g., behaviour monitoring card/communication book / formal caution/suspension.
4. All social-emotional learning programs (*Open Parachute, Smiling Mind, Grow Your Mind*) are taught regularly.	4. Teacher records on *School Bytes* by the end of the school day. Monitor and inform family if repeated.	4. Refer to the school's Learning and Support Team 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 email 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/AP 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*. 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
- 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, 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 Policy
- Incident Notification and Response Procedures
- Student Behaviour policy and Suspension and Expulsion procedures.

Detention, reflection and restorative practices

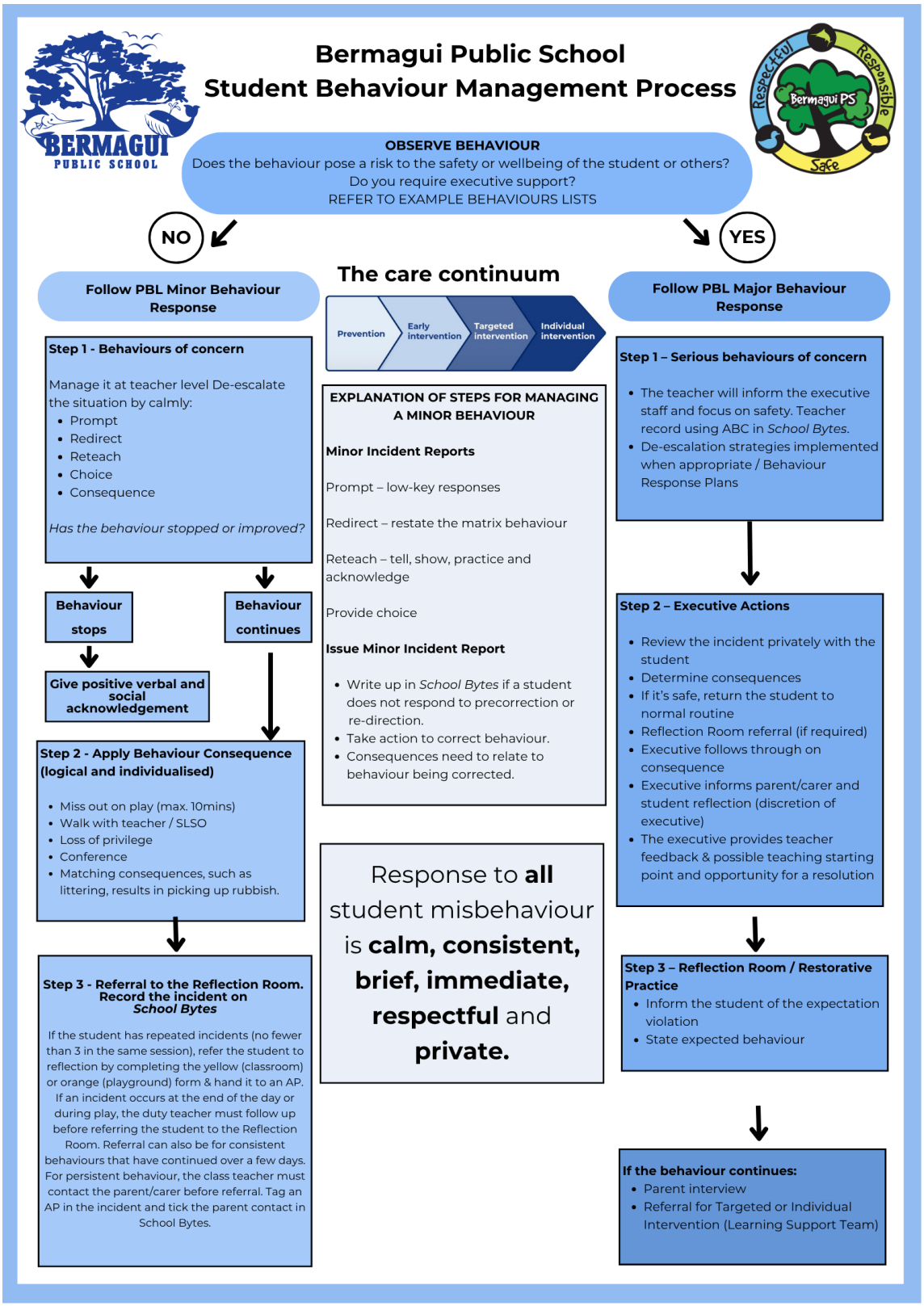
Strategy	When and how long?	Who coordinates?	How are these recorded?
Loss of play	Break loss of play for up to 10 minutes	Teacher with whom the behaviour occurred	School Bytes
Reflection Room	Lunch play Generally, for all of lunch play but at AP's discretion Toilet breaks as required	Assistant Principal	*School Bytes*

Review dates

Last review date: Day 1, Term 1, 2026

Next review date: Day 1, Term 1, 2027

Appendix 1: Student Behaviour Management Process



Appendix 2: Bullying Response Flowchart

First hour: Listen

- Identify bullying behaviour, including cyber-bullying
- Provide a safe, quiet space to talk and reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

Day 1: Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student and check with the student to ensure you have the facts correct
- Enter the record in *School Bytes*
- Notify school executive of incident if required in line with behaviour management flowchart
- Notify parent/s that the issue of concern is being investigated

Day 2: Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day 3: Discuss

- Evaluate the information to determine if it meets the definition of bullying (see above)
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day 4: Implement

- Document the plan of action in *School Bytes*
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day 5: Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in *School Bytes*

Ongoing follow-up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in *School Bytes*
- Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students