



BRINGELLY PUBLIC SCHOOL

Together We Grow

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School Behaviour Support and Management Plan

2026–2027

Together We Grow

Prepared for publication on the Bringelly Public School website

Plan review: annually, with the next formal review during 2027

1. Overview statement

At Bringelly Public School, we are committed to providing a safe, supportive, inclusive and engaging environment where every student can learn, belong and grow. Our approach to behaviour support is based on high expectations, explicit teaching of positive behaviour, respectful relationships, inclusive practice and an understanding of the individual needs and circumstances of each student.

We recognise that behaviour is communication and that students may require different levels of support at different times. We use a prevention-focused, whole-school approach across the care continuum, with increasing levels of targeted and individualised support where required.

Our behaviour support practices are designed to strengthen student engagement, learning, wellbeing and relationships. Staff work collaboratively with students, parents and carers, the Learning and Support Team and relevant external professionals to identify needs, implement reasonable adjustments and develop consistent responses.

2. Partnerships and consultation with parents and carers

Positive partnerships with parents and carers are central to effective behaviour support. Bringelly Public School works with families to develop shared understandings of student strengths, needs, behaviour and effective support strategies.

School practice	How we work with families
Early communication	Contact parents/carers when behaviour patterns emerge, when support is being considered, or when significant incidents occur.
Collaborative planning	Involve parents/carers, students where appropriate, relevant staff and external professionals in individual planning and review.
Consistent strategies	Share practical strategies, agreed expectations and supports so students experience consistency between school and home where appropriate.
Learning and Support Team	Use the Learning and Support Team to coordinate targeted support, adjustments, referrals and review of student progress.
Communication and review	Maintain regular communication about progress, concerns, successful strategies and next steps.

3. Student code of conduct, school-wide expectations and rules

Bringelly Public School's expectations align with the NSW Department of Education Student Code of Conduct. Students are expected to demonstrate respectful, safe and responsible behaviour and to follow reasonable directions from staff.

School-wide expectation	What this looks like at Bringelly Public School
Respect	We speak and act respectfully; listen to others; include others; care for people, property and the environment; and resolve disagreements appropriately.
Safety	We keep ourselves and others safe; follow school routines and staff directions; use equipment appropriately; and seek help when a situation is unsafe.
Responsibility	We take responsibility for our choices, learning, belongings and actions; attend and participate; and repair harm when our behaviour has affected others.

Engagement	We are ready to learn, participate in lessons and activities, persist with challenges, and use agreed strategies to manage emotions and behaviour.
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These expectations apply across classrooms, playgrounds, excursions, school activities, online environments and other situations where student behaviour has a clear and close connection to the school.

4. Whole-school approach across the care continuum

Bringelly Public School uses the NSW Department of Education care continuum to provide prevention, early intervention, targeted intervention and intensive individual support. Strategies are selected according to student need and reviewed as required.

Care continuum	Strategy program /	Description	Student group
Prevention / Universal	Explicit teaching of behaviour	Teach, model, practise and reinforce expected behaviours, routines, social skills and respectful interactions.	All students
Prevention / Universal	Classroom routines and consistent expectations	Consistent classroom structures, clear instructions, visual supports, predictable routines and positive feedback.	All students
Prevention / Universal	Social and emotional learning	Explicit teaching and practicing emotional regulation, problem solving, relationships, resilience and help-seeking.	All students
Prevention / Universal	Anti-bullying, racism and religious intolerance education	Teach respectful relationships, inclusion, positive bystander behaviour, digital citizenship and safe reporting. Delivered in line with the four components of the NSW Anti-Bullying Framework (preventing, responding, partnering and implementing). Racism education reflects the Department's Anti-racism procedures, including understanding racism and its impacts and building a culture of respect, safety and inclusion.	All students
Prevention / Universal	Positive recognition	Acknowledge effort, positive choices, respectful relationships, responsibility and engagement through	All students

		classroom and whole-school practices.	
Early intervention	Teacher-led adjustment and support	Use additional prompts, visual supports, check-ins, movement or regulation breaks, seating adjustments, task modification and explicit reteaching.	Students requiring additional support
Early intervention	Learning and Support Team	Identify barriers to learning and behaviour, coordinate classroom adjustments, monitor progress and determine next steps.	Students requiring targeted support
Targeted	Small-group intervention	Targeted teaching and support for identified learning, social-emotional or behaviour needs, including structured literacy/numeracy and wellbeing interventions where appropriate.	Identified students
Targeted	Individual student planning	Develop individual goals, proactive strategies, reasonable adjustments, risk management and response plans in consultation with relevant stakeholders.	Students with ongoing or complex needs
Intensive	Team Around the School / external agency collaboration	Coordinate school, family, specialist and external supports for students with complex or persistent needs.	Students with complex needs

5. Planned responses to student behaviour

Identifying behaviours of concern

The school identifies behaviour concerns through classroom observation, playground and duty observations, student disclosure, parent/carers information, staff communication, behaviour and wellbeing records, Learning and Support Team referrals, attendance patterns and information from relevant professionals.

When considering behaviour, staff seek to understand the context, function and possible contributing factors, including learning needs, disability, communication, regulation, trauma, relationships, environmental factors and other individual circumstances.

Positive behaviours

Positive behaviour is explicitly acknowledged and reinforced. Staff provide specific positive feedback, recognise effort and improvement, and reinforce behaviours that demonstrate respect, safety, responsibility and engagement. Students are given opportunities to practise and experience success with expected behaviours.

Behaviour management response process

Level	School response
Prevention	Teach expectations explicitly; establish predictable routines; build relationships; provide engaging learning; use inclusive practices; identify and reduce known triggers; acknowledge positive behaviour.
Early intervention	Use calm prompts and redirection; reteach the expected behaviour; provide choices; use visual or environmental supports; provide regulation or movement opportunities where appropriate; communicate with families when patterns persist.
Targeted / individual intervention	Consult the Learning and Support Team; analyse patterns and triggers; develop individual plans and reasonable adjustments; coordinate with parents/carers and external professionals; monitor and review; use risk management where required.
Serious behaviour / behaviour of concern	Prioritise safety; follow school and department procedures; involve executive staff as required; document incidents and responses; communicate with parents/carers; implement individual planning and additional support; consider formal behaviour management actions where required by department procedures.

6. Bullying, cyberbullying, racism and/or religious intolerance

Bringelly Public School does not accept bullying, cyberbullying, racist behaviour, discrimination or religious intolerance. Students are explicitly taught respectful relationships, inclusion, positive bystander behaviour, safe online behaviour and how to seek help.

Consistent with the NSW Anti-Bullying Framework, bullying behaviour is typically ongoing and deliberate; a misuse of power in relationships; repeated covert or overt verbal, physical and/or social behaviour; online and/or offline; individual or group-based; intended to cause physical, social and/or psychological harm; difficult for the target to stop from happening to them; and a violation of the right to dignity, safety and education. This definition distinguishes bullying from other forms of aggressive or unkind behaviour, which are still addressed through the school's behaviour support processes.

The school's approach to bullying, including cyberbullying, is guided by the four evidence-based components of the NSW Anti-Bullying Framework. Together they provide a whole-school, multi-tiered approach to preventing and responding to bullying.

Framework component	How Bringelly Public School applies it
Preventing	Build a positive, inclusive whole-school culture through explicit teaching and modelling of expectations, respectful relationships and social and emotional skills, including managing emotions, resolving conflict peacefully, showing empathy and seeking help. Staff build strong, respectful relationships with students so early signs of distress or conflict are recognised, and students are encouraged to stand up for and support one another.
Responding	Every report is recorded and responded to promptly, fairly and consistently, using trauma-informed and non-stigmatising practice. Staff help students who are targeted to feel safe and supported, and help students who engage in bullying to understand the impact of their behaviour, learn alternative ways to behave and be accountable for their actions.

Partnering	Work with students, families and the community so that prevention and response strategies are culturally safe, inclusive and reflect real student experiences. Students contribute to actions that prevent and respond to bullying, and the school partners with community agencies and services where a student's needs exceed what the school can reasonably provide.
Implementing	Use a whole-school, multi-tiered approach (Tier 1 universal, Tier 2 targeted, Tier 3 intensive) that is aligned with this plan, other school policies and related wellbeing, behaviour and attendance supports. Staff receive professional learning to recognise and respond to subtle, covert and online bullying, and bullying data and the effectiveness of strategies are reviewed regularly.

Anti-racism

The school's approach to preventing and responding to racism is guided by the Department's Anti-racism procedures, which direct schools to eliminate all forms of racism through strong leadership and a committed workforce. The school recognises the historical and ongoing impact of racism on Aboriginal and Torres Strait Islander Peoples and communities, and is committed to high expectations for students of all cultural, linguistic and religious backgrounds.

Anti-racism procedures	How Bringelly Public School applies them
Understand racism and its impacts	School leaders maintain data on reports and incidents of racism and their resolution, and support staff to build their understanding of racism and the skills needed to counter it. All staff commit to understanding all forms of racism and its impacts, recognise the historical and ongoing impact of racism on Aboriginal and Torres Strait Islander Peoples and communities, and take part in ongoing professional learning, including the mandatory Anti-Racism Policy Training.
Take action to prevent racism	School leaders build a culture of respect, safety and inclusion; implement educational practices that reflect high expectations for students of all cultural, linguistic and religious backgrounds; provide equitable and inclusive resources and supports; build knowledge and understanding of Aboriginal and Torres Strait Islander Peoples, histories, cultures and experiences; and develop culturally safe, inclusive and responsive programs and whole-school anti-racism strategies. All staff engage in respectful conversations about race and racism and maintain culturally inclusive and responsive practice.
Respond effectively to racism	School leaders maintain procedures to respond to reports and incidents of racism, act to address and resolve them, acknowledge every incident and use it to inform action to prevent future occurrences, and support all members of the school community who experience or witness racism. Restorative practice approaches are used to help students understand their behaviour and its impact on others. All staff take every report seriously, follow local procedures consistently and support colleagues and stakeholders who experience or witness racism.

The Department's Anti-Racism Strategy 2024–2035 takes a broad view of racism as discrimination and inequity based on ethnicity, nationality, ancestry, cultural and/or language backgrounds, religion, faith, beliefs or spirituality, which may occur at the individual or system level. Anti-racism refers to the ideas and practices that confront and eradicate racism and racial discrimination at the interpersonal and systemic level. Racism is a form of discrimination that is different from religious discrimination, although the two may compound each other. Religious discrimination is any distinction, exclusion, restriction or preference based on religion, faith, belief or spirituality that affects human rights and freedoms, and it can occur with or without racial discrimination.

The Strategy's goals are that students, staff, families and communities from all cultural, linguistic and religious backgrounds participate equitably in a racism-free NSW public education system, and that public education contributes to a safer, stronger, more inclusive and more cohesive NSW community. The school's approach is organised around the Strategy's three focus areas.

Strategy focus area	How Bringelly Public School applies it
Setting firm foundations	Listen to students, families, staff and the community about their experiences of racism and how to address and prevent it, so that people feel heard, taken seriously and confident in the school's commitment to anti-racism. Work in partnership with families and community stakeholders, and use evidence, including NSW Public Schools survey data and school records, to understand the prevalence and impact of racism and the actions taken in response, and to review and improve initiatives.
Building everyone's capacity	Students learn to identify racism, understand its impacts, and know how to prevent and respond to it. All staff build the same knowledge and confidence through professional learning. Teachers implement culturally inclusive curriculum and pedagogy that reflects varied perspectives and responds to the needs of all learners. Leaders build anti-racist cultures and practices, identify and address barriers to equitable access and participation for Aboriginal and/or Torres Strait Islander students and students from culturally, linguistically and religiously diverse backgrounds, and model good practice when responding to reports and incidents of racism.
Building strong systems and processes	Reporting pathways are clear, accessible and well communicated, and are understood and trusted by students, families and staff. Support for people who experience racism is culturally safe and appropriate. Reports and incidents are addressed using culturally and psychosocially safe processes that are clear and transparent, and the response is prompt, appropriate, effective, recorded and transparent.

The Strategy's 2026–2027 Implementation Plan focuses on deepening understanding of how racism is experienced across the system, strengthening leadership capability at all levels, and examining how policies, processes and resources can more effectively prevent and respond to racism. The school will draw on Department resources and guidance as they become available, including updated staff resources on student inclusion and bullying that include information about racism, guidance on interpreting NSW Public Schools survey data on racism, resources for multifaith inclusive classroom practice and the Calendar for Cultural Diversity, and can mark International Day for the Elimination of Racism on 21 March.

Reporting and response process for bullying, cyberbullying, racism and religious intolerance

Reporting and response	School process
Reporting	Students can speak to any trusted staff member. Parents/carers can contact the classroom teacher, executive staff or Principal. Reports may be made verbally or electronically. Reporting pathways for racism are clearly communicated so that they are accessible, equitably used, understood and trusted by students, families and staff.
Initial response	The school responds as soon as practicable and, where appropriate, commences the initial response within 2 school days of becoming aware of the incident.
Triage and assessment	Each report is assessed for severity and urgency so that staff can prevent further harm and respond in a trauma-informed, non-stigmatising way. Students who are targeted are supported to feel safe immediately after an incident and during follow-up.

Information gathering	Staff establish the facts, listen to relevant students and staff, consider context and maintain appropriate confidentiality. Reports and incidents of racism are addressed using culturally and psychosocially safe processes that are clear and transparent.
Support	Students affected by behaviour receive appropriate support, which may include classroom adjustments, wellbeing support, Learning and Support Team involvement, family communication or referral to specialist services. Reasonable efforts are made, typically within 2 school days of the school becoming aware of an incident, to ensure affected students are being supported. Support for people who experience racism is culturally safe and appropriate.
Support for students who engage in bullying	Staff help students understand the impact of their behaviour, address the underlying motivation for the behaviour (such as seeking control or attention, or coping with personal challenges), teach alternative ways to behave and apply explicit, proportionate consequences in line with this plan and Department procedures.
Follow-up	The school monitors student wellbeing and behaviour, reviews the effectiveness of actions and takes further action where required.
Reports of racism	Every report or incident of racism is taken seriously, recorded and followed up under the Department's Anti-racism procedures. Students and staff who experience or witness racism are supported, restorative practice approaches help students understand their behaviour and its impact on others, and each incident is acknowledged and used to inform action to prevent future occurrences. The school's Anti-Racism Contact Officer can provide support and advice.
Recording	Incidents, actions taken and follow-up are consistently recorded and retained accurately through the school's approved wellbeing/behaviour recording processes, so that patterns can be tracked, progress monitored and future responses informed.
Escalation	Students and families may escalate concerns to the Principal or appropriate Department of Education staff if concerns remain unresolved.

7. Restorative, reflection and detention practices

Where appropriate, Bringelly Public School uses restorative and reflection practices to help students understand the impact of their behaviour, repair relationships, take responsibility and make positive choices. Responses are proportionate, developmentally appropriate and consider individual student needs.

Detention may be used as a planned behaviour management response in accordance with NSW Department of Education procedures. Detention occurs in a supervised school setting, includes access to food, water and toilet breaks, and is appropriate to the student's age and developmental level.

Strategy	When / where	Coordinating staff member	Record keeping
Restorative conversation	Following an incident when students are regulated and ready to participate.	Class teacher / executive	School wellbeing / behaviour record where appropriate
Reflection and reteaching	Following inappropriate behaviour to identify what happened, impact, expected behaviour and next steps.	Class teacher / executive	School wellbeing / behaviour record where appropriate
Detention	When required as a planned behaviour management response and in accordance	Executive / delegated staff member	School behaviour / wellbeing system

	with Department procedures.		
Individual behaviour support	For ongoing or complex behaviour requiring targeted or intensive intervention.	Learning and Support Team / executive	Individual planning and school record system

8. Support for students and staff impacted by behaviours of concern

The school provides support to students affected by behaviours of concern. Support is matched to need and may include a trusted staff member, classroom adjustments, executive support, Learning and Support Team referral, wellbeing check-ins, individual planning and referral to appropriate Department or external services.

Staff impacted by behaviours of concern can access executive support, collegial consultation, Learning and Support Team processes and relevant Department support pathways. Staff safety and wellbeing are considered when developing responses and risk management strategies.

9. School record keeping and reporting processes

Staff record significant student behaviour incidents, actions taken, communication and relevant student planning through the school's approved wellbeing/behaviour recording processes. School records are used to identify patterns, monitor interventions, support continuity and inform review. Bullying incidents are consistently recorded and retained, and this data is regularly reviewed to identify patterns and trends, evaluate the effectiveness of strategies and target interventions where they are most needed. Reports and incidents of racism and their resolution are recorded and reviewed by school leaders, and used to inform action to prevent future occurrences.

Staff follow relevant NSW Department of Education requirements, including procedures relating to incident notification and response, child protection, student behaviour, suspension and expulsion, anti-racism and religious intolerance, and detention and time-out.

10. Roles and responsibilities

Role	Key responsibilities
All staff	Teach and model expectations; establish safe and inclusive environments; respond calmly and consistently; document significant concerns; seek support when required. Recognise, report and respond to bullying, including covert and online bullying, using a common language and shared responsibility. Take every report of racism seriously, follow local procedures to report and respond, engage in respectful conversations about race and racism, and complete Anti-Racism Policy Training.
Class teachers	Build relationships; explicitly teach behaviour; monitor patterns; communicate with families; implement classroom adjustments; refer to the Learning and Support Team where appropriate. Implement culturally inclusive curriculum and pedagogy that reflects varied perspectives and responds to the needs of all learners.
Executive staff	Support staff and students; coordinate responses to significant incidents; support individual planning; monitor patterns; communicate with families; ensure procedures are followed. Ensure bullying reports are triaged, followed up and recorded. Maintain data on reports and incidents of racism and their resolution.

Learning and Support Team	Coordinate targeted support, adjustments, referrals, individual planning and review for students requiring additional support.
Principal	Provide whole-school leadership; ensure implementation and review of the SBSMP; oversee significant behaviour matters; ensure alignment with Department policy and procedures. Ensure the school's anti-bullying approach aligns with the NSW Anti-Bullying Framework and is regularly reviewed. Lead the development and implementation of whole-school anti-racism strategies and build a culture of respect, safety and inclusion.
Students	Follow school expectations, participate in learning, seek help when needed, take responsibility for choices and contribute to a safe and respectful school. Speak up, support others and seek help when bullying occurs. Learn to identify racism, understand its impacts and know how to prevent and respond to it.
Parents/carers	Work collaboratively with the school, share relevant information, support agreed strategies where appropriate and communicate concerns. Raise bullying concerns early so they can be addressed together. Use the school's reporting pathways to raise concerns about racism.

11. Implementation, monitoring and evaluation

The School Behaviour Support and Management Plan is implemented across the school and reviewed annually. Evaluation draws on student behaviour and wellbeing data, attendance and engagement information, Learning and Support Team data, incident trends, student voice, staff feedback and parent/carer feedback.

Review area	Evidence data /	Review process
Positive behaviour	Recognition and engagement information; classroom observations; student voice.	Review trends and identify practices to strengthen.
Behaviours of concern	School behaviour/wellbeing records; incident patterns; individual planning data.	Identify patterns, evaluate responses and determine adjustments.
Bullying and discrimination	Reports, follow-up records, student/family feedback. Bullying incident data and trends. Data on reports and incidents of racism and their resolution. NSW Public Schools survey data on racism, and attendance, engagement and wellbeing data by cultural, linguistic and religious background.	Review prevention, response and follow-up processes. Check that responses are implemented as intended and are making a meaningful difference for students; refine policies, practices and supports as needed. Track confidence in preventing and addressing racism, students' wellbeing and sense of belonging, and the resolution of reports of racism.
Student support	Learning and Support Team referrals,	Evaluate effectiveness of targeted and intensive supports.

	intervention data and individual plans.	
Staff practice	Staff feedback, professional learning and consultation. Completion of Anti-Racism Policy Training.	Identify professional learning and consistency priorities.

12. 2026–2027 priorities

- Strengthen consistent explicit teaching of behaviour expectations across classrooms and playground settings.
- Continue to strengthen proactive, inclusive and trauma-informed responses for students requiring additional regulation and behaviour support.
- Use behaviour and wellbeing data to identify patterns early and evaluate the effectiveness of interventions.
- Strengthen student voice, help-seeking and positive bystander behaviours.
- Maintain clear and consistent communication with parents and carers around behaviour support and individual planning.
- Embed anti-bullying, cyberbullying, racism, religious intolerance and respectful relationships education across the school.
- Implement the four components of the NSW Anti-Bullying Framework (preventing, responding, partnering and implementing), including staff professional learning on recognising and responding to covert and online bullying and regular review of bullying data.
- Implement whole-school anti-racism strategies in line with the Department's Anti-racism procedures, including staff professional learning, culturally safe and inclusive practice, and building knowledge and understanding of Aboriginal and Torres Strait Islander Peoples, histories and cultures. Priorities for 2026–2027 are to deepen understanding of how racism is experienced in our school community, strengthen leadership capability to identify, prevent and respond to racism, and review school policies, processes and resources for barriers.
- Continue to strengthen Learning and Support Team processes for targeted and intensive student support.
- Support staff consistency through professional learning, collaborative problem solving and shared resources.

13. Department of Education policy alignment

This plan has been drafted using the NSW Department of Education School Behaviour Support and Management Plan template and current policy guidance available in 2026. It should be read alongside the Department's Student behaviour policy, Student Code of Conduct, Detention and time-out procedures, Suspension and expulsion procedures and relevant anti-racism, child protection and incident response procedures. The plan also draws on the NSW Anti-Bullying Framework, which sets out four evidence-based components (preventing, responding, partnering and implementing) that underpin a whole-school approach to addressing bullying, including cyberbullying. It also reflects the Department's Anti-racism procedures, which direct schools to understand racism and its impacts, take action to prevent racism and respond effectively to reports and incidents of racism. It is further informed by the Anti-Racism Strategy 2024–2035 and its 2026–2027 Implementation Plan.

The revised Student Code of Conduct is scheduled for implementation from Day 1 Term 4 2026 and is to be included in school behaviour support and management plans by the end of Term 4 2026. Schools are encouraged to prepare their communities for annual acknowledgement from Term 1 2027. Anti-racism is being embedded

through the new Student Code of Conduct activities, which set high expectations for respect, responsibility and safety and the explicit teaching of behaviour.

14. Plan approval and review

Item	Details
School	Bringelly Public School
Plan period	2026–2027
Principal	K.Taylor
Initial publication / update	2026
Next annual review	2027
Consultation	School staff, students, parents/carers and relevant school community consultation as appropriate