

BEHAVIOUR SUPPORT AND MANAGEMENT PLAN

[Draw your reader in with an engaging abstract. It is typically a short summary of the document. When you're ready to add your content, just click here and start typing.]

2025

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Overview

Buronga Public School is dedicated to fostering a culture of high expectation where every individual is inspired to reach their full potential in a supportive and inclusive environment.

With unwavering commitment, we set high expectations for academic and personal growth, and social responsibility.

Through evidence-based learning programs, high impact teaching strategies and a focus on educational leadership, we empower students to have aspirational expectations and commit to the pursuit of excellence.

Partnership with parents and carers

Buronga Public School partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and anti-bullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them from Me surveys, school information sessions, school events combined with consultative opportunities, school surveys, consulting with the P & C and local Aboriginal Community members and Elders.
- Establishing and maintaining respectful and trusting relationships
- Implement Walking Together, Working Together strategy
- using concerns raised through complaints procedures to review school systems, data, and practices.

Buronga Public School will communicate these expectations to parents/carers through the school newsletter and school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety, and wellbeing.

Behaviour Code for Students


NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe 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](#).

School-wide Expectations – how we reinforce positive behaviour

Respectful	Successful	Responsible	Safe
I accept the differences in others	I try to the best of my ability	I follow given directions	I keep my hands and feet to myself
I speak with kind words	I have a go again and again	I am ready to learn	I follow the expectations
I use good manners	I aim to improve	I show integrity	I tell a teacher my concerns as they happen

PBL Expectation Matrix

 BURONGA PUBLIC SCHOOL MATRIX											
	All Locations	Learning Spaces	Playground	Toilets	Bus/Class Lines and Walkways	Library	Eating Area	Special Events	Multi-Purpose room	Office	Kitchen
Respectful	I use good manners and kind words. I listen to and follow the instructions of all staff. I accept differences in others.	I respect opinions and points of view. I support teaching and learning.	I share school equipment. I take turns. I play cooperatively.	I respect the privacy of self and others. I keep the toilet area clean.	I wait quietly in line for the teacher.	I keep the library area tidy. I am quiet in the library. I engage in calm activities. I pack up equipment.	I talk within my class group. I ask a teacher to go to the toilet. I use good manners when I eat.	I follow given specific directions. I line up sensibly.	I am an active listener.	I wait my turn.	I handle my own food.
Responsible	I take care of school property. I put things back where they belong. I show integrity. I am on time.	I am ready to learn. I ask questions if I don't understand.	I collect my own belongings. I play quietly on the synthetic grass. I put my rubbish in the bin.	I remember my purpose. I flush, wash and GO!	I hold equipment well in line.	I use a library bag. I line up and wait for books to be borrowed. I use equipment for its purpose.	I wait for a teacher's instructions. I put my rubbish in the bin. I pack my lunchbox up.	I look after myself and my belongings. I look out for my peers.	I leave the room tidy. I put equipment away. I welcome all visitors.	I only go to the office when I need to. I sign my belongings in and out.	I share equipment. I wash my hands before I begin and again if I touch my face or hair.
Successful	I know my purpose. I aim to improve. I do my best. I participate in all activities.	I focus on my learning. I encourage and support others in their learning. I show pride in my work.	I play by an agreed set of rules. I show sportsmanship.	I flush the toilet. I wash my hands. I leave.	I line up when I hear the bell.	I am a regular borrower. I read something new.	I sit down to eat my food. I eat in my class area. I eat at the lunch tables.	I represent my school with pride. I am open to new experiences and opportunities.	I sit well. I participate in all activities.	I ask a teacher before I go to the office.	I help clean up. I read and follow the recipe.
Safe	I keep my hands and feet to myself. I report problems when they happen. I am in the right place at the right time. I use equipment for its purpose.		I am sun smart. I play by the agreed set of rules.	I wash my hands. I flush the toilet. I keep games for the playground.	I leave space between myself and another person. I walk on walkways. I walk with my scooter or bike.	I walk sensibly. I use seating correctly.	I eat what is packed for me.	I report to a teacher before leaving an area (going to the toilet, going home with parents). I walk between activities with care.	I walk inside the room quietly. I sit with my legs crossed. I am in the room only when there is an adult present.	I walk in quietly and wait to be served.	I walk sensibly. I ask for help when using electrical appliances.












Classroom Values

 BURONGA PUBLIC SCHOOL CLASSROOM VALUES			
RESPECTFUL	RESPONSIBLE	SUCCESSFUL	SAFE
I use good manners.	I am ready to learn.	I do my best.	I keep myself and others safe.

Promoting Positive Behaviour

Initiative	Where?	Description
Fast and Frequent (Buronga Bucks)	All settings	Gold coins (Buronga Bucks) given to students who are following school-wide expectations. Acknowledgements and school targets are voted upon by all students. Coins are tallied and once a target is hit, a whole school acknowledgement is celebrated.
Weekly Awards	Assemblies	Weekly Monday certificates that can include acknowledgement of any aspect of learning and/or positive approach to wellbeing. Award winners are published on the schools' social media platform.
Classroom Acknowledgements	Classroom	Each teacher utilises their own whole-class acknowledgement system. Allocated time, activity or tangible vary dependent on whole class decisions.
Assembly Merit Awards	Assembly of Recognition 2 per term	Students are recognised for their outstanding efforts in 5 weekly assemblies. Parents are informed via Parent Communication Portal prior to the assembly. Award winners are published on the schools' social media platform.
K-2 & 3-6 Good Sport Award	Friday Whole School Sport	Students are recognised for their respectful relationships, self-management and interpersonal skills during game play.

Behaviour Management Continuum

BEHAVIOUR MANAGEMENT CONTINUUM			RESPECTFUL RELATIONSHIPS			RESPONSIBLE LEARNERS		
			Reviewed:			Term 3 2025		
BEHAVIOUR MANAGEMENT CONTINUUM								
 CALM/BASELINE LEVEL <i>point-to-line managed</i> <ul style="list-style-type: none"> Developmentally appropriate behaviours On-task Listening Following instructions Friendship skills Engagement Language & conventional skills <i>If you're not 'stopping' and recognising POSITIVE BEHAVIOUR often, then you will never see a change in the behaviours you want to see.</i>	 LOW LEVEL <i>point-to-line managed & record in school by teacher/teacher discretion</i> <ul style="list-style-type: none"> Off-task/work avoidance Low level teasing Lack of personal boundaries Underdeveloped learning behaviours Not following instructions Calling out/insulting/screaming Lateness Unsafe play / Out of bounds Crying/Upset 	 MINOR LEVEL <i>point-to-line managed & record in School by teacher</i> <ul style="list-style-type: none"> Abandoning/Truancy Defiance/Refusal Disruption Swearing Intimidation Property damage Rough Play Taunts Tearing Threat 	 MAJOR LEVEL <i>point-to-line managed, record in School by teacher & inform to AP/Welbeing</i> <ul style="list-style-type: none"> Severe risk-taking behaviour Physical aggression (injury) Bullying Cyber-bullying Harassment Misuse of technology Persistent unexpected behaviour Racism or discrimination Sexualised behaviours (not sexual harassment) Abusive language & gesture 	 EXTREME LEVEL <i>Record in School by teacher & inform to school Principal</i> <ul style="list-style-type: none"> Assault Serious behaviour of concern Physical violence Destruction of property Self-harm behaviour Possession of a knife or inappropriate item at school Possession/Use of weapons Psychological abuse Criminal behaviour related to the school Use of implement as a weapon 	 CRISIS MANAGEMENT <i>Immediate action on to Principal or delegate.</i> <ul style="list-style-type: none"> Stranger on site Multiple students physical fight Neighbour issue Severe injury Community Concern Parent/Carer Concern Unconscious Critical Incident 			
RESTORATIVE FRAMEWORK								
AFFECTIVE STATEMENT FAST & FREQUENT Whole School Acknowledgement System Class Acknowledgement System Preventative, positive interactions Active supervision Restorative practice & instruction Restorative practice & preventative practices Community Building Circle AFFECTIVE STATEMENT EXAMPLES "I saw the way you did..." "I can see you..." "I really appreciate how you did..." "It makes me so happy to see..." "I really appreciate how you did..." "It's wonderful to see you..." "I feel so proud when you..." "You've done an amazing job..." "It's great to see the effort you're putting into..."	REINFORCE EXPECTED BEHAVIOURS RPS Behaviour Matrix Restorative practice & preventative practices Community Building Circle PROMPT Verbal reminders, reflect behaviour expectations RESCUE Demonstrate correct behaviour with guidance RETEACH Model and practice expected behaviours Time in Cool-Off Zones (if appropriate)	EXPECTATION CLARITY Rethinking of behavior expectations with teacher Restorative Conversation NOTES "I can see that you have been..." INDICES "How does this behavior impact your..." GOALS "When do you need to be back in class?" AGREEMENT "Can we agree that if you do this, it's a good fit, it will be the consequence..."	PAST- PRESENT- FUTURE Rethinking of behavior expectations with teacher & AP/Welbeing Restorative Conversation PAST "Can you tell me what happened?" "Can you tell me what time it happened?" PRESENT "How are you feeling right now? Why is that important?" FUTURE "What are we going to do to make things right? Actions speak louder than words."	EXECUTIVE INTERVENTION Restorative Conversation ENQUIRE "What went wrong? Why?" ENGAGE "Can you explain your side of the story? Were you asked for it?" EXPLORE "Are you clear on what went wrong, how it affected people and what we're doing about that together?" EXPECTATION "Are you clear on what the consequences are coming for being to live up to the standards we've set?"	RESPONSE-ANALYSIS-SAFETY INCIDENTS 1. Call the office and state that assistance is needed for a CRISIS. Monitor & keep others safe. 2. Office sends Principal or delegate immediately. OUTDOORS 1. Send staff or student to the office in a safe and calm manner & keep others safe. 2. Office sends Principal or delegate immediately.			
Follow up strategies Assembly Awards Class awards and acknowledgement activities Whole school acknowledgement activities Named student acknowledgement activity (SAC) Named student acknowledgement activity (Principal) Positive parent letters	Follow up strategies Behavior matrix Direct, Reteach, engage/teach behavior Adjustments – after alternatives Think Sheet reflection Note of privilege or adjustment (inmate) Complete work at alternate time with teacher support Individual setting session – student only Informal phone call to parents / carers	Follow up strategies Notify parents / carers (phone call) Send a letter following parent notification Think sheet reflection Written behavior agreement Restorative practice – problem-solving conversation Support from a teacher Alternate environment / activity	Follow up strategies Notify parents (phone call) and discuss next steps Send formal letter following parent notification Face to face meeting – parent, student, teacher, AP/Welbeing / Technology / LST Teacher Written Behavior Agreement Restorative practice – problem-solving conversation Support from AP/CO LARO Support from learning support staff	Follow up strategies Notify parents (phone call) and discuss next steps Send formal letter following parent notification Face to face meeting – parent, student, teacher, AP/Welbeing / Technology / LST Teacher Written Behavior Agreement Restorative practice formal conference Formal call to support Support from learning support staff Partial exclusion	Follow up strategies DEL notification VMS Advisor Head of Safety & AP/Welbeing Directorate Report to VMS Incident report hotline Police notification Ambulance notification Management learning support Department Community Justice			
Resources Assembly Awards Tables, chairs etc. LST Handbooks Positive parent letter learning Positive parent letter behavior Positive parent letter social	Resources Behavior matrix – display in classroom Classroom rules – display in classroom Behavior checklist Think sheet 3.6 Think sheet 3.6 Written behavior agreement sheet	Resources Behavior matrix – display in classroom Incident notification note – major Parent notification note – minor Thinking recording sheet – minor Written behavior agreement template	Resources Behavior form to AP/Welbeing / Technology Incident notification note – major Parent notification note – minor Thinking recording sheet – minor Written behavior agreement template Behavior plan template Risk assessment template	Resources CRISIS card Incident report hotline – instruction document Emergency services contact details VMS Advisor contact details Welbeing unit contact details MBS Unit DCJ contact document	Resources Program of form logs Staff Policy/Community Wellbeing/Wellbeing Handbook			
Printed materials and covers – staff room	Staff Policy/Community Wellbeing/Wellbeing Handbook or printed Welbeing Handbook in the front office	Staff Policy/Community Wellbeing/Wellbeing Handbook or printed copies available in the front office	Staff Policy/Community Wellbeing/Wellbeing Handbook or printed copies available in the front office	Staff Policy/Community Wellbeing/Wellbeing Handbook or printed copies available in the front office	Program of form logs Staff Policy/Community Wellbeing/Wellbeing Handbook			
GUIDING PEDAGOGY Positive Behaviour for Learning / Zones of Regulation / Restorative Practice / Berry Street Education Model/ When the Adults Change Everything Changes / Student Voice								
How can I access support for managing 'behaviour'?	 Discuss with colleagues or even me	 Discuss with AP & LST	 Referral to AP/Welbeing & LST	 Referral to Principal/Support Team Around the School	 DEL Notification			

Classroom Action Plan

CLASSROOM ACTION PLAN



- All students begin the day with Welcome Circle that includes greeting, values, expectations, announcements and a positive primer with the purpose of setting up the day in a safe, comfortable environment, with the focus on learning. Rff teachers will begin session with greeting and clear expectations and primer to promote ready for learning behaviours for that session.
- Staff use their professional judgement and choose cues such as re-direct, remind, differentiation/adjustment of activity or proximity control to support return to learning behaviours and will differ depending on individual student needs.
- If minor behaviour continues or escalates, the student receives one explicit warning.
- If minor behaviour continues or escalates, staff direct students to their designated **cool off zone** area for 5-10 minutes. Students can work on Zones of regulation toolkit strategies to support self-regulation. Student conference **may** occur at the conclusion of this prior to returning to class activities. All classrooms will have a designated **cool off zone** where purpose and expectations of that space are explicitly taught. Individual students may have a different zone negotiated by the class teacher.
- If minor behaviour continues to escalate, staff direct students to take an outdoor drink break (5mins) or staff direct students to time-out spent in an agreed upon **Buddy Class**. Staff record all timeout incidences in School Bytes; select Further Action Required and inform Executive through School Bytes so that Executive can follow up. Student conferences should occur prior to students returning to class.
- When students return from timeout, they will go back to learning.
- If a student reaches timeout in the same session, the student goes to the AP's classroom/office with work to complete.
- If a student refuses to go to Timeout, the office will be called and an Executive will action support.

Whole School Approach

Buronga Public School uses department endorsed evidence-based approaches that support behaviour. These include Positive Behaviour for Learning (PBL), trauma-informed practices, and the principals of inclusive practice. This includes approaches for antibullying, including cyberbullying.

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL	School-wide system for teaching and supporting appropriate behaviours.	Community
	Zones of Regulation	Proactive, skills-based approach which explicitly teaches self-regulation through clear language and a simple colour coded system.	All students
	Berry St Education Model	Holistic approach that supports educators to implement practical, evidence-based strategies to support school engagement and success.	All students
	Student Representative Council	Represent the student body in school decision-making and organise ways for students to participate in and enjoy school life.	Community
	Individual Student Plans	Plans with specific goals for students which are created with the classroom teacher.	Students with needs Aboriginal students
	Classroom Adjustments	Differentiated, Supplementary, Substantial or Extensive (NCCD)	Students with needs
Early Intervention	Communication with Parents/Carers	Phone calls, emails, texts or School Bytes Parent Portal contact.	Parents/Carers
	Learning and Support Referral	Referral made by classroom teacher for additional support and advice.	Students with needs
	Transition Programs	Includes high school, Kindergarten, new enrolments and support class.	
	Staff Communication	Principal/Assistant Principal informing staff of students to monitor.	Staff
	Learning and Support Teachers	Providing intervention groups focusing on Literacy and numeracy.	Targeted students
	Health Care Plan	Formal plan to administer medication or to keep staff aware of health needs.	Students with Health Needs
	Functional Behaviour Assessment	Conducted by the Learning & Support AP/L&ST to assist with antecedent triggers.	Students with complex behaviours
	Behaviour Management Plan	Formal plan using the Behaviour Response plan for proactive behaviour management.	
	Risk Management Plan	Formal plan when a student is presenting WHS risks in the school.	
	Whinn(Wellbeing and Health In-reach Nurse) Referral	Identify and co-ordinate early intervention of health and social needs of students and families.	Students and families
Targeted Intervention	Buddy Class	Opportunity for student to reset behaviour in a negotiated space in a different classroom.	All Students
	Timeout/Think Sheet (reflection)	For students who are not following repeated instructions by the teacher.	
	Cool Off Zone	Designated areas for students to assist with de-escalation of potential behaviour.	
	Counsellor Referral	Parent/carer permission for child to access school counsellor.	Students and Families
	Team around a School	Provides behaviour/wellbeing advice and support	Targeted Students
	Tier-2 Programs	Behaviour specific	
Individual Intervention	Communication Book	Written communication between classroom teacher and parent/carer.	Students with at-risk or problematic behaviour
	Student Safety Plan	Co-constructed with student and teacher.	
	Allied Health Support	In-school support such as OTs and speech (organised by parents or carers).	Students with health needs (inc. NDIS) or a disability
	DCS	A disability Confirmation sheet to assist with recognised diagnosis	
	Access Request	recognised diagnosis. Access Request Completed by the school for either Support Class placement or Integrated Funding Support.	
	Learning and Wellbeing Officer	Provides advice and support to access non-school based resources.	Students with complex behaviour
	Part Day Exemption	A formal plan to assist students with transition back to school.	
	Behaviour Specialist	Accessed through the AP L&S to assist with strategies for dealing with behaviour.	

	Crisis Management Plan	Referred to by the Principal for students exhibiting ongoing, problematic behaviours.	
	Suspension Warning	Issued for concerning or repeated behaviours which meet a certain threshold.	
	Suspension	Issued for behaviour which endangers others or at risk or repeated major behaviours.	

Student Reflection/Peer Mediation Meetings

Mistakes and muck ups happen, but we can fix them....

Reflective conversations are a short (5-10 minute) dialogue between two people. Typically, this occurs between a teacher and student; however, it can be used in almost any context including a principal and teacher or staff member.

These are intentional conversations that start off positive and give the student or other party the opportunity to reflect some positive things as well.

Once the concern or issue is stated then both parties work to figure out how to heal the harm. Afterwards, it's always best to have both parties check in a couple of days or a week later to see how things have changed.

Through a bullying lens: ongoing bullying issues are often dealt with by Assistant Principals and the Principal. These conversations can take place during Planning Rooms visits, at break times or in the playground. Often, these conversations take place with the students involved, with a follow-up phone call to parents/carers after the meeting. If there is severe or ongoing concerning behaviours, these are passed on to the Principal and are dealt with in more formalised meetings.

Think Sheet

Name: _____ Date: _____

What happened? What did you choose to do?

I felt...

Angry
 Worried
 Shocked
 Sad
 Embarrassed
 Other

Draw who was affected by this?

How did you make them feel?

Angry
 Worried
 Shocked
 Sad
 Embarrassed
 Other

What will you do differently next time? Highlight your choice using our behaviour Matrix

What can you do/say now to make things right?

Apologise (say sorry)	Come up with a plan	Clean Up
Complete work	Do something kind	Problem Solve

Signed: _____

Student _____ Teacher _____

Principal/Leadership _____ Parent/Guardian _____

Required to attend reteach/reflection: ☐ Yes ☐ No

☐ Recess ☐ Lunch

Date of attendance: _____ Number of days: _____

Conflict Resolution Form

Mediator: _____ Date: _____

Student 1: _____

Student 2: _____

Student 1 is... angry sad hurt frustrated other: _____

The problem is:

Student 2 is... angry sad hurt frustrated other: _____

The problem is:

Brainstorm solutions below. Highlight the one/s agreed upon by everyone.

Mediator _____ Signed Student 1 _____ Signed Student 2 _____

Preventing and Responding to Behaviours of Concern

Responses for serious or repetitive behaviours of concern are recorded in School Bytes and referred to the Learning Support Team. Buronga Public School staff:

- review and document incident(s)

Learning & Support Team

- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- support the development or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- liaise with [Team Around a School](#) for additional support or advice
- communicate and collaborate with parents/carers (phone, email, parent portal, meeting)

Principal

- 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.

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 procedure](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

School Anti-Bullying Policy

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.

Buronga Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber bullying through a range of strategies:

- Direct observation, ongoing interactions, verbal communications, work representations and communications

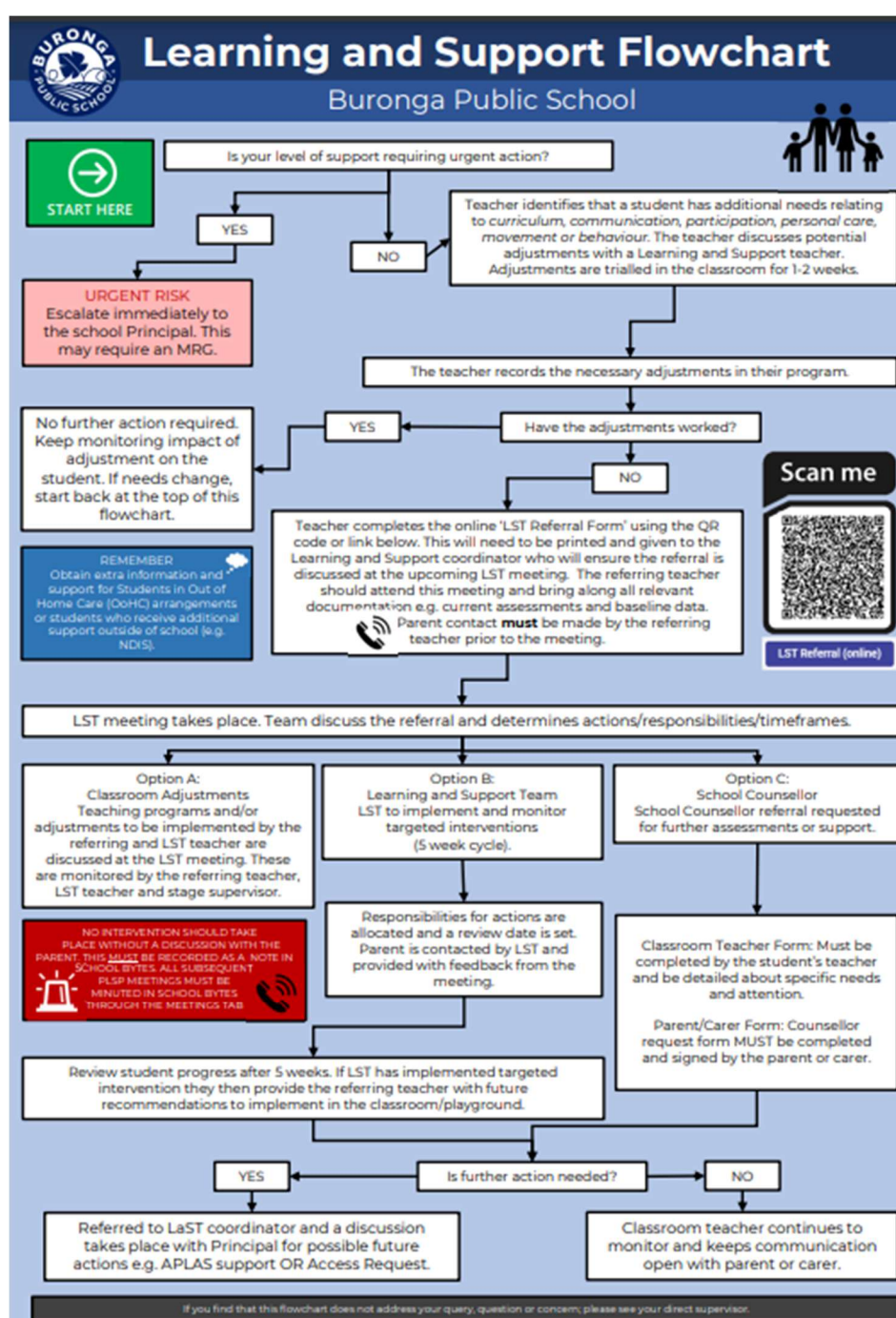
- A person disclosing information that is not already known
- Concerns raised by a community member or parent
- Concerns raised by a student
- Concerns or information provided by an external agency

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support at school through our learning support team.

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 Jodie Treverrow

Learning and Support Flowchart



Professional Learning

Course	Who?	Purpose	How often?
Classroom Management Fundamentals	<ul style="list-style-type: none"> Classroom Teachers SLSOs Assistant Principals Principal 	This eLearning provides the fundamentals to help teachers establish essential good classroom practice. Classroom Management Fundamentals eLearning is divided into five modules: setting the scene, positive classroom environments, establishing your practice, active engagement and responding to student behaviour.	Every 2 years
Restorative Practices	<ul style="list-style-type: none"> All staff Families 	Three-year plan to implement Restorative Practices as the underpinning methodology of School Culture. RP is an upgraded version of what you might be imagining and respects both the business and the busy-ness of the contemporary Australian school. Focused on “low investment, high return” changes that trigger both quick wins and sustainable practice commitments.	Every year for 3 years
Management of Actual or Potential Aggression Training (MAPA)	<ul style="list-style-type: none"> Support class staff Assistant Principals Principal 	<p>The Management of Actual or Potential Aggression (MAPA) training is one of the behaviour management training options available for Departmental staff. It provides strategies and skills to safely respond to anxious, hostile or violent behaviour.</p> <p>The aim of MAPA is to prevent behaviour escalation through non-physical interventions.</p> <p>Participants are taught verbal and non-verbal strategies to prevent the development of a crisis situation.</p>	Every 2 years
PBL	<ul style="list-style-type: none"> New PBL team members 	<p>Tier 1 Classroom systems of support</p> <p>Tier 1 School-wide systems of support</p> <p>Tier 2 Targeted systems of support</p> <p>Tier 3 Individual systems of support</p>	As needed
Berry Street Education Model	<ul style="list-style-type: none"> Classroom Teachers Assistant Principals Principal 	The Berry Street Education Model (BSEM) equips both mainstream and specialist schools with practical, classroom-based strategies to increase the engagement of all students, including those with complex, unmet learning needs.	<p>Once</p> <p>Access for new staff</p>
Disability Standards for Education e-learning	<ul style="list-style-type: none"> Assistant Principals Principal Support Class Staff 	A package of e-learning lessons on the Disability Discrimination Act 1992 (DDA), with a focus on the Disability Standards for Education 2005 (the Standards), has been developed to provide professional learning for teachers. These lessons are now a compulsory element of professional learning for principals, DELs and school executive staff as part	Every 3 years

	<ul style="list-style-type: none"> • Learning & Support • Classroom teachers 	of changes implemented under the department's Disability Strategy in 2020.	
Online Training Modules (various)	<ul style="list-style-type: none"> • Classroom teachers • Learning & Support 	<ul style="list-style-type: none"> • Supporting Student Wellbeing and Mental Health • Understanding Autism Spectrum Disorder • Speech, Language and Communication Needs • Understanding and Supporting Behaviour • Understanding Attention Deficit/Hyperactivity Disorder <p>Anti-Racism Contact Officer Training</p>	As needed
Functional Behaviour Assessment	<ul style="list-style-type: none"> • Learning & Support • Assistant Principals • Principal 	Introduction to Functional Based Assessment (FBA) eLearning provides the foundations understanding behaviour and that all behaviour is functionally related to the environment. By understanding why and when behaviours occur educators can develop, implement and evaluate interventions that better meets the needs of the student.	As needed
Code of Conduct	<ul style="list-style-type: none"> • All staff 	The Code of Conduct describes standards of professional conduct that promote adherence to the departments and NSW public sector's values. All employees are expected to exercise sound judgement and live up to both the content and spirit of the Code.	Yearly
Child Protection	<ul style="list-style-type: none"> • All staff 	This training course focuses on recognising and responding to suspected risk of harm to children and young people resulting from problematic and/or harmful sexual behaviour. It also clarifies staff obligations under the reportable conduct scheme in NSW to ensure appropriate, caring and supportive relationships between adults (working in schools) and students. It aims to develop skills and understandings.	Yearly
Readings	<ul style="list-style-type: none"> • All staff 	Collection of readings to support staff in implementing whole school positive behaviour for learning culture.	As needed