

Birrong Public School Behaviour Support and Management Plan

Overview

Birrong Public School is a safe, inclusive and collaborative learning environment where students are supported to be resilient, respectful and responsible, while meeting high expectations for learning and behaviour. Staff and parents/carers work together to encourage and challenge students to take risks, use problem solving skills and self-regulate their learning. Students are inspired to become confident and empathetic young people who achieve goals in and out of the school environment.

Our school's School Behaviour Support and Management Plan is based on fundamental School-wide expectations and rules with preferred practices for teachers which are designed to guide, encourage, support and direct students to be thoughtful, considerate and responsible in their behaviour in all contexts.

The Positive Behaviour for Learning (PBL) model is used to drive the plan and to ensure a whole – school approach for behaviour management, student wellbeing and discipline procedures at Birrong Public School. Birrong Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.



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

- [Positive Behaviour for Learning \(PBL\)](#) - Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.
- [Real Schools](#) – Restorative Practices
- [Life Skills Go](#) - emotion and wellbeing data collection tool that measures student readiness to learn, supported with a comprehensive library of evidence-based and curriculum aligned resources

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Birrong Public School rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that

promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

Partnership with parents and carers

Birrong Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

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

Birrong 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.

The [School Community Charter](#) will be promoted heavily at the start of the school year through the school’s welcome activities and enrolment procedures. It will also be promoted and reinforced throughout the year. The school will ensure translated versions of the document are made available to parents and carers.

School-wide expectations and rules

Respect <i>Be respectful</i> <i>“Respect everyone and everything”</i>	Safety <i>Be safe</i> <i>“Keep yourself and others safe”</i>	Learning <i>Be a learner</i> <i>“Learn and let others learn”</i>
Be kind	Care for self and others	Attend school everyday
Use appropriate language	Follow school rules	Be prepared for learning
Work cooperatively	Take responsibility for actions	Actively participate
Accept differences	Ask for help to resolve conflict	Do your best

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

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying behaviour



These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement whilst maintaining mutual respect
- redirecting students to discourage inappropriate behaviour
- actively supervising students with relaxed vigilance
- maximising opportunities for active engagement in learning
- providing carefully sequenced, authentic and engaging lessons that provide high challenge with differentiation in an inclusive environment.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning (PBL)	The Positive Behaviour for Learning (PBL) framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.	K-6 students
Prevention	Life Skills Go	Life Skills GO is an emotion and wellbeing check-in tool that measures student readiness to learn. The program has lessons and activities that can be implemented to support students' emotional wellbeing.	K-6 students

Care Continuum	Strategy or Program	Details	Audience
Prevention	<u>PDHPE curriculum</u>	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	K-6 students
Prevention	<u>Child protection</u>	Teaching child protection education is a mandatory part of the syllabus and is embedded in our school's PDHPE scope and sequence.	K-6 students
Prevention	Morning circle / social skills programs	Programs designed to explicitly teach students social skills, empathy and conflict resolution strategies (including Real Schools).	K-6 Students
Prevention	Staff induction processes (including casuals)	This includes providing newly employed staff with details and an information pack with key school processes and procedures to support whole school approaches. It also includes resources provided to casual staff and/or SLSOs to ensure they are equipped with key behavioural management and response strategies.	Staff (teaching and non-teaching), including casuals
Prevention	Class formation	To support the creation of safe, nurturing, inclusive and challenging learning environments, each teacher provides a snapshot of student data, progress and overall social, emotional and academic needs. Data provided is used to make informed decisions about class formations.	Teaching staff
Prevention	Cyber safety lessons	In line with the e-safety commissioner resources and programs, students in 3-6 are provided with opportunities to engage in informed and interactive sessions centred around being ethical and safe online.	3-6 students
Prevention	Communication with parents and carers	To increase parents' and carers' understanding of how our school addresses all	Staff Parents/carers

Care Continuum	Strategy or Program	Details	Audience
		forms of behaviour.	
Prevention Early intervention Targeted intervention	Australian eSafety Commissioner Toolkit for Schools 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.	Students Parents/carers Staff
Individual intervention Targeted intervention	Learning and Support	The LST collaborates with teachers, students and families to support students who require personalised learning and support.	Staff, parents/carers, and students
Prevention	Attendance procedures	To support regular and consistent attendance, parent and carer communication outlines preventive and interventional strategies to support attendance rates and consistent implementation of key processes and procedures.	All staff and students
Prevention Early intervention	Attendance monitoring	School processes require initial teacher follow up for attendance and then a more coordinated approach for students absent for a specific number of days.	Class teachers
Early intervention Targeted intervention	Attendance support	The LST refer students to the attendance coordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance coordinator
Individual intervention	Individual behaviour support planning	Includes developing, implementing, monitoring and reviewing behaviour support, response or risk management	Individual students, parent/carer, LaST, and APLaS

Care Continuum	Strategy or Program	Details	Audience
		plans.	
Early intervention Targeted intervention	Breakfast Club	School community run a breakfastclub program that provides accessto a free healthy breakfast and builds strong student-teacher connections (to start 2025).	Staff and students K-6
Early intervention Targeted intervention Individual intervention	<u>Restorative Practice</u>	Promotes positive proactive strategies to provide opportunitiesto develop, strengthen, repair and maintain healthy relationships. Includes circles and restorativeconversations (including Real Schools).	Staff, students K-6
Early intervention	Enrolment interviews	An enrolment interview is held with new students to gain information to support students prior to enrolment and strengthen parent partnerships.	New enrolments
Targeted intervention Individual intervention	School Learning Support Officers (SLSOs)	Supports the implementation of the school’s approach to wellbeing. This is both in the classroom and playground.	Staff, students K-6
Targeted intervention Individual intervention	Check In Check Out (CICO)	For students who exhibit low levelbehaviours of concern or demonstrate a need to connect tosomeone during the school day.	Individual students 2-6
Early intervention	Student voice	A student leadership team and Student Representative Council consisting of elected students collaborate to initiate fundraisingand other activities to enhance school experiences.	K-6
Early intervention	Leadership programs	These include sport house captains, library monitors, and peer mentors (Playground Pals).	K-6
Targeted intervention	LST referrals	The LST collaborates with teachers,students and families to support students who require individualised support.	LST coordinator and
Targeted intervention	Counsellor referral	The school counsellor supports students, families	LST coordinator and team

Care Continuum	Strategy or Program	Details	Audience
		and staff by providing psychological counselling, assessment and intervention services.	
Prevention Early Intervention	Birrong Beginners	Birrong Beginners is a program for preschoolers who are to start school in the following year. They are provided opportunities to engage in a school like setting with their parents and carers. The focus is on social and emotional development, independence, and engagement in play and learning.	Preschoolers, and parents and carers
Early intervention	Kindergarten Orientation and Transition	An orientation program for new Kindergarten students to support their transition to Kindergarten	Preschoolers
Early intervention Targeted intervention	Transition to Year 3	Students join us for Year 3 (from feeder infants' schools). Specific transitions are organised to support new students as well as our Year 2 students transitioning to Year 3.	Years 2-3 students, families and staff
Early intervention Targeted intervention	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school.	Year 6 students and their teachers, families
Individual intervention	EAL/D NAP	The New Arrivals Program (NAP) provides initial, on arrival intensive English language tuition for eligible newly arrived students who are learning English as an Additional Language/ Dialect (EAL/D) and are in the early stages of their English Language Proficiency.	Identified students and specialist EAL/D staff.
Individual intervention	IEPs/ PLPs	IEPs and PLPs are developed for students who require adjustments and support plans to help them to be successful at school. These are developed in consultation with students, parents/carers and school staff.	Individual students

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Engagement with Team Around a School	Individual students are referred to Team Around a School for individualised support.	Individual students
Individual intervention	Part Day Exemptions	Students requiring additional support may be placed on a PDE to support their transition to school.	Individual students
Individual intervention	NCCD adjustments	Individual students are provided with adjustments and accommodations to support their learning and wellbeing needs.	Individual students

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

1. Positive and Appropriate Behaviour

At Birrong Public School, we proactively acknowledge and reinforce positive behaviour that aligns with our ICARE values (Integrity, Cooperation, Achievement, Respect, Excellence). Planned responses include:

- **Verbal acknowledgement and specific praise** (e.g. “Thank you for showing cooperation by including your peers”).
- **Classroom rewards systems** (such as stickers, points, tokens, or group rewards).
- **ICARE awards and certificates** presented at weekly assemblies.
- **Positive phone calls, notes, or emails home** to strengthen the school–family partnership.
- **Opportunities for leadership and responsibility**, including student monitor roles, peer support, and representation at school events.
- **Recognition in the newsletter or social media** to celebrate student contributions to the school community.

2. Inappropriate Behaviour

When behaviour does not meet expectations, staff respond consistently and proportionately. Responses focus on reteaching, restorative dialogue, and logical consequences:

- **Low-level, in-the-moment correction**, e.g. redirection, non-verbal cues, reminders of rules and routines.
- **Restorative questions and conferences** to repair relationships and build accountability.
- **Loss of privileges or planned withdrawal** (e.g. temporary removal from an activity).

- **Completion of tasks related to behaviour** (e.g. cleaning up mess if property has been misused).
- **Documentation on Sentral** where patterns emerge, ensuring data informs the Learning Support Team (LST) process.
- **Communication with families** to support consistency between school and home.

3. Behaviours of Concern (including bullying and cyber-bullying)

Behaviours of concern are serious, repeated, or unsafe behaviours requiring formal intervention. These are addressed promptly through school processes aligned with the NSW DoE Behaviour Policy:

- **Immediate safety measures** to protect all students and staff.
- **Formal restorative meetings** facilitated by executive staff to address harm caused.
- **Referral to the Learning Support Team** for case management and additional supports (counsellor, SLSO, behaviour specialist, interagency collaboration).
- **Implementation of behaviour support plans or risk management plans** as required.
- **Parental involvement** through formal meetings, regular communication, and shared planning.
- **Suspension or other serious consequences** where behaviour poses risk to safety and wellbeing, in line with NSW DoE procedures.

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.

Birrong 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.

Bullying can happen at school, at home or online. It is never okay and it is not a normal part of growing up.

There is a nationally agreed definition of bullying which all Australian schools now use:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

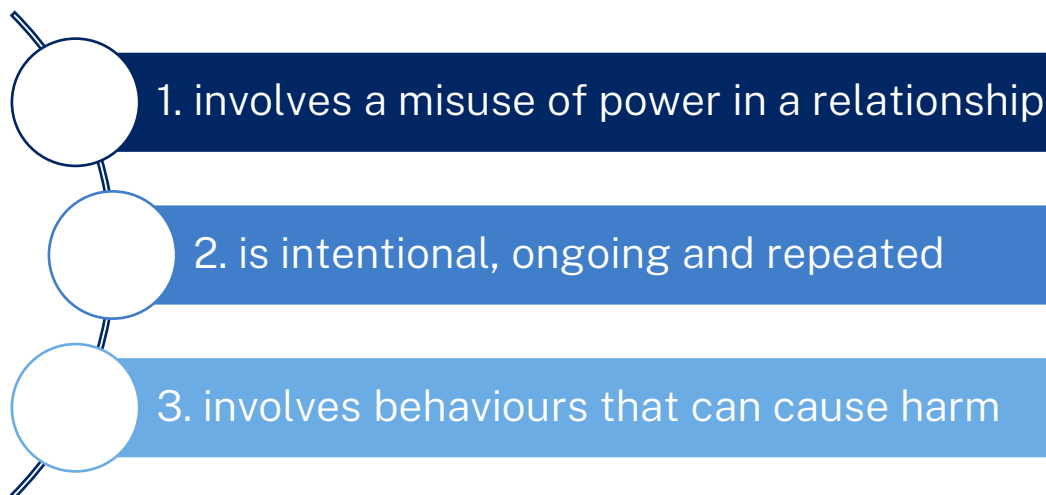
Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Bullying has three key features. It involves a misuse of power in a relationship, is intentional, ongoing and repeated and involves behaviours that can cause harm.

Bullying can be physical, verbal, or social. Bullying can be easy to see (overt), or hidden (covert), such as spreading rumours about another person or excluding them.

Bullying can also happen online using technology such as the internet or mobile devices. This is known as online bullying or cyberbullying.



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.

4. Monitoring and Review

All behavioural responses are monitored by executive staff to ensure consistency, fairness, and effectiveness. The SBSMP is reviewed annually in consultation with staff, students, and parents/carers.

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 – school executive manages behaviour of concern.

Corrective responses are recorded on the school’s wellbeing unit of the Sentral Platform. These include:

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

Birrong Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. The school’s Positive Behaviour for Learning (PBL) universals, Life Skills Go units, and Real Schools work consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peernetworks.

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.

<p>Prevention</p> <p>Responses to recognise and reinforce positive, inclusive and safe behaviour</p>	<p>Early Intervention</p> <p>Responses to minor inappropriate behaviour are teacher managed</p>	<p>Targeted/Individualised</p> <p>Responses to behaviours of concern, including bullying and cyber bullying, are executive supported and/or managed</p>
<p>Behaviour expectations are taught and referred to regularly.</p> <p>Teachers model behaviours and provide opportunities for practice.</p> <p>Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>Refer to school wide expectations.</p>	<p>Contact office to seek help from Executive straight away <i>if there is a risk</i>. Otherwise notify executive ASAP before the end of the school day.</p>
<p>Verbal and non-verbal specific feedback is used to support students to acknowledge expected behaviour.</p>	<p>Use <i>indirect responses</i> e.g. proximity, signals, non-verbal cues, relaxed vigilance, attend to, praise, redirect with specific corrective feedback.</p>	<p>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>Tangible reinforcers include those that are:</p> <ul style="list-style-type: none"> * free and frequent * moderate and intermittent * significant and infrequent <p>Intermittent and infrequent reinforcers are recorded on Behaviour /Sentral wellbeing.</p>	<p>Use <i>direct responses</i> e.g. rule reminder, provide choice, scripted interventions, student conference, re-teach. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.</p>	<p>Executive teacher collects information and reviews the incident from multiple perspectives to determine the next steps. Executive/CT to record incident on Sentral – Wellbeing and contact parent/carer by phone (or where appropriate in person). DP/P may consider further action including suspension.</p>
<p>Social-emotional learning is considered and supported through the delivery of specific programs / processes: including:</p> <ul style="list-style-type: none"> * Life Skills Go – check in (morning and transition times), and lessons * Circles (Real Schools) 	<p>Teacher records in Sentral-Wellbeing by the end of the school day. Monitor and inform the family if repeated behaviour. For some incidents a referral is made to either an executive and/or the Learning Support Team.</p>	<p>Refer to the school’s Learning Support Team considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment. Matching strategies and interventions to the function of the student’s behaviour, including NCCD adjustments</p>

Teacher – Parent Contact <i>by the teacher</i>	Teacher – Parent Contact <i>by the teacher</i>	Teacher – Parent Contact <i>by the executive</i>
Parents may be called about their child's positive behaviour.	Teacher contacts parents by phone when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team (LST) may be discussed.	Parent/carer contact is made by executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, or external support teams.

Responses to serious behaviours of concern

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](#).

Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reminder	To be used in the first instance when a behaviour of concern arises. Quick 30 second intervention to remind student of expectation using a gentle neutral tone and supportive stance.	Class teacher	NA
Think and choose	If the negative behaviour continues, the student will be asked to choose	Class teacher	NA
In class reflection (and complete a reflection sheet)	To be used when the negative behaviour continues and causes disruption to learning and teaching - student completes a reflection sheet	Class teacher	NA
Buddy class for reflection (teacher directed time-out)	Where initial strategies have been used (ie. think and choose, in class reflection) - student is directed to a prearrange time out space	Class teacher (supported by the buddy class teacher)	Sentral Wellbeing Incident Log (completed by the class teacher)
Participate in a learning conversation and/or complete a reflection sheet	3-10 minutes, with food and toilet break provided as required	Class teacher, supervising teacher, or executive depending on behaviour	Sentral Wellbeing incident Log (completed by the teacher who coordinates the conversation)
Miss out on play	5-30 minutes depending on the student's age and the behaviour, with food and toilet breaks provided as required	Supervising teacher, AP, DP or Principal, depending on behaviour	If missed play is for 30 minutes or more and it is supervised by DP or principal, details will be recorded in Sentral – Wellbeing (student profile)
Reflection time off class	Class and play time, up to a day, depending on behaviour,	DP or Principal	Details are recorded in Sentral

Strategy	When and how long?	Who coordinates?	How are these recorded?
	with food and toilet breaks provided as required		Wellbeing. A learning conversation takes place, and the parent/carer is contacted.
Breakout space (calm space)	Students may as part of their plan move in and out of the breakout space and/or calm space to support safety, regulations and/or coregulation – the door to this space should be kept open with safety permits – this space must be used for the least time possible	Students are to be always supervised by staff in this space	Times in and out of the space must be recorded in the Sentral Wellbeing
Restorative discussion (including P3, P3, F3)	Restorative conversations provide a safe space for students to repair relationships with peers and staff, using a trauma informed strength-based approach to help build, maintain and restore positive relationships	Classroom staff and/or executive	Recorded in Sentral-Wellbeing

Review dates

Last review date: 9 December 2024

Revision date: March 2025

Next review date: 9 December 2025

Appendix A – Teacher level strategies for Managing and De-escalating

Support

Remain Calm

Safety First

De-escalation

Practical
Classroom
Strategies

Document and
Follow Up

Teachers are the first responders in situations where behaviours of concern arise. Staff use a **calm, consistent and professional approach** to reduce escalation, maintain safety, and preserve relationships.

1. Remain Calm and Regulate Self

- Use a controlled, steady voice – avoid shouting.
- Keep body language non-threatening (open stance, neutral expression).
- Allow space between yourself and the student.

2. Safety First

- Position other students away from danger (move class or use buddy room if needed).
- Ensure exits are clear for safe movement.

3. De-escalation Techniques

- **Acknowledge feelings:** “I can see you’re upset/angry.”
- **Offer choices:** Provide limited, clear options (“You can sit here quietly, or take a short break at the back table”).
- **Reduce stimulation:** Lower background noise, minimise audience.
- **Wait time:** Allow silence; avoid arguing or power struggles.
- **Restorative language:** Focus on impact and responsibility, not blame.

4. Practical Classroom Strategies

- Use pre-arranged signals or agreed strategies from the student’s Behaviour Support Plan.
- Redirect attention to a calming activity or safe space (e.g. sensory tools, quiet corner).
- Use de-escalation scripts such as the “**Low Arousal Approach**”: short, clear sentences, one instruction at a time.
- Involve co-teacher/SLSO for quiet support if available.

5. Documentation and Follow-Up

- Record the incident factually on Sentral.
- Restore relationships through a restorative chat once calm is restored.
- Contact parents if required, outlining strategies used and next steps.

Appendix B – Escalation to Executive Support

Seek Immediate Support

Immediate Safety Response by Executive

Executive implement higher level responses

Documentation, Communication, and Restorative Process

De-escalation Strategies

Formal Support and Planning, Consequences and Follow-up

Escalation to Executive – Planned Steps

When teacher-level strategies have not resolved the behaviour of concern, or when safety is at immediate risk, the incident is escalated to the executive team. The executive follows a staged and proportionate process:

1. Immediate Safety Response

- Respond to calls for assistance (on-call system, red card, phone).
- Ensure students and staff are safe by removing the class from the space if necessary.
- De-escalate the student using calm, low-arousal techniques and provide space.

2. Investigation and Documentation

- Gather accounts from staff and students involved.
- Record the incident factually on **Sentral** (or equivalent system).
- Review any previous incidents or behaviour patterns to inform next steps.

3. Communication and Restorative Process

- Contact parents/carers promptly to inform them of the incident and school response.
- Facilitate a **restorative meeting** between staff and student (when calm), focusing on repairing relationships and agreeing on future expectations.
- Ensure the victim(s) of any harm receive support and a wellbeing follow-up.

4. Formal Support and Planning

- Develop or review a **Behaviour Support Plan** or **Risk Management Plan**, with input from the Learning Support Team and, if appropriate, external agencies.
- Allocate additional supports (SLSO, counsellor, behaviour specialist) as required.
- Consider referral to interagency teams (e.g. Wellbeing, Health, Police Youth Liaison Officer for serious incidents).

5. Consequences and Follow-up

- Apply proportionate consequences in line with NSW DoE policy (time-out, withdrawal, suspension if warranted).
- Monitor the student closely with follow-up check-ins and staff communication.
- Report back to the Principal regularly to ensure oversight.