

Bligh Park Public School Behaviour Support and Management Plan

Overview

Bligh Park Public School strives to be an inclusive school community where everyone aspires to reach their full potential. We believe that wellbeing is a prerequisite for learning, by fostering safe, respectful, and responsible relationships. A commitment to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning exists. Key programs prioritised and valued by the school community include:

- Trauma-informed practice
- Positive Behaviour for Learning (PBL)
- The Resilience Project (TRP)
- 1,2,3 Magic!
- Confident Kids (targeted intervention)
- Restorative practice.

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

Bligh Park 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.

Partnership with parents and carers

Bligh Park Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies through:

- regular communication and consultation during P&C Meetings
- encouraging parents to engage in the school planning process and to provide feedback
- encouraging parents to participate in parent survey/s
- informal access to teachers and executive (open door/gate culture)
- telephone and face-to-face communication which is recorded in School Bytes.

Bligh Park Public School will communicate these expectations to parents/carers through School Bytes, the school newsletter and the 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 Values

- Be safe
- Be respectful
- Be responsible

School-wide expectations and rules

Safe	Respectful	Responsible
Keep hands and feet to self	Cooperate with others	Take pride in our school environment
Safe use of equipment	Work co-operatively	Follow all instructions
Stay in bounds	Use manners	Report incidents to a teacher
Walk safely on hard surfaces	Actively listen	Take care with people and property

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>.

Whole school approach across the care continuum

Our school embeds high expectations for 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. The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

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 learners.

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. PBL includes the following key features: clearly defined expectations, explicit teaching of expectations in all school settings, consistent positive feedback and acknowledgement system, continuum of strategies to respond to inappropriate behaviour, and ongoing monitoring and evaluation. The multi-tiered system of support enables schools to select and implement a range of contextually relevant programs and interventions to improve social, emotional, behavioural and academic outcomes for all students.

Restorative Practices is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

Trauma-informed practice should be practised as a whole school approach with a focus on consistent, relationally based and predictable strategies. Trauma-informed practice focuses on how school staff and leaders can better relate to and support the wellbeing and learning of children and young people who have experienced trauma.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Strong positive relationships and advocacy	• Strong teacher/student relationships • Strong student/student relationships including Peer Support, buddy programs, friendship groups, PALS and SRC • Communication with parents/carers around school expectations and involvement in their child's learning • A restorative approach and circle time.	Whole school
Prevention	Trauma-informed practice	Trauma-informed care and practice is essential to enhance the wellbeing of students who have experienced trauma. Teachers will develop strategies which enhance safety, minimise further traumatisation and support student wellbeing. At Bligh Park we have agreed to use specific evidence-based strategies to support the learning needs of students who have experienced trauma.	Whole school
Prevention	Positive behaviour for learning (PBL)	The PBL framework supports the school to identify and successfully implement evidence-based whole-school practices that enhance learning outcomes for our students. These expectations focus on both behaviour and learning.	Whole school

Prevention	Classroom management	- Continued explicit teaching and modelling of specific skills (including behaviour expectations, learning expectations and social skills) - Classroom resources and strategies to prevent and support students' behaviour needs including routines, rewards (merits and Blueys), feedback, visual timetables, social stories, consistent differentiated teaching, accommodations and adjustments, non-interrupted classroom time, IEPs and PLPs. - Student reflection zones (safe or calm areas) in the classroom and the playground. - Integrated mindfulness - Movement breaks – brain breaks	Whole school
Prevention	1,2,3 Magic!	1,2,3 Magic! is a behaviour support program that focuses on implementing reflection time for inappropriate behaviours. It helps the student recognise that certain behaviours result in specific and consistent consequences.	Whole school
Prevention	The Resilience Project	The Resilience Project is a social emotional learning (SEL) program that cultivates positive emotions in students and promotes connection, purpose, kindness, emotional literacy, and physical health across the school community.	Whole school
Prevention	Student Learning Support Officers	Student Learning Support Officers (SLSOs) employed to enhance the learning and wellbeing outcomes of students. They support the implementation of the whole-school's approach to wellbeing in the classroom and the playground.	Whole school Team within the school
Prevention	School Chaplaincy Program	The school chaplain engages with students, staff and parents/carers, providing wellbeing support through self-esteem programs and social skills programs within the school, empowering, encouraging, and strengthening our students to enable them to make positive choices and develop positive relationships.	Whole school Team within the school

Prevention	Communication with parents/ carers	- Ongoing communication with parents/carers and the community around having high expectations for both learning and behaviour - Parents kept informed about incidents as they occur - Positive news phone calls - Records maintained by all teachers in School Bytes - Behaviour and learning achievements are celebrated and rewarded eg Gold Card Morning Tea each term, names published in the newsletter.	Whole school
Prevention	External data	Consider data from the Australian Early Development Census (AEDC), Best Start, Tell Them From Me surveys, NAPLAN, The Resilience Project, information from the NSW Transition to School Statement, and the use of Transition to School programs to ensure prevention strategies are well- suited to incoming students.	Leadership team
Early Intervention	Continued use of preventative programs (above)	Preventative programs enhanced by: - Additional check-ins/check-outs for students who require additional support with social-emotional regulation - Teachers encouraged to 'flag' students of concern with the stage team and stage leader. This is discussed and documented in stage meeting minutes and whole school communication meetings.	Whole school
Early Intervention	Learning and Support Team	- The LaST works collaboratively with students, families, and teachers to support those students who require personalised learning and support. - Undertake functional behaviour assessments - Works in partnership with student, parents/ carers, teachers, and other support services - School counsellor support for students - Collection and verification of NCCD data - Allocates SLSO resourcing and appropriate adjustments to ensure student learning and wellbeing are supported	Individual students, families* and classroom teachers Team within the school
Early Intervention	PLPs and PLaSPs	- For students who identify as Aboriginal, a proactive approach to putting strategies in place to address the cultural/learning needs to impact positive outcomes. - For students who require additional support in their learning, behaviour and/or attendance, a proactive approach to putting strategies in place to address the needs to impact positive outcomes.	Whole school

Targeted Intervention	Classroom management	• Behaviour Flowchart in addition to School Bytes, red card, playground card, separate play areas • Modified individual expectations and goals • Transition strategies (class-to-playground, room-to-room, lesson-to-lesson and teacher-to-teacher) • Teacher directed reflection time in the calm down area • Reconnect Room reflection time is used after several de-escalation strategies have been implemented • Personalised Learning and Support Plans and Response Plans developed with support of executive • Referral to the LaST with support of executive • Monitor the impact of support for individual students through continuous data collection • Provide consistent strategies and adjustments outlined within an individual support plan • SLSOs assigned to individual students • Chaplain assigned a caseload.	Individual students, families* and classroom teachers
Targeted Intervention	Confident Kids	A term long program focused on providing identified anxious students with coping strategies, improved confidence, and greater social competence. Teachers nominate participants. Groups are run in age - appropriate groupings and are facilitated by a trained teacher and SLSO.	Individual students, families* and facilitators (teacher and SLSO)
Targeted Intervention	School Counsellor	• supports students by providing a psychological counselling, for short term/emergency needs based intervention service.	Assessments completed in line with Learning Support Team (Team within a School)
Targeted Intervention	Wellbeing Nurse	• form part of a whole-school approach to wellbeing, working closely with the school's wellbeing and learning and support team to identify the health and social needs of students and families. The aim of the program is to contribute to improved educational, health, and wellbeing outcomes of children, young people, and their families.	

Individual Intervention (case management)	Delivery Support Team	<u>Team within the school</u> • Learning and Support Team • School Counsellor • School Leadership Team • Assistant Principal, Learning and Support • Whin nurse <u>Team around the school</u> • Learning and Wellbeing Officer • Senior Psychologist Education (SPE) • Behaviour Specialist • Out of Home Care Teacher • Home School Liaison Officer & ASLO • Police Youth Liaison Officer.	Individual students, families* and classroom teachers
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Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying

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.

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. See Appendix 1.

- Teacher managed – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- Executive managed – behaviour of concern is managed by school executive.

Corrective responses include:

Classroom	Non-classroom setting
• rule reminder • re-direct • offer choice • error correction • prompts • reteach • seat change • conference • reflection and restorative practices • communication with parent/carer.	• 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.

Bligh Park Public School staff model, explicitly teach, recognise, and reinforce positive student behaviour and behavioural expectations. Evidence-based strategies are used daily by teachers to teach self-regulation, reduce impulsivity, increase focus, and strengthen peer networks.

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.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
Behaviour expectations		
Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules using Blueys and merit/gold awards.	Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	Red card to the office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.
Feedback		
Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	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 scheduled for a later time.

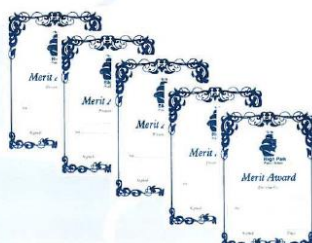
Feedback		
Tangible reinforcers include those that are: • free and frequent • moderate and intermittent • significant and infrequent • intermittent and infrequent.	Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.	Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive/classroom teacher to record incident on School Bytes and contacts parent/carer by phone. Executive/principal may consider further action e.g., formal caution or suspension.
Wellbeing		
Social emotional learning lessons (TRP) are taught weekly.	Teacher records on School Bytes by the end of the school day. Monitor and inform family if repeated.	Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through phone or face-to-face to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given using Blueys and merit/ gold awards and recognised at school assemblies and in the school newsletter. A Gold Card Morning Tea with the principal where parents/carers are invited are held each term.	Teacher contacts parents by phone when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

Rewards systems



50 Blueys = 1 Merit Award

5 merit awards throughout students' schooling equals 1 gold card



3 gold cards throughout students' schooling is rewarded with a gold card morning tea with the principal

At each gold card morning tea, students will receive a principal's award and Bligh Park Public School memorabilia



Responses to serious behaviours of concern (see Appendix 1)

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

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

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

Anti-bullying procedures (see Appendix 3)

Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated, and involves behaviour that can cause harm. At Bligh Park Public School, students are expected, to the best of their ability, to not bully, harass, intimidate or discriminate against anyone in our school. These expectations are taught and reinforced through our Positive Behaviour for Learning and The Resilience Project. All students have a right to safety at school and to be treated with respect by other students, teachers and school staff.

Student behaviour includes behaviour that occurs:

- at 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 the students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member, where there is a clear and close connection between the school and the students' conduct

At Bligh Park Public School, we reject all forms of bullying, including:

- cyberbullying
- discrimination against others due to gender

The Anti-Racism Contact Officer (ARCO) is a teacher or executive member of staff who has been nominated by the principal to support anti-racism education in the school.

Our school's ARCO is: Miss Williams.

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](#)

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety Guide](#).

Detention, reflection, and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection - a structured debriefing and planning in the AP office or Reconnect Room (Appendix 2) after a crisis event or behaviour of concern with an individual student.	Next break or next day for 20 min max, up to 3 days	Assistant Principal	Documented in School Bytes
Alternate play plan – withdrawal from free choice play and re- allocation to a designated play space with a playground card for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices.	Next break	Assistant Principal	Documented in School Bytes

Suspension and expulsion procedures

Direction and guidance on the requirements for the suspension and expulsion of students in NSW public schools can be found at:

<https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-06>

Evaluate, review and strengthen annually

To embed evaluation processes the school will:

- review the SBSMP annually to ensure it continues to be fit for purpose
- use current school data to inform practice and direction – PBL/School Bytes/TRP
- include community and student feedback

If data identifies, the plan would change to reflect the data.

Review dates:

Last review date: 9 December 2024

Next review date: 30 November 2025.

Appendix 1: Behaviour management systems



PBL Classroom Behaviour Management System – Bligh Park Public School

Proactive Strategies (teacher managed)	Minor Behaviours (teacher managed)	Moderate Behaviours (teacher managed)	Major Behaviours (teacher/executive managed)	Executive Managed Behaviours
Expectations - Refer to PBL matrix - Regular PBL lessons Organisation - Seating plans - Visual timetable - Explicit teaching - Predictable and structure routines - Display PBL rules and posters - Display classroom expectations - Display 1, 2, 3 Magic posters Teacher Actions - Active supervision - Model positive behaviour - Acknowledge positive behaviours - Blueys - Same eye level - Teach and re-teach expected behaviours - Non-verbal cues - Praise and reward appropriate behaviours - Clear and explicit directions - Fair and consistent - Follow through with consequences	Possible Actions - Careless action causing harm or concern for others - Inappropriate language - Non-compliance - Task refusal - Disregard classroom expectations - Disrupting the learning of others - Using equipment inappropriately - Name calling - Inappropriate language - Lying - Teasing - Unsafe behaviour	Possible Actions - Proactive strategies - Timeout in buddy class (10 mins maximum) - Conference with the teacher - Time out from the playground - Behaviour reflection - Referral to Reconnect Room (Stage 3) - Incident entered on School Bytes - Inform Assistant Principal - Parent/carer contacted - Referral to Team Within a School - Refer to and/or revise individual student support plans	Possible Actions - Proactive strategies - Conference with the executive - Loss of privileges - Behaviour reflection - Reconnect Room (Stage 3) - Self-monitoring card - Incident entered on School Bytes - Inform principal - Parent/carer contacted - Escalated to executive managed behaviours - Referral to Team Around a School - Refer to and/or revise individual student support plans	Possible Actions - Issue a formal caution - Issue a suspension - Incident entered on School Bytes - Contact DEL/police - MRG

Casuals need to let the classroom teacher/Assistant Principal know if there has been an incident. If it is a major behaviour, they need to let an executive know straight away



PBL Non-Classroom Behaviour Management System – Bligh Park Public School

Proactive Strategies (teacher managed)

Expectations

- Refer to PBL matrix
- Regular PBL lessons

Organisation

- Designated spaces
- Visual timetable
- Explicit teaching
- Predictable and structure routines
- Display PBL rules and posters

Teacher Actions

- Active supervision
- Model positive behaviour
- Acknowledge positive behaviours
- Blueys
- Same eye level
- Teach and re-teach expected behaviours
- Non-verbal cues
- Praise and reward appropriate behaviours
- Clear and explicit directions
- Fair and consistent
- Follow through with consequences

Minor Behaviours (teacher managed)

- Careless action causing harm or concern for others
- Inappropriate language
- Non-compliance
- Disregard school expectations
- Intentionally disrupting others
- Using equipment inappropriately
- Name calling
- Inappropriate language
- Lying
- Teasing
- Unsafe behaviour
- Late to lines
- Littering

Possible Actions

- Proactive strategies
- Expectation reminder
- Verbal warning
- Time out from the playground (2 warnings, 5 mins maximum)
- Conference with the teacher
- Incident entered on School Bytes (adding classroom teacher)

Moderate Behaviours (teacher managed)

- Ongoing classroom misbehaviour (3 yellow incidents within a week)
- Disrespecting others
- Absconding/inappropriate area without permission
- Stealing
- Swearing at others
- Five yellow offences within a term
- Executive intervention
- Throwing objects
- Inappropriate conduct
- Aggressive behaviour
- Other: seek executive guidance if needed

Possible Actions

- Proactive strategies e.g. playground card
- Conference with the teacher
- Time out from the playground (10 mins maximum)
- Behaviour reflection
- Referral to Reconnect Room (Stage 3)
- Incident entered on School Bytes
- Inform Assistant Principal
- Parent/carer contacted
- Referral to Team Within a School
- Refer to and/or revise individual student support plans

Major Behaviours (teacher/executive managed)

- Continued/persistent misbehaviour (3 orange incidents within a fortnight)
- Physical violence/assault
- Malicious damage to or theft of property
- Verbal abuse/discrimination
- Five orange offences within a term
- Bullying and cyberbullying
- Racism
- Absconding (more than 10 mins/from school grounds)

Possible Actions

- Proactive strategies
- Conference with the executive
- Loss of privileges
- Behaviour reflection
- Reconnect Room (Stage 3)
- Self-monitoring card
- Incident entered on School Bytes
- Inform principal
- Parent/carer contacted
- Escalated to executive managed behaviours
- Referral to Team Around a School

Executive Managed Behaviours

- Repeated red offences (3 in a term)
- Possession/use of a weapon or implement as a weapon
- Possession/use of illegal or restricted substances
- Seriously threatening or physically violent behaviour
- Problematic and/or sexualised behaviour

Possible Actions

- Issue a formal caution
- Issue a suspension
- Incident entered on School Bytes
- Contact DEL/police
- MRG

Casuals need to let the classroom teacher/Assistant Principal know if there has been an incident. If it is a major behaviour, they need to let an executive know straight away



Appendix 2: Reconnect Room

Bligh Park Public School Reconnect Room

The Reconnect Room serves as a dedicated wellbeing hub designed to address the individual needs of students, particularly those exhibiting moderate to major complex behaviours. This initiative offers students the opportunity to acquire new skills in a smaller, highly structured environment, empowering them to connect, succeed, and thrive.

Aim: The primary goal of the Reconnect Room is to provide a safe space where students can self-regulate their behaviours and emotions. It encourages them to better understand their actions and attitudes, while also promoting reflection and acceptance of personal responsibility. Additionally, the Reconnect Room offers a supportive environment for students to receive social-emotional support.

Who are the students using the Reconnect Room

Students:

- with an increase in wellbeing incidents recorded in School Bytes
- who have received a red wellbeing incident on School Bytes
- requiring a timeout to reset and implement their coping strategies
- referred by the Learning Support Team
- who have received a formal caution or are returning from suspension
- in need of additional learning and wellbeing support, as identified by themselves, their parents/carers, the LST, teachers, counsellors or external providers.
- participating in meetings to establish or follow up on the effectiveness of their strategies and/or goals

Care Continuum

Students may require different types of intervention, delivered in different ways, along a continuum of need to best meet their needs.

- Prevention: provides a safe environment for students to access
- Early and Targeted Intervention: offers a range of strategies designed to provide early intervention and targeted support specifically aimed at addressing disruptive student behaviour, particularly for those at risk of developing major negative behaviours.
- Individual Intervention: provides opportunities for delivering tailored support for students with complex and challenging behaviour needs, ensuring that their specific circumstances are addressed.

What Happens?

- Explicit teaching of social-emotional learning (SEL) skills
- Goal setting and strategy establishment: Tailored behaviour management planning that includes reflection
- Check-ins: Individual conversations with students
- Restorative practice: Approaches that focus on repairing relationships and fostering a sense of community
- Welfare support: Support to address the broader wellbeing needs of students

Accessing the Reconnect Room

The Reconnect Room will be open during recess and lunch breaks, allowing students the choice to access the space during these times. For students who exhibit an increasing number of wellbeing incidents or display major complex behaviours, a set number of breaks in the Reconnect Room will be required. All students accessing the Reconnect Room will have their names recorded in School Bytes. Upon entry, they will engage in a brief, explicit teaching lesson focused on social skills and self-regulation. Depending on the reasons for their visit, students may participate in one or more of the following activities: mindfulness activities, social activities, behaviour reflection, conferences with a teacher or executive staff and/or goal setting and reflecting.

Success for Students, School and Community

- Increase student self-esteem, health, and active participation at school and in life, preparing them to be successful, responsible, and pro-social community citizens.
- Ensure students access support and interventions in ways that best meet their needs
- Promote an increase in pro-social behaviour
- Support parents to better understand their child's behaviour and needs, by providing strategies, resources, and connections to relevant services
- Assist teachers in gaining a deeper understanding of their students' needs

This structured approach aims to support students in developing their skills and enhancing their overall wellbeing, ultimately benefiting the entire school community.

Appendix 3: Bullying Response Flowchart

The following flowchart explains the actions Bligh Park Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

