

Broderick Gillawarna School

Behaviour Support and Management Plan

Overview

Broderick Gillawarna School (BGS) is committed to a focus on the holistic student and producing enabled, happy, engaged, self-regulated adjusted students for society. This commitment extends to providing an environment where students are actively engaged in the curriculum and are provided with interesting and innovative ways to learn; where they feel and are cared for by school staff and develop a sense of belonging to the school.

Positive relationships between staff and students, where teachers and support staff know, value and care for their students allows all at BGS to build on personal strengths and persist with tasks until they succeed. Students are more likely to behave positively if they are in an environment where they feel respected, safe, and capable. By creating such an environment many potentials of off-task behaviours can be supported and possibly prevented.

Broderick Gillawarna School knows that behaviour is a form of communication and is either learnt, or a direct result of a student dysregulation and so with students who display inappropriate behaviours, staff assist them to learn more pro-social behaviours. BGS views student behaviour through an educational lens and have formed strategies to support student behaviour with dignity and respect to ensure a positive learning outcome.

At Broderick Gillawarna School, we believe successful behaviour management is responding to meet students' needs rather than reacting when students are not behaving positively. The school's Behaviour Support and Management Plan draws upon the commitment of staff to promote and support positive behaviour and assist students to modify inappropriate behaviour. Therefore, we concentrate on building relationships and pro-active individual strategies aligned with sensory regulation through well-being programs rather than taking punitive measures.

Well-being programs at the school have a profound positive impact on student behaviour. Well-being programs have sound evidence informed backgrounds, emphasising the social-emotional benefit for all students. These programs under the umbrella of the Department of Education's Wellbeing Framework include: Berry Street Model; Smiling Minds; Trauma Sensitive Restorative Yoga (TSRY); Positive Behaviour for Learning (PBL); Trauma Informed Practice (TIP); Tactile Approach to Communication Package (TACPAC); Sensory Fitness and GriffinOT sensory processing. They all have a significant positive psychological aspect in them and reinforce: interoception; self-awareness; resilience; self-regulation and self-esteem.

Partnership with parents and carers

Broderick Gillawarna School will partner with parents and carers to establish clear expectations for engagement in developing and implementing student behaviour management strategies by fostering open communication, providing collaborative planning opportunities, and sharing resources to support consistent approaches at home and school. The school will use systems such as regular parent-teacher meetings, Individual Behaviour Support Plan (IBSP) consultations, and workshops to actively involve families in the process.

Broderick Gillawarna School will communicate these expectations through newsletters, the school website, Seesaw updates, and direct communication channels like phone calls and emails. Additionally, the school will host information sessions and provide written materials outlining behaviour management frameworks and strategies to ensure parents and carers are informed, supported, and actively involved in promoting positive student outcomes.

School-wide expectations and rules

Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole school community contributing to a positive, safe, and supportive learning culture. Information on BGS' PBL policy can be found on the school's [PBL Website](#).

BGS is a PBL school with three core values:

Expectation - Be Safe	Expectations - Be Friendly	Expectation - Be a Learner
		
Be Safe by: • stay with the group • hands and feet down • hat on head • equipment low	Be Friendly by: • personal space • use kind words • share with others • care for property	Be a Learner by: • listen and do • work together • finish work • talk to others

Behaviour Code for Students

Broderick Gillawarna School (BGS) is committed to providing a safe, supportive, and responsive learning environment for everyone. BGS teaches and models the behaviours the school values in our students. BGS has an expectation that all students are safe, respectful and are ready to learn.

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/content/dam/main-education/policy-library/public/supporting-documents/pd-2006-0316-01-behaviourcodestudents.pdf>. This document translated into multiple languages is available here: [Behaviour code for students](#).

Whole school approach across the care continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	Staff Professional Development	Staff are highly trained in behaviour intervention and know their students and how they learn. Professional Development ensures staff are certified in fields that are complementary to their positions, engaging them in structured programs to advance their skills to work with students and their additional learning and support needs.	All staff
Prevention	Personalised Learning Plans (PLPs) and Individual	Personalised Learning and Support are the processes that supports a wide range of students with additional learning and support needs. PLPs and ITPs are underpinned by evidence of four key elements or areas of	All students Kindergarten to Year 12 Parents and

Care Continuum	Strategy or Program	Details	Audience
	Transition Plans (ITPs)	activity. - The assessed individual education needs of the student - The provision of adjustments or support to meet the students' assessed needs - Monitoring and review of the impact of the adjustment or support being provided for the student Consultation and collaboration of teachers with parents' and carers, support staff and other professionals where required	Carers All staff
Prevention	Positive Behaviour for Learning (PBL) Universal Interventions	PBL schoolwide and classroom systems of support 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 students.	Whole School
Prevention	Universally safe assets and infrastructure – Environmental Restraint	Universally safe assets and infrastructure are standard health and safety practices and are appropriate in all school settings. The use of gates to separate playgrounds are Health and Safety (H&S) necessary to support age groups being separated due to violent behaviours and appropriateness. Internal gates also used to support absconding to main perimeter gates leading onto roads and traffic.	All students Kindergarten to Year 12
Prevention	Environmental set up and predictable routines	The classroom environment plays a central role in encouraging positive behaviour. Classrooms are set up to allow for safety and individual learning needs, this could include lighting, auditory effects, ergonomics to develop a predictable classroom environment and to respond to challenging behaviours. Predictable routines are set to define and teach expectations acknowledge appropriate behaviours and respond consistently to challenging behaviours. A predictable classroom environment focuses on developing positive relationships, designing the physical environment of the classroom to maximise structure and predictability, developing clear and consistent schedules and routines and implementing effective transitions.	All staff
Early Intervention	Berry Street Education Model (BSEM)	BSEM is a practical approach to teaching and learning that enables teachers to increase engagement with students with complex, unmet learning needs and successfully	All students Kindergarten to Year 12

Care Continuum	Strategy or Program	Details	Audience
		improve all students' self-regulation, growth and academic achievement.	All Staff
Early Intervention	Trauma Sensitive Restorative Yoga (TSRY)	TSRY supports the nervous system by promoting relaxation, reducing stress, and enhancing emotional regulation. It helps calm the mind, balance the body's stress response, and improve overall well-being, fostering a sense of safety and calm.	All students Kindergarten to Year 12
Early Intervention	Smiling Minds	Smiling Mind is a mindfulness-based social and emotional learning program that equips students with the skills they need to thrive in life by building healthy minds and engaged classrooms.	All students Kindergarten to Year 12
Early Intervention	Zones of Regulation (ZORs)	ZORs develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness.	All students Kindergarten to Year 12
Targeted Intervention	Personalised LearningPlans (PLPs) and Individual Transition Plans (ITPs)	PLPs and ITPs are used to work in partnership with parents and support behaviours and social and emotional goals.	All students Kindergarten to Year 12, Teachers, School Learning Support Officers (SLSOs) Parents and Carers Other professionals, staff
Targeted Intervention	Universally safe assets and infrastructure – Environmental Restraint	Universally safe assets and infrastructure are standard health and safety practices and are appropriate in all school settings. The use of double handles are Health and Safety (H&S) necessary to support age groups being separated due to violent behaviours and appropriateness.	Varying student age groups All staff
Targeted Intervention	Sensory Fitness	A fitness program based in sensory and functional fitness principles that empowers the individual, promotes body awareness, and addresses strong posture, coordination and motor skills.	Individual students All staff
Individual Intervention	GriffinOT - Sensory Integration	Sensory integration is used to assist students learn to use their senses together, that is touch smell taste, sight and hearing. It is claimed that	Individual students

Care Continuum	Strategy or Program	Details	Audience
		sensory integration can improve challenging behaviour and repetitive behaviour. These behaviours can be related to difficulties with processing sensory information.	
Individual Intervention	Tactile Approach to Communication Package (TACPAC)	TACPAC is a sensory communication resource using touch and music to develop communication skills. It helps those who have sensory impairment or communication difficulties.	Individual students
Individual Intervention	Learning and Support Team (L&ST)	L&ST works with students, parents and carers, classroom teacher and other professionals to identify students who need extra support at any stage of a student's school level.	Individual students L&S Team Teachers, School Learning Support Officers (SLSOs) School Counsellor Parents and Carers Other professionals
Individual Intervention	Functional Behaviour Assessment (FBA)	FBA professional learning helps staff understand how to conduct a functional behaviour assessment and identify the function of behaviour and implement appropriate interventions. FBA is a process for collecting information to help determine why behaviour occurs and to serve as a basis for the development of an Individual Behaviour Plan. Research has shown that interventions developed from an FBA are more likely to be effective in reducing rates of problem behaviour.	Individual students Teachers, School Learning Support Officers (SLSOs)
Individual Intervention	Complex Case Management	Complex Case Management allows us to work with families on any barriers with the support of trained staff. This may include support with psychiatrists, paediatricians, and other health professionals	Individual students Parents and Carers Individual identified staff to support Other professionals

Care Continuum	Strategy or Program	Details	Audience
Individual Intervention	South West Sydney Local Health District (SWSLHD) School-based Clinic	The SWSLHD clinic comes to the school and is comprised of a social worker, paediatrician, and registered nurse. The districts vision is to provide healthcare service that is patient focused, equitable and responsive to the changing and developing needs of the communities in South West Sydney.	Individual students Parents and Carers Individual identified staff to support Clinic response team
Individual Intervention	Self-regulation spaces	Self-Regulation refers to the self-directive process through which learners transform their mental abilities into task related skills. This is the method or procedure that learners use to manage and organise their thoughts and convert them into skills used for learning.	Individual students
Individual Intervention	Tier 3 interventions. Intensive individual interventions – assessment based, intense durable procedures	Tier 3 interventions are extremely individualised interventions that cater to the specific needs of individual students. Intervention is not one size fits all. Tier 3 intervention is specifically tailored to address academic, behavioural and social emotional challenges that prevent students from progressing.	Individual students

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

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.

BGS staff will identify inappropriate behaviour and behaviours of concern, including hate speech, bullying and cyber-bullying through a range of channels, for example:

- **Behavioural Observation:** School staff will monitor student behaviour through regular classroom observation and informal interactions.
- **Parent and Carer Input:** Parents and carers will be encouraged to communicate any behavioural concerns or observations directly to the school. Parent and carers will be encouraged to report any concerns and will be informed of strategies to discuss and support anti-bullying messages at home.
- **Incident Reporting Systems:** The school will use a standardised incident reporting system for students, staff, and parents to report behaviour issues.
- **Monitoring and Reporting:** The school will implement a combination of monitoring tools including observation of behaviour, identifying inappropriate interactions or language including bullying.

- **Behavioural Check-Ins:** Regular check-ins with students at risk or displaying concerning behaviours to assess needs, provide support, and set goals.
- **Collaboration with Support Services:** Partnering with external support services such as counsellors' behaviour therapists, paediatricians and psychologists to provide additional insight and intervention strategies for identified behavioural issues.
- **Professional Development:** Staff will participate in professional development focused on understanding behaviour triggers, strategies for positive reinforcement, and de-escalation techniques.
- **Restorative Practices:** Implementing restorative approaches to address behaviour issues, promote accountability, and rebuild relationships.
- **Behaviour Response and Support Plans:** Developing individualised behaviour intervention plans for students who require targeted support, including clear objectives, strategies, and monitoring systems.
- **Case Management:** For identified incidents, the school will assign a designated staff member to oversee the management of the case, involve parents/carers, and implement individualised support plans for affected students.

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 – behaviour of concern is managed by school executive.

Broderick Gillawarna School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. 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	Targeted/Individualised Responses to behaviours of concern
Students are explicitly taught how 'Be Safe,' 'Be Friendly' and 'Be a Learner' in line with Positive Behaviour for Learning (PBL) matrix expectations	• Use verbal praise to reinforce achievement/behaviours • Model consistent and caring behaviour	• Redirections using the appropriate prompt level for the individual student • Reminder of School Rules ('Be Safe', 'Be Friendly', 'Be a Learner')

Individual Behaviour Response and Support Plans are formed for students who present a need for additional support	• Provide support plans for students where required • Recognise and reward student achievement through assembly, class awards, stickers, privileges, special awards, class based visual schedule/reward chart (First/Then visual with reinforcer), use of a token system, and Presentation Day acknowledgement.	• Provision of self-regulation breaks • Use of self-initiated time-outs/self-regulation breaks via 'break cards' for students
Learning and Support Team Referral	• Students are referred to the Learning and Support Team for recommendations of further support before crisis	• Complexed case management with a variety of stakeholders to support the need for a student in crisis

Responses to serious behaviours of concern

- **Redirections:** Using the appropriate prompt level tailored to the individual student
- **Reminder of School Rules:** Reinforcing rules such as 'Be Safe', 'Be Friendly', 'Be a Learner'.
- **Initiated Time Out:**
 - Must occur under staff supervision, in line with guidelines.
 - May include removal from class, relocation to an alternative class, Principal or Deputy Principal.
 - Display and communicate school rules and expectations regarding Time-Out.
- **Self-Regulation Breaks:** Provision of self-regulation breaks as an alternative to Time-Out.
- **Use of 'Break Cards':** Allowing students to self-initiate time-outs/self-regulation breaks.
- **Student and/or Parent Interview:** Conducting an interview with the teacher and/or Principal, followed by one of the above strategies.
- **Learning and Support Team Process:** Involving the team to discuss the student's welfare.
- **Suspension and/or Expulsion:** Implementing as necessary following school protocol

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](#).

Procedural fairness - suspension and expulsion

Broderick Gillawarna School is committed to ensuring procedural fairness when considering suspension or expulsion, in accordance with the NSW Department of Education Suspension and Expulsion Procedures, the Disability Discrimination Act 1992 (DDA) and the Disability Standards for Education 2005 (DSE).

When a suspension is being considered, the student will be provided with an opportunity to be heard and, where appropriate, to respond to the behaviour or incident of concern before a decision is made. Parents and carers will be informed of the behaviour of concern, the reasons suspension is being considered and the outcome of the decision-making process.

In applying procedural fairness, the school will consider each student's individual circumstances, including their disability, developmental age, communication needs, cognitive capacity, cultural considerations, wellbeing needs and their capacity to understand and participate in the process.

Consistent with obligations under the DDA and DSE, reasonable adjustments will be made to enable the student to participate meaningfully in the process and to ensure that disability does not prevent the student from being afforded procedural fairness. Adjustments may include:

- use of visuals, AAC or other communication systems
- simplified or concrete language
- additional processing and response time
- support from familiar staff
- alternative methods for the student to communicate their perspective
- consideration of the student's communication, sensory, regulation and cognitive needs.

The Principal will consider all relevant information available, including:

- the nature, context and impact of the behaviour
- the student's disability and individual circumstances
- whether the behaviour may be related to the student's disability, communication, regulation or support needs
- reasonable adjustments and supports currently in place
- the student's Behaviour Support Plan, Risk Management Plan and/or other relevant individual plans
- information provided by the student, parent or carer and relevant staff
- whether time is required to review and implement reasonable adjustments, including changes to the environment, Behaviour Support Plans, Risk Management Plans, staffing strategies or other supports, to facilitate the student's safe and successful return to school
- whether additional or different reasonable adjustments may be required.

Procedural fairness does not require a student to provide a verbal or written account where their disability or communication needs prevent them from doing so. The school will use appropriate and accessible methods to provide the student with a reasonable opportunity to communicate their perspective.

Decisions regarding suspension or expulsion will be made impartially and on the individual circumstances of the matter. Students and parents or carers will be informed of the decision, the reasons for the decision and relevant review and appeal processes in accordance with Department procedures.

Reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Student is offered an individual area with support for sensory self-regulation	Individual student is off base line and is beginning to demonstrate dysregulation 5 to 10 mins	Teacher and or School Learning Support Officer	On Sentral behaviour data communicated with parent or carer via communication book or seesaw
Student is offered designated self-regulation space and moves independently to this area for self-regulation.	Individual student is off base line and is dysregulated and requires larger individual space to regulate – Individual timeframe.	Teacher and or School Learning Support Officer and or Executive	On Sentral behaviour data communicated with parent or carer via communication book or seesaw or phone
Student is transitioned to self-regulation space	Student is physically acting out and is extremely emotionally dysregulated – Individual timeframe	Executive and monitored for its duration	On Sentral behaviour data communicated with parent either phone call, communication book or via seesaw H&S Incident Report and Support Hotline if needed

Review dates

Last review date: January 2026: Day 1, Term 1, 2026

Next review date: January 2027: Day 1, Term 1, 2027

Appendix 1: Behaviour management flowchart

