

# Berowra Public School Behaviour Support and Management Plan

## Overview

Berowra Public School supports the learning, wellbeing and safety of all students. Collaboration between staff, students and parents/carers is fundamental to maintain positive behaviour and effective discipline.

Berowra Public School 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 are Positive Behaviour for Learning (PBL), Smiling Mind, The Anxiety Project, and Rock and Water.

An effective behaviour support and management plan is one that seeks to lead children towards high self-esteem and self-regulation. Consequently, effective discipline arises from positive relationships and from setting high but achievable expectations for behaviour.

At Berowra Public School our BPS School Behaviour Support and Management Plan aims to create an environment of mutual respect in which all students can grow, learn, and feel that they are safe and valued.

Parents have a vital role to play in their children's education. It is very important that they support their child's learning and cooperate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. We will inform parents throughout this process, and if parents have concerns, we ask that they make these known to the class teacher, Stage AP or Principal.

## Aims

- Students will understand, value and follow the school expectations.
- Parents will support the school in the implementation of the BPS School Behaviour Support and Management Plan.
- Teachers will treat all students fairly and apply this plan in a consistent way.
- Every member of the school community will behave in a considerate way towards others.
- The school expectations, NSW Public Schools Behaviour Code and BPS School Behaviour Support and Management Plan is known and understood by all school community members.
- Every member of the school community feels valued and respected.
- Teaching and learning will promote good relationships based on mutual respect and consideration for others.
- Children will learn in a safe, harmonious, and secure environment and become positive, responsible, and independent members of the community.
  - Appropriate behaviour will be recognised, rewarded and all students will be encouraged to behave in this way.

## School-Wide Expectations for Managing Emotions

- Students self-check before seeking help. This self-check includes reflecting on their initial thoughts and then 'thinking again'.
- Students understand that their feelings come and go and that not all feelings need to be acted on.
- Students use accurate language to describe their feelings and concerns.
- Students use critical thinking skills and problem-solving strategies to work through their difficulties.
- Students use self-calming skills and relaxation techniques.
- Students support each other to stay calm by reminding each other of self-calming techniques.
- Students seek help when they cannot resolve problems using their own skills.

Promoting and reinforcing positive student behaviour and school-wide expectations  
PBL Matrix

 <b>School Wide Expectations</b>							
PBL	Office	Eating Areas	Playground	Canteen	Toilets	Hall	Outside of School HZSS/Bikes/Bus
Self	Use your manners Use the office for the right reasons	Take care of your belongings Sit down to eat	Be in the right place at the right time Take care of your belongings Play safe and fair	Be in the right place at the right time Spend your own money	Use the toilets at break times when possible Wash your hands Leave unnecessary belongings outside e.g. food	Be in the right place at the right time Respect the occasion Sit quietly and sensibly	Be in the right place at the right time Take care of your belongings Represent your school appropriately
Others	Be patient and wait your turn Be polite to the office staff	Leave others to eat in peace Eat your own food and drinks	Follow teachers' directions the first time Keep hands, feet and objects to yourself Encourage others	Follow teachers' directions the first time Speak politely and wait your turn	Keep hands, feet and objects to yourself Respect others' privacy Use an inside voice	Follow teachers' directions the first time Listen attentively to all speakers	Follow teachers' directions the first time Keep hands, feet and objects to yourself Speak politely and act kindly
Community	Be helpful and friendly to all visitors Be respectful of furniture and surroundings	Keep the area clean and tidy Put your lunch boxes in the class tub	Use equipment appropriately and safely Keep food away from play areas Be respectful of other people's games	Keep the area clean and tidy Use facilities and equipment properly	Use facilities properly Conserve water Keep facilities clean and tidy	Take care of facilities Applaud appropriately	Walk bikes and scooters in school grounds Follow road rules Use facilities properly

PBL Expectations in the Classroom (to be developed yearly, with the students, for each class)

## Respect in

<b>Self</b>	
<b>Others</b>	
<b>Community</b>	

**Everyone - Everywhere - Everytime**

## **Strategies and Practices to Promote Positive Student Behaviour**

Berowra Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

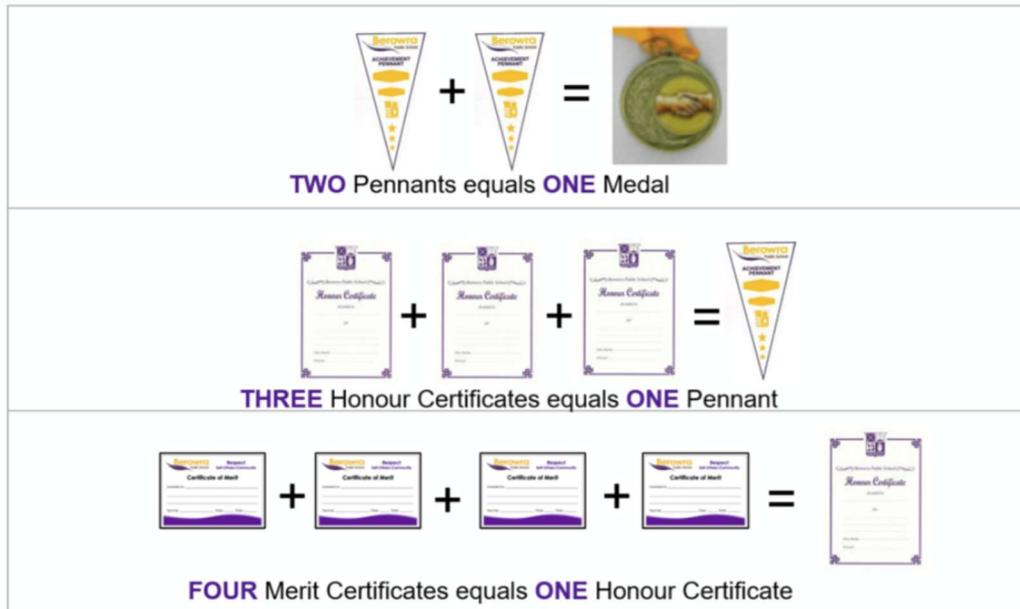
- The PBL Behaviour Matrix clearly defines behaviour expectations
- Expected behaviours are explicitly taught by all staff members
- Staff and students use common language regarding expected behaviour
- Correct behaviours are taught and strengthened to replace inappropriate behaviours
- A community understanding that positive and negative consequences for behaviour will be followed through with consistent, common practices
- There is formal, informal and frequent use of positive rewards/reinforcers for appropriate student behaviour
- Teacher and student negotiate, discuss and reflect on behaviour
- The BPS Behaviour Support and Management Plan which is designed to promote positive behaviour
- All students are dealt with in a fair and equitable manner
- Anti-Bullying Procedures are enforced, and the Anti-Bullying Plan implemented each year
- Smiling Mind, Child Protection, The Anxiety Project, Anti-Racism, Drug Education and Cyber safety lessons taught each year

### **Positive Reward System**

Berowra Public School is strongly committed to encouraging and rewarding achievement in all aspects of school life. We reward positive behaviour, as we believe that this will develop an ethos of kindness, empathy and cooperation. Our positive system of rewards will include:

- Certificates of merit presented in school assemblies
- Progressive and integrated system of rewards based on the collection of certificates of merit
- Special mention/recognition in class, assembly and/or school newsletter
- Verbal praise and feedback about students' learning and behaviour
- Informal referral to the Executive or Principal for commendation
- Individual classroom rewards systems
- Certificates, books, trophies and prizes awarded at the Presentation Day assembly
- Positive playground behaviour is recognised and rewarded with 'Gotchas' with the winning house receiving a suitable reward each term (eg. BBQ, ice block)

**Berowra Public School Award Flowchart**



=

Gotcha tokens are collected in coloured 'house group' boxes. Winning house at the end of the term receives predetermined award.

Merit Certificates are presented to selected students from each class at school assemblies

AWARD	ACHIEVEMENT OF AWARDS	ACKNOWLEDGEMENT OF AWARDS
Merit	Teacher awards Merit Certificates for academic achievement and/or good citizenship.	Each class teacher selects 4 students for awards each week. Merit Certificates are presented at assembly. Noted in school newsletter.
Honour	Student has earned <b>4</b> Merit Certificates which converts into an Honour Certificate.	Honour Certificate presented at whole school assembly.
Pennant	Student has earned <b>3</b> Honour Certificates which converts into a Pennant.	Pennant presented at the whole school assembly.
Medal	Student has earned <b>2</b> Pennants which converts into a Medal. For students who have consistent behaviour concerns, their eligibility will be at the discretion of the executive.	Medals are presented at the annual BPS Presentation Day.

**Please note:**

Teachers record certificate of merit for each student on School Bytes

## **Classroom Management Procedures**

All classrooms have their own reward system to recognise student effort, achievement and to encourage appropriate behaviour.

### **When students display inappropriate classroom behaviour, teacher will:**

- Actively supervise, remind student of appropriate behaviour/school expectation, redirect, reteach the school expectation, conference and provide choice.
- Provide a second reminder and move the student to a designated timeout area within the classroom.
- If inappropriate behaviour continues the student will be sent to a buddy behaviour class to reflect. The teacher will have a conference with the student to discuss behaviour at the next appropriate break.
- If the behaviour continues the student will be referred to the Stage AP.

## **Playground Management Procedures**

Each teacher on playground duty is expected to actively monitor behaviour and ensure expectations and safety procedures are correctly followed.

Teachers will wear a fluorescent vest for easy identification.

### **When students display inappropriate playground behaviour, the duty teacher will:**

- Actively supervise and remind student of appropriate behaviour, redirect, and reteach the school expectation.
- Conference with the student and provide choice.
- Record Minor incidents on School Bytes.
- Classroom teacher is to monitor Minor incidents and contact parents if a pattern emerges (1 incident is considered a one off, 2 incidents a choice, 3 incidents a pattern).
- Refer to the Stage AP if the students' inappropriate behaviour is a Major behaviour incident.

# Responding to Behaviour in the Classroom



**1. Active Supervision/  
Prompt-** Provide verbal and/or visual cues as expectation reminder.

**2. Redirect**  
Restate the expectation/s to individual.

**3. Reteach**  
State/demonstrate the expectation. Student demonstrates. Provide feedback.

**4. Conference and provide choice**  
Give student 2 choices - the preferred desired behaviour or logical consequence (and get response). Apply logical consequence if preferred behaviour is not demonstrated.

If behaviour continues

**Issue 5-15 minute timeout in classroom**

- Record at teacher discretion
- Student to continue with own work
- Conference with teacher at conclusion of lesson

If behaviour continues

**Issue timeout in buddy classroom- Duration set by teacher (If during RFF, RFF teacher to send to RFF supervisor)**

- Class teacher discuss incident with student and record the incident on Sentral in Minor

If behaviour persists

**Refer student to Stage AP**

- Teacher and student to conference with AP during break
- AP may place student in Reflection Room

**Note: if the Stage AP is not available, refer to another AP**

**Remember – low level issues:**  
Staff address errors by addressing and correcting just as they would an academic error.

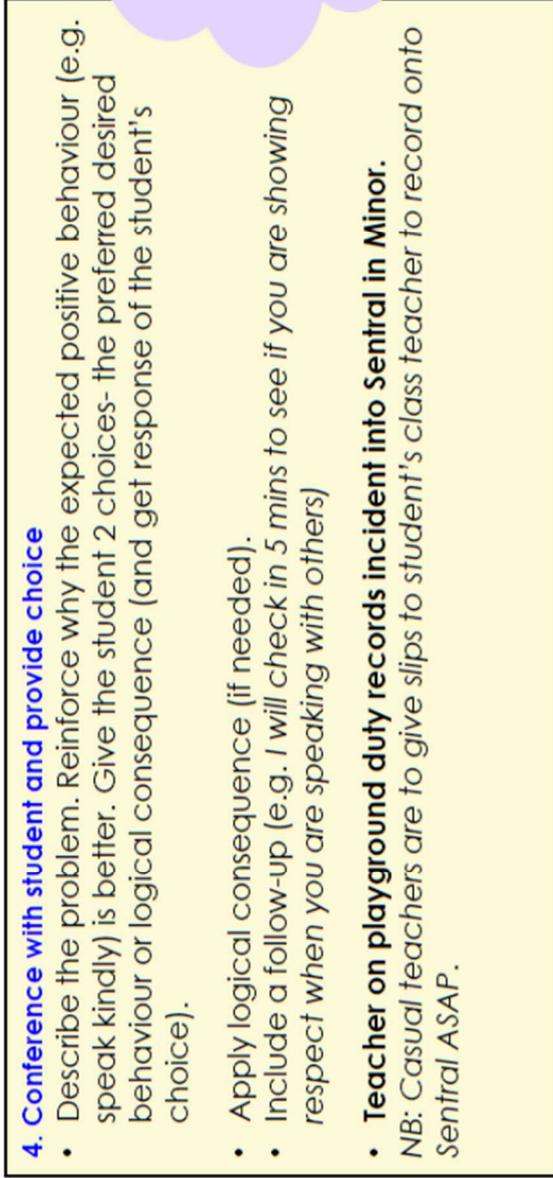
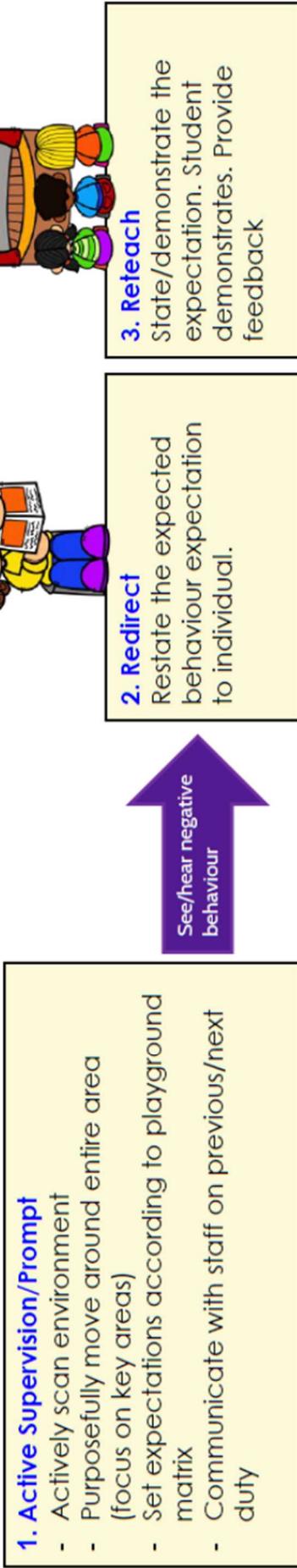
**General considerations:**

- respond as soon as possible
- be calm
- be consistent
- be specific, yet brief
- have a quiet, respectful interaction with student
- refocus group if needed

**Major Incidents \*\*\*Safety issues\*\***

- **Teacher** calls to Stage AP/Supervisor. **Note: if Stage AP is not available, refer to another AP/Principal**
- Emergency procedures followed if needed.
- Class teacher and AP/Principal discuss ASAP. AP enters details onto Sentral ASAP.
- Parents contacted by Stage AP and consequences for student(s) delivered as per SBSMP.

# Responding to Behaviour in the Playground



If behaviour continues or the behaviour includes put-downs/bullying



**Remember, for low level issues:**

- respond ASAP
- be calm
- be consistent
- be specific, yet brief
- have a quiet, respectful interaction with student
- refocus group if needed

<p><b>Major Incidents **Safety issues**</b></p>	<ul style="list-style-type: none"> <li>• <b>Teacher</b> calls to stage AP/supervisor. <b>Note: If Stage AP is not available, refer to another AP/Principal.</b></li> <li>• Emergency procedures followed if needed.</li> <li>• Class teacher and AP/Principal discuss ASAP. AP enters details onto Sentral ASAP.</li> <li>• Parents contacted by Stage AP and consequences for student(s) delivered as per SBSMP.</li> </ul>
---	--

## Behaviour Levels Procedure –

### All behaviour levels commence at Level 0 each year

- Teachers who record a low-level behaviour incident is responsible for the follow up consequence with the student/s involved. The teacher will discuss behaviour expectations with a student causing particular concern to encourage improved behaviour, positive problem solving, personal behaviour goal setting, and to determine follow up consequences.
- Teachers record the details of low-level behaviours on School Bytes in Minor.
- All Major Behaviour Incidents are to be recorded on School Bytes by the teacher and passed on to the Stage AP immediately.
- Students who do not meet the school's behaviour expectations are given an opportunity to reflect on and discuss their behaviour in the Reflection Room. This is not a punitive punishment but an opportunity for students to reflect and learn positive behaviour alternatives.
- The Reflection Room will be implemented by an Executive during lunchtime.
- Executive will mark the Reflection Room attendance register in School Bytes and record the level on the Teams Behaviour Spreadsheet.
- **Reflection Room 1** – student will complete the reflection sheet and Stage AP will phone parent to inform them of the incident.
- **Reflection Room 2** – student will complete the reflection sheet and Stage AP will phone parent to inform them of the incident.
- **Level 1** - student will complete the reflection sheet, Stage AP will phone parent to inform them of the incident and a letter will be sent home.
- **Level 2** - student will complete the reflection sheet, Stage AP will phone parent to inform them of the incident and a letter will be sent home. The student will be issued a Behaviour Card for the classroom and/or playground.
- **Level 3** - student will complete the reflection sheet, Stage AP will phone parent to inform them of the incident and a letter will be sent home. The student will remain on a Behaviour Card. At this stage the student will be withdrawn from school privileges such as representing the school at HZSS.
- **Formal Caution** - student will complete the reflection sheet, Stage AP will phone parent to inform them of the incident and a Formal Caution to Suspend letter will be sent home. The student will continue to be on a Behaviour Card and will continue to be withdrawn from school privileges such as representing the school at HZSS. If a student has no majors recorded for a period of up to 50 days they will revert back to Level 1.
- **Suspension** - student will complete the reflection sheet. The Principal will speak with the parents to inform them of the recurring inappropriate behaviour and a Suspension letter will be sent home in line with *DoE Suspension and Expulsion procedures* <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-06>

**Note:**

- **Behaviour demotion may be fast-tracked in exceptional circumstances, in consultation with the Stage AP and Principal.**
- **If student on Level 2 and Level 3 improves their behaviour, they will be reinstated to Level 1 at the end of Semester 1.**
- **If student on Formal Caution has no majors recorded for a period of up to 50 days, they will revert to Level 1.**
- **Students returning from Suspension are reinstated to Formal Caution until the period has finished and then they will return to Level 1 if they have no major incidents recorded.**

**Behaviour Code for 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>

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

**Major Behaviour Incidents**

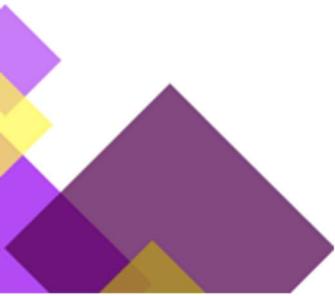
- Aggressive behaviour
- Assault
- Bullying
- Continuing persistent behaviour posing an unacceptable risk to another person's learning and/or wellbeing
- Criminal behaviour
- Cyber bullying
- Destruction of property that poses an unacceptable risk to health and safety
- Misuse of technology
- Physical violence
- Possession of a prohibited weapon
- Psychological abuse
- Racism or discrimination
- Use of implement as a weapon
- Verbal abuse
- Offensive or abusive language

## Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention for all students	PBL	<p>Tier 1 – School Wide and Classroom Systems of Support</p> <p>Strong teacher/student relationships</p> <p>Explicit teaching and modelling of specific skills including behaviour expectations and social skills</p> <p>Communication with parents around school expectations</p> <p>Class based systems of expectations and positive reinforcement</p> <p>Consistent teacher expectations, routines, modelling and responses to behaviour</p>	Students, staff and parents
	LST and School Transitions	Liaise with previous teachers, pre-schools, external paraprofessionals	Students, staff and parents
	Curriculum	Curriculum links, particularly in PDHPE External link (including respectful relationships), and personal and social capabilities in all syllabi	Students
	Smiling Mind The Anxiety Project	<p>Social skills programs, role play and drama activities, and circle time</p> <p>Engaging parent involvement</p>	Students, staff, parents and LST

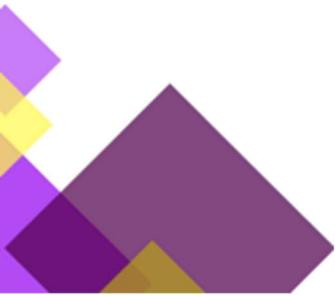


		Integrating mindfulness, movement breaks and social/emotional learning into teaching and learning programs	
	Differentiated programs ILP PLP	High quality differentiated teaching that addresses individual learning needs of all students, where appropriate learning adjustments are documented in an individual learning plan and/or Personal Learning Pathways (PLPs)	Students, staff, parents and LST
	Incursions	Accessing external providers to present sessions on cyber-safety, anti-bullying and other school-identified areas	Students
	Teacher Reflection	Teachers reflect on practice to evaluate factors affecting behaviour	Staff
Early intervention for some or all students	Classroom Management	Communication with parents  Explicit teaching and modelling of specific skills including behaviour expectations and social skills  Social stories, visual cues, routines and strategies such as weighted blankets, fidget toys, self-regulation training	Students, staff, parents and LST
Targeted intervention for some students	Classroom Management	Communication with parent/carer and, where relevant, communication books  Modified individual expectations and goals  Transition strategies – class to playground, lesson to lesson, grade to grade, school to school	Students, staff, parents and LST
	Rock and Water	The Rock and Water program provides young people a pathway to self-awareness,	Students



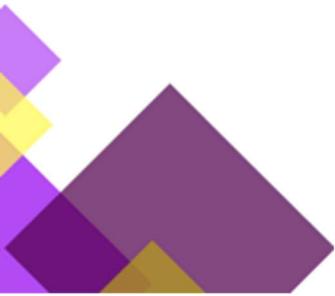


		and increased self-confidence and social functioning	
	PBL	Tier 2 – Targeted Systems of Support	Students and staff
	LST	LST Referral and recommendations Functional Behaviour Assessment	Students, staff, parents and LST
	Transition Strategies	Transition strategies – class to playground, lesson to lesson, grade to grade, school to school	Students, staff, parents and LST
	Delivery Support Team	'Team Around a School' – Learning and Wellbeing Officer, Assistant Principal Learning and Support, Senior Psychologist Education, Behaviour Specialist, Out of Home Care Teacher, Itinerant Support Teacher Early Intervention, Support Teacher Transition, Aboriginal Community Liaison Officer, Home School Liaison Officer, Aboriginal School Liaison Officer, Assistant Principal Sensory (Hearing and Vision), Learning and Wellbeing Advisor, Learning and Wellbeing Coordinator NDIS Transition Coordinator, Networked Specialist Facilitator  Itinerant Support Teachers, Early Intervention where transition to school concerns are identified by the preschool or family	Students, staff, parents and LST
Individual intervention for students	Classroom management	Communication with parent, and where relevant, the use of communication books  Check-in/check-out	Students, staff, parents and LST





		<p>Sensory assessment and supports</p> <p>Programs to explicitly teach social competence and interpersonal skills, and social-emotional skill development</p> <p>Individual Behaviour Plan</p> <p>Risk Management Plan</p> <p>Negotiated Playground Plan</p> <p>Attendance programs</p>	
	PBL	Tier 3 - Individual Systems of Support	Students, staff, parents and LST
	Delivery Support Team	<p>Develop appropriate behaviour expectations and strategies with other staff members</p> <p>Monitor the impact of support for individual students through continuous data collection</p> <p>Provide consistent strategies and adjustments outlined within an individual student support plan</p>	Students, staff, parents and LST
	Itinerant Support Teachers	Students with disabilities or significant support needs may access help from itinerant support teachers (hearing and vision, conductive hearing loss, early intervention and support teacher transition) who visit schools and work directly with the student to	Students, staff, parents and LST





		plan and develop personalised learning and support	
	Refugee Student Support	Refugee student counselling support team and targeted support  The implementation of programs to support newly arrived EAL/D students and students from refugee backgrounds	Students, staff, parents and LST

### Reflection and restorative practices

The reflection room focuses on restorative actions rather than punitive punishment.

Action	When and how long?	Who coordinates?	How are these recorded?
<b>Reflection Room for Major incidents</b>	Lunch time	AP	School Bytes, reflection folder and Teams Behaviour Spreadsheet

### Partnership with parents/carers

Berowra Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing BPS School Behaviour and Management Support Plan by consulting with parents via the P&C and gaining parent feedback through parent focus groups and parent surveys.

Berowra Public School will communicate these expectations to parents/carers by email via School Bytes, the school newsletter *The Crest*, the school website and P&C meetings,

### School Anti-bullying Plan

[Berowra Public School Anti-Bullying Procedures](#)

Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

### Reviewing dates

Last review date: June 2025

Next review date: Jan 2027

