

School Behaviour Support and Management Plan

Bogan Gate Public School

Overview

Bogan Gate Public School is a place to be yourself. We strive to ensure that every member of our school community - students, staff and family members - is valued and feels a strong sense of belonging and ownership within this community. We foster a sense of personal responsibility to ensure that the maintenance of a positive school culture, and by extension our Bogan Gate community and the wider community, is clearly understood to be everyone's business.

Bogan Gate Public School is committed to explicitly teaching and modelling positive behaviour so that all students are supported in their learning with a positive learning environment and to develop the skills needed to participate positively in society both now and into their futures. The principles of positive behaviour support, use of inclusive and trauma informed practices and the development of social and emotional learning underpin teaching, learning and leading at our school.

Partnership with parents and carers

Frequent, informal conversations with parents to give both positive feedback and to discuss challenging behaviours ensures that parents have an up to date understanding of their child's behaviour and the impact of this on their learning and, if applicable, how this impacts the learning environment that other students experience.

Conversations with parents regarding challenging or unacceptable behaviours always emphasise that the issue is with the behaviour not the child, and are focused on how the behaviour impacts their child's learning and the learning of others. Formal meetings with parents and carers are held on an as needed basis.

Parents and carers are invited to work with the school in developing and giving feedback on student behaviour expectations through formal means such as the school's Parents and Citizens Association and parent surveys, as well as informal conversations.

School-wide expectations and rules

Expectations at Bogan Gate Public School	
Expectations are co-developed by students and staff at the beginning of every school year	
• Be kind.	
• Work hard and do your best.	
• Be safe.	
• Be honest.	
• Use your manners and be respectful.	

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 cyberbullying behaviour.

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

- Collaboratively establishing with students, the behaviour expectations for our school
- Establishing and communicating to students predictable routines, procedures and strategies for managing change
- Encouraging expected behaviours with positive feedback and reinforcement
- Discouraging inappropriate behaviours
- Ensuring students are actively supervised
- Maximising opportunities for students to actively engage with their learning
- Providing opportunities for students to have choices in their learning
- Differentiating lesson content and teacher and School Learning Support Officer support to ensure the learning needs of all students are met

Care Continuum	Strategy or Program	Details	Audience
Prevention	Breakfast, fruit and lunch program	The school ensures breakfast, fruit and lunch is available to all students.	Students K-6
	National Day of Action Against Bullying	Participation in the National Day of Action Against Bullying	Staff and students
	Stars and Smiles	School-wide behaviour management strategy to recognise and reward positive behaviour both as individuals and as a team	Staff and students

Care Continuum	Strategy or Program	Details	Audience
	E-safety commissioner toolkit for schools to prevent and respond to cyberbullying	The toolkit supports our school to prepare, engage and educate the school community about creating and maintaining safe online environments to prevent cyberbullying incidents	Students K-6, staff, families
Prevention/Early intervention	Stormbirds Seasons for Growth Zones of Regulation School counsellor- run programs	Programs are sourced and implemented to facilitate students social and emotional development and support them to learn strategies that improve resilience	Students K-6
Targeted intervention	School learning and support	Teaching staff meet to monitor and discuss the learning progress of all students using a holistic, case management approach, developing appropriate differentiation and adjustment strategies, small group interventions and individual learning support plans where required	Teaching staff
	Attendance support	The principal convenes meetings with relevant staff members and family, including the students where appropriate, to address barriers to attendance and set attendance goals.	Staff, families, students (where appropriate)
Individual intervention	Individual Behaviour Support Planning	Planning is undertaken in collaboration with the student, their family and the Team Around a School where needed. This can include individual behaviour support and risk management plans.	Individual students, staff

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

Identifying behaviour of concern, including bullying and cyberbullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.

Bogan Gate Public School will identify inappropriate behaviour and behaviours of concern, including bullying and cyberbullying through a range of channels, for example:

- Direct supervision and observation of children's behaviours, interactions, verbal communications, and work produced including written materials, performances or artworks
- Disclosure by a person of information not previously known, either because it is new or because it has been kept secret
- Concerns raised by a student
- Concerns raised by a parent, carer, community member or agency

Students or parents can report bullying to any staff member. The principal of Bogan Gate Public School has the authority to take 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 through Bogan Gate Public School staff and the school counsellor 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 occur off-site
- outside school hours and off school premises where there is a clear and close connection between the school and the conduct of the student
- when using social media, mobile devices and/or other technology involving another student or staff member.

Preventing and responding to behaviours of concern

Bogan Gate Public School uses the following strategies to recognise and reinforce positive student behaviour and positively acknowledge the meeting of behavioural expectations:

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on the positive social behaviours
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviours and reduce the need for corrective responses
- enhance self-esteem and build an internal locus of control.

For some students, specific positive feedback may not be sufficiently reinforcing, so the school-wide continuum provides the opportunity to pair verbal or non-verbal feedback with a positive, tangible consequence.

The school-wide continuum for acknowledging expected behaviour includes:

- Free and frequent – for everyday use by all staff in all settings
- Moderate and intermittent – awarded occasionally
- Significant and infrequent – semester or annual recognition

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
<p>1. Behaviour expectations are co-developed by students and staff at the beginning of the school year and referred to regularly. Visuals are created and displayed.</p> <p>Staff model behaviours and provide opportunities for practice.</p> <p>Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>1. Refer to school-wide expectations, including visuals, also refer to emotional regulation supports and/or visuals so that the student can self-regulate.</p>	<p>1. Seek support from principal or another staff member if there is a risk to safety.</p> <p>Notify principal as soon as possible.</p>
<p>2. Verbal and non-verbal feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>2. Principal or class teacher 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.</p> <p>Incident debrief, review and planning scheduled for a later time, as determined by the context and nature of the incident.</p>
<p>3. Tangible reinforcers include those that are: free and frequent, moderate and intermittent and significant and infrequent</p> <p>Intermittent and infrequent reinforcers are recorded centrally.</p>	<p>3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students then receive an opportunity to demonstrate the expected behaviour before a low-level consequence is applied.</p>	<p>3. Principal collects information to review the incident from multiple perspectives and determine next steps. Principal records the incident centrally and contacts the parent or carer by phone or in person (e.g. at pick up time). Principal may consider further action e.g. formal caution or suspension.</p>
<p>4. Social and emotional learning programs to be provided on a regular basis and in response to identified need.</p>	<p>4. Teacher records incident centrally and ensures principal is aware. Monitor student behaviours and response/s to intervention and seek principal support regarding informing parent/carer if repeated.</p>	<p>4. Student's current and previous behaviour is part of the agenda at student case management meeting. Support from the Team Around a School is sought where needed. Other actions may include the development of a behaviour support/response plan, completion of risk assessment, development of/additions to student learning support plan.</p>

Teacher/parent contact includes:

- teacher/principal contacts parents/carers by note, by phone or in person to provide acknowledgement of student efforts to meet expectations
- teacher/principal contacts parents/carers by note, by phone or in person when a range of corrective responses have not been successful. Individual planning and support may be discussed or offered.

- Principal contacts parents/carers by phone, by letter or in person, to discuss student responses to support provided, including instances where referral to outside agencies or the Team Around a School is deemed appropriate by the principal.

Responses to serious behaviours of concern

Serious behaviours of concern are recorded by the relevant staff member, then reported to and investigated and addressed by, the principal or relieving principal. Records of behaviours and actions are recorded in the school's behaviour management system. The process include:

- Review and document incident
- Determine appropriate response/s, including support for staff and/or other students impacted
- Refer/monitor through the school's learning support processes
- Develop or review the individual student support planning, including teaching positive behaviours and making adjustments to learning environments and activities
- Reflection and restorative activities
- Liaise with the Team Around a School for additional support and advice
- Communication and collaboration with parents/carers
- 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.

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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](#)
- [Suspension and Expulsion procedures](#)
- [Mandatory Reporting Guideline Tool](#) (where the behaviour of concern is also a child protection matter)

Students and/or their parents/carers can report cyberbullying to the eSafety Commissioner and reporting links for most sites, games and apps can be found in the eSafety Guide.

Detention, reflection and restorative practices

Toilet, food and physical movement breaks are always included when withdrawal from free choice play at recess or lunch time is utilised as a response to behaviour.

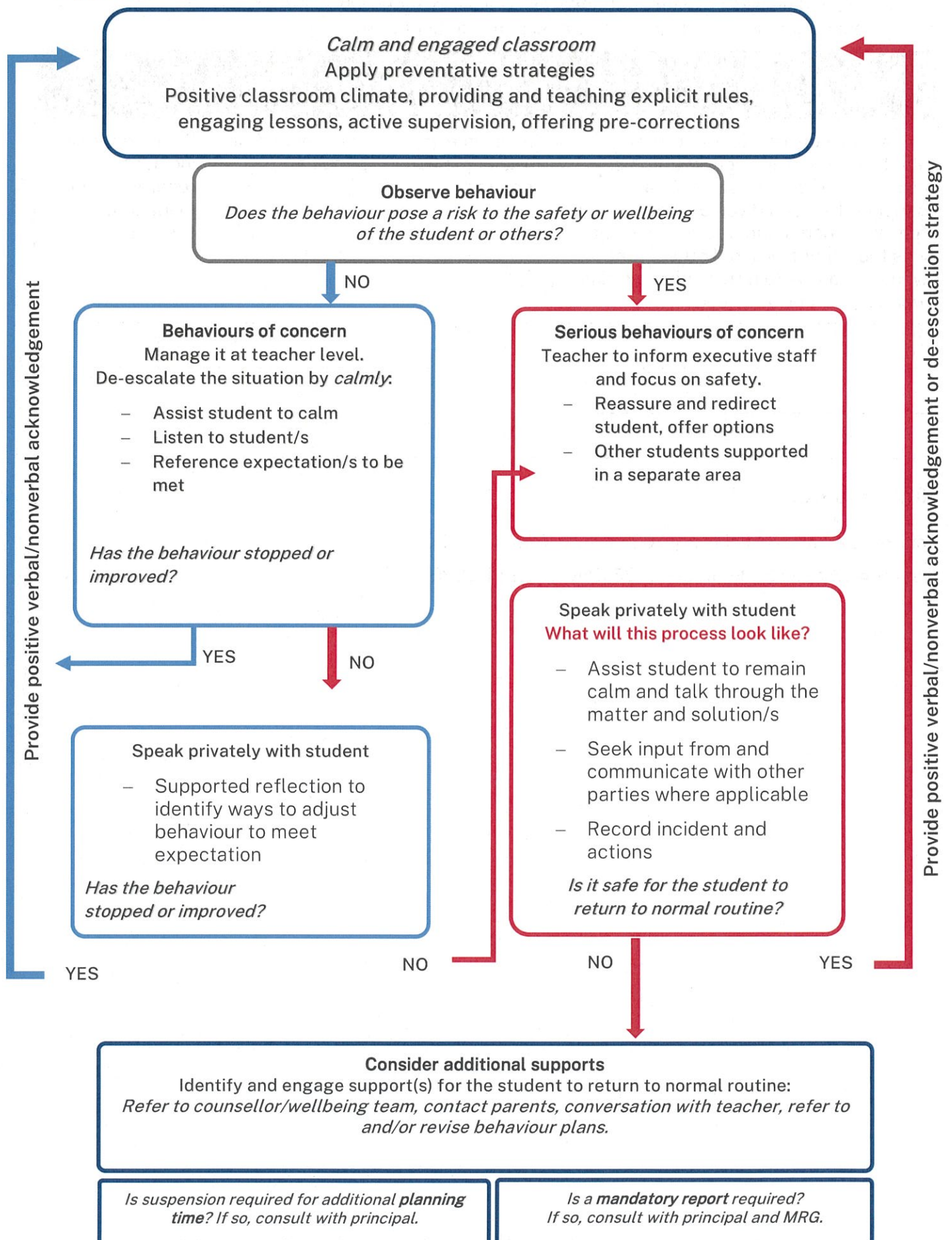
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection conversation – staff may elect to support the conversation by using the reflection folder. What happened, what did you do, how did you feel, what happened as a result, what was the impact, how did others feel, what could you do differently next time, what support do you need?	Class time or break time as required	Teacher and/or principal	Documented in incident recording and management system

Review dates

Last review date: 6th February 2025 [Day 1, Term 1, 2025]

Next review date: 2nd February 2026 [Day 1, Term 1, 2026]

Appendix 1: Behaviour management flowchart (Alternative example)



Appendix 2: Bullying Response Flowchart (Optional)

