

# School Behaviour Support and Management Plan

## Binnaway Central School

### Overview

Binnaway Central School students will be reflective learners with the ability to successfully navigate a complex, changing world as respectful, responsible, communicators. Positive Behaviour Learning (PBL) and a strong welfare focus allows Binnaway Central School to assist students to regulate their behaviour.

The school operates a strong welfare program that supports and compliments the management of student behaviour. This Welfare program incorporates;

- A Social Skills group,
- Resilience Project lessons from Kindergarten to Year 10,
- Individual Behaviour Support Plans and Individualised Learning and Support Plans devised through 3-way consultation, School, Parents and the Student.
- Breakfast Club

Binnaway Central School rejects all forms of bullying and tackles these issues through creating an empathetic community that can understand the causes of individual actions. Through this we are aiming to support and encourage students to accept differences in all others.

### Partnership with parents and carers

Binnaway Central School recognises the vital role of parents and carers in supporting student behaviour. We partner with parents/carers to establish clear expectations and provide resources to reinforce positive behaviour at home and within our community.

Our strategies include:

- Surveys and Feedback: Gathering input through formal and informal surveys, including the 'Schools Survey'.
- Communication: Keeping parent/ carers informed through phone calls, texts, Facebook, newsletters, emails, Sentral Parent Portal and the school website.
- Including parents and carers in the development and implementation of Behaviour Support Plans as well as Personalised Learning Pathways.

We use a range of communication tools to ensure our parents and carers are an active participant in their child's education.

## School-wide Expectations and Rules

Expectation - Respectful	Expectations - Responsible	Expectation – Effective Communicators
<ul style="list-style-type: none"> <li>Follow teacher instructions</li> <li>Be thoughtful and polite to others</li> <li>Use manners</li> <li>Accept differences in others</li> <li>Be respectful of all property</li> <li>Keep hand, feet, mouth and objects to yourself</li> </ul>	<ul style="list-style-type: none"> <li>Be in the right place at the right time</li> <li>Move sensibly around the school</li> <li>Care for the school environment</li> <li>Use equipment and electronics appropriately</li> <li>Always be honest</li> <li>Challenge yourself</li> <li>Complete given tasks</li> </ul>	<ul style="list-style-type: none"> <li>Listen carefully and speak politely</li> <li>Use the right language and the right volume</li> <li>Express your feelings appropriately</li> <li>Think before you speak or act</li> <li>Report problems to the teacher at the right time.</li> </ul>

### 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

This section outlines Binnaway Central School's strategies to support positive behaviour, using a multi-tiered approach across prevention, early intervention, targeted intervention, and individual intervention.

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBIS (Positive Behaviour Interventions and Supports)	A proactive approach to behaviour management that involves teaching and modelling positive behaviours, setting clear expectations, and providing support to students.	All Students
	Breakfast Club/ Morning Check in	Rostered staff conduct a Breakfast Club program, providing students with food to ensure they are ready to learn when school commences each day.  Staff in general take this time to connect with students, administering prescribed medication, and assessing their readiness to learn for the day.	All Students

Care Continuum	Strategy or Program	Details	Audience
	Zones of Regulation	Explicit teaching of student self-awareness and strategies to self-regulate emotions using a structured framework.	K-6 Students
	Positive Reinforcement	Utilises praise, rewards, and incentives, such as recognition certificates, stickers, to encourage and reinforce positive behaviour.	All Students
	Career Education K-12	Incorporating learning about careers through the curriculum to allow students to gain; <ul style="list-style-type: none"> <li>• A more positive outlook for their future</li> <li>• A greater sense of identity</li> <li>• Better understanding of the possible opportunities available for students and their families</li> </ul>	All Students
<b>Early intervention</b>	Social Skills Group	Identified students through behavioural referrals and part of Behaviour Support Plans are referred to a Social Skills Group. This group is a game/activity-based group where students and Assistant Principal discuss behavioural choices in different situations. Students are asked to identify their feelings and emotions in different scenarios and then alternate ways to deal with particular scenarios.	K-6 Students
	Brain/ Movement Breaks	Short, intentional breaks during classroom time to reduce stress and mental fatigue, supporting students in maintaining focus and positive behaviour.	Students showing early signs of dysregulation or stress
	Fruit Break/ Crunch and Sip	Short 10 minute break to learning where students have a healthy snack and drink to support their brain function during the morning period.	K-6 Students
	Family Engagement	Regular communication with parents/carers, providing resources to support behaviour management at home and collaborating on individualised behaviour plans.	Students needing additional support, in partnership with their families.
<b>Targeted intervention</b>	McKillop Family Services	Staff work closely with McKillop Family Services to provide programs that target issues affecting students and will assist them in coping with greater resilience and acceptable behaviour.	Identified groups of students and individuals that would benefit from the activities.

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Referral to External Agencies	Refer students and their families to external resources for additional support beyond what the school can provide, ensuring a comprehensive support network.  E.g. Barnardos, Mission Australia	Students and families needing specialised support beyond the school's resources.
	Functional Behavioural Assessment (FBA) and Behaviour Response Plan	Comprehensive assessments to identify the function of challenging behaviours, followed by developing and implementing tailored intervention strategies.	Students with significant behavioural challenges.
	Access to School Psychologist	Provides mental health support and counselling services for students facing academic, social, emotional, or family issues, helping them manage their challenges and improve their wellbeing.	Identified students who require more intense support.

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

### Positive Behaviour Response

Students received instant reward for positive behaviour with PBL stickers and stamps on record cards. Students receive these stickers and stamps for positive behaviour relating to;

- Attendance
- Correct uniform
- Punctuality to activities
- Correct attitude to work during activities
- Responsible behaviour in the playground

Completed record cards achieve a Binnaway Star. A Binnaway Star creates the following success levels:

Bronze	- 5 Stars
Silver	- 10 Stars
Gold	- 20 Stars
Platinum	- 30 Stars
Principal	- 40 Stars

Students will receive mini rewards during the term and major rewards at the end of each term, culminating in a Rewards Day at the end of the year.

## Responses to serious behaviours of concern

Binnaway Central School adopts a structured and proactive approach to managing serious behaviours of concern, prioritising the safety and wellbeing of all students and staff. Our response process includes the following steps:

### 1. Incident Management:

- **Immediate De-escalation:** Staff immediately use strategies to ensure the safety of all individuals involved.
- **Assessment and Support:** Assess the student's needs and provide support to help them regain control. This may involve removing the student from the situation to a safe, supervised area for reflection and calming.
- **Involve Executive Staff:** If the behaviour poses a significant risk, Executive staff are informed to assist in managing the incident.

### 2. Communication:

- **Document the Incident:** All minor and major incidents are documented in Sentral, including details of the behaviour, interventions used, and outcomes.
- **Inform Parents/Carers:** Parents/carers are promptly informed of the incident and the school's response.
- **Team Debrief:** Staff involved will participate in a debriefing session to review the incident, identify triggers, and plan for future support.

### 3. Intervention:

- **Functional Behavioural Assessment (FBA):** Conduct an FBA to understand the underlying causes of the behaviour and inform the development of an individualised Behaviour Response Plan.
- **Behaviour Response Plan:** Develop and implement a Behaviour Response Plan tailored to the student's needs, outlining strategies to prevent repetition.
- **Restorative Practices:** Conduct restorative conferences to address the impact of the behaviour, repair harm, and develop strategies for future positive behaviour.

### 4. External Support and Referral:

- **School Counselling and External Agencies:** Provide access to school counselling services and refer to external agencies if necessary for additional support.
- **Modified Enrolment or Learning Environment:** In some cases, adjust the student's school day or learning environment to support their needs.

### 5. Compliance: Follow the NSW Department of Education Student Behaviour Policy and Suspension and Expulsion Procedures in all responses.

### 6. Review and Follow-up:

- **Monitor Progress:** Regularly review the student's progress and adjust the Behaviour Response Plan as needed.
- **Family Engagement:** Engage with the student's family to ensure a consistent approach to behaviour support at school and home.

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.

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.

### 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](#)

### Social Skill Groups, detention, reflection and restorative practices

Binnaway Central School uses a variety of strategies to support students in reflecting on their behaviour and repairing relationships. These practices are designed to be age-appropriate and ensure the wellbeing of the student, including regular food and toilet breaks as needed.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Social Skills Group	½ Lunch	AP	Sentral
Detention	10 min	Teacher	Sentral
Principal Detention/Reflection of Behaviour (Targeted conversation and activity that matches issue of student)	25 min	Principal	Sentral

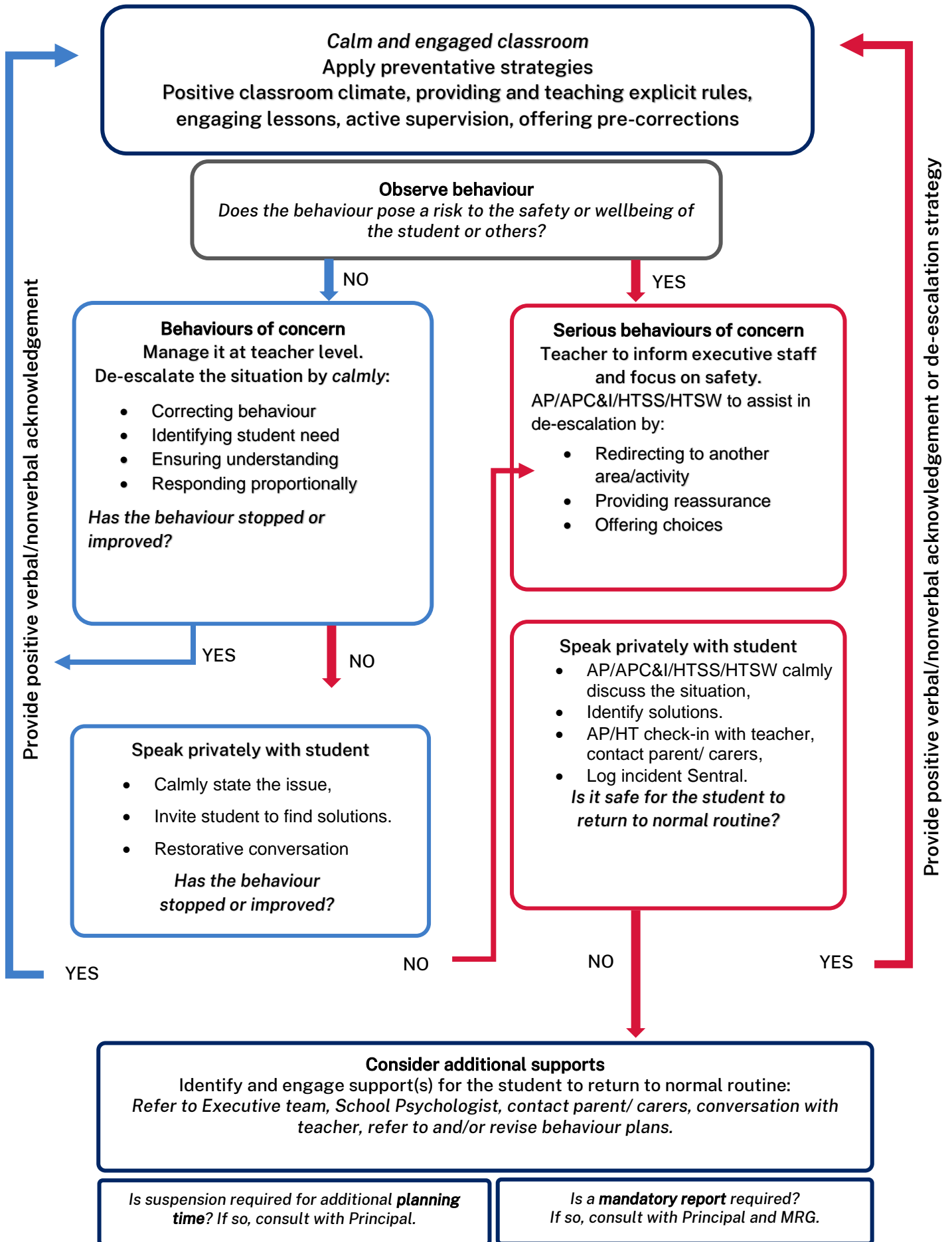
<b>Prevention</b> Responses to recognise and reinforce positive, inclusive and safe behaviour	<b>Early Intervention</b> Responses to minor inappropriate behaviour	<b>Targeted/Individualised</b> Responses to behaviours of concern
<b>Positive Reinforcement:</b> Use praise, recognition certificates and PBL cards to encourage and reinforce positive behaviour.	<b>Restorative Chats:</b> Engage in brief restorative conversations with students to address minor behavioural issues before they escalate.	<b>Functional Behavioural Assessments (FBA):</b> Conduct assessments to identify the function of challenging behaviours and develop appropriate intervention strategies.
<b>Restorative Practices:</b> Conduct classroom circles and peer mediation to build relationships and create a supportive school climate.	<b>Brain Breaks:</b> Use short breaks to help students manage stress and refocus during lessons.	<b>Behaviour Response Plans:</b> Implement individualised plans tailored to address specific behaviours of concern.
<b>SEL Programs:</b> Teach social and emotional skills to promote self-awareness, empathy, and positive interactions.	<b>Zones of Regulation:</b> Guide students in recognising and managing their emotions using self-regulation strategies.	<b>Restorative Conferences:</b> Facilitate conferences to address serious incidents, repair harm, and develop strategies for future positive behaviour.
<b>PBL (Positive Behaviour Learning):</b> Set and model clear behavioural expectations throughout the school using the PBL framework.	<b>Behaviour Support Plans:</b> Develop individualised plans to support students in managing their behaviour and re-engaging with their learning.	<b>School Psychologist and External Referrals:</b> Provide access to school counselling services and refer students to external agencies for additional support if needed.
<b>Morning Routine/Check-In:</b> Monitor students' readiness for learning each day to pre-emptively address potential issues.	<b>Family Engagement:</b> Communicate with parents/carers to collaborate on strategies for addressing minor inappropriate behaviours at home and school.	

## Review dates

Last review date: 10/03/2024: Term 1, 2024

Next review date: 2/02/2026: Day 1, Term 1, 2025

**Appendix 1: Behaviour management flowchart**



## Appendix 2: Bullying Response Flowchart

