

Darlington Point Public School

School Behaviour Support and Management Plan (SBSMP)



Acknowledgement of Country

We would like to acknowledge the Traditional Custodians of the land, the Wiradjuri people. We pay our respects to Elders past, present, and emerging, and extend that respect to all Aboriginal and Torres Strait Islander peoples.

Overview

Darlington Point Public School is committed to fostering a safe, respectful, and responsible learning community. Our school values - Respect, Responsibility, and Cooperation - are central to promoting positive student behaviour and ensuring a supportive learning environment.

Our approach is rooted in the belief that academic success and social-emotional growth go hand in hand. By explicitly teaching and modelling positive behaviours, we aim to empower students to make thoughtful, informed choices.

Our strategies include:

- **Berry Street Education Model:** This holistic approach promotes positive community values, focusing on individual accountability and the interconnectedness of actions and outcomes. It integrates real-world learning to ensure that behaviours taught in school extend into everyday life.
- **Building Thinking Classrooms:** Engaging students in critical thinking and problem-solving, while fostering resilience and adaptability.
- **Trauma-Informed Practices:** Recognising the diverse backgrounds and experiences of our students, we ensure that every child feels supported, understood, and valued.
- **Social-Emotional Learning:** Dedicated programs that enhance students' interpersonal skills, emotional regulation, and overall wellbeing.

Through a collaborative partnership with families, staff, and the wider community, we strive to create an inclusive environment where every student feels valued, supported, and inspired to achieve their personal best. Our commitment to high expectations ensures that all students are equipped to thrive academically, socially, and emotionally, both within and beyond the school gates.

Partnership with Families

We actively collaborate with parents/carers to support student behaviour and wellbeing through:

- **Regular Communication:** Parents are kept informed about school policies, procedures, and student achievements via newsletters, assemblies, parent-teacher interviews, and digital platforms such as the school Compass apps.
- **Feedback Opportunities:** We regularly invite parents/carers to participate in school surveys, such as the Tell Them From Me (TTFM) survey, and engage in community consultations to ensure their voices are heard in shaping the school's approach.
- **Workshops and Resources:** The school organises parent information sessions and provides resources to help families support their children's social-emotional learning and behaviour management at home.
- **Shared Goals:** Collaborative development of Individual Behaviour Management Plans and Behaviour Action Plans ensures that parents and carers are active partners in addressing specific student needs.

- **Open-Door Policy:** Parents and carers are encouraged to contact teachers or the school executive at any time to discuss concerns or seek guidance on supporting their children's success.
- **Family Connection Days:** These events foster stronger relationships between the school and its community, creating a shared understanding of how to support student learning, safety, and wellbeing.

Through these initiatives, Darlington Point Public School ensures that families are integral to the educational journey, creating a cohesive and supportive environment for every student.

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 following link outlines information for students and carers. It is displayed throughout our school so staff can refer to the Behaviour code for students' expectations when required. It is also promoted through the school newsletter.

[NSW DoE Behaviour code for students](#)

Positive Behaviour Overview



Inappropriate Behaviour

Appropriate Behaviour

Low Level (LL)

Verbal warning



3 x Chances



Consequence

1. Classroom rewards

2. Thumbs Up tickets

3. Bidgee Bonus

Mid Level (ML)

Consequence + Reflection

4. Friday Lunch Fun

5. Star of the Week

High Level (HL)

Consequences (Including suspension)

+Behaviour Action Plan

CRISIS MANAGEMENT PLAN

LL = Low level behaviours

ML = Medium level behaviours

HL = High level behaviours

(See table on p. 7 for further information)

Our school behaviour management system is based on our three core values:

Core values

Respect - Yindyangidyal

Responsibility - Marambul

Cooperation - Ganhambalgurri

These core values provide a framework for the school behaviour management system and explicit school rules.

SCHOOL RULES

School rules have been broken up into specific requirements for different areas of the school. All school rules relate back to our three core values.

Playground rules

1. Keep hands and feet to yourself
2. Be polite
3. No rough play
4. Wear your hat
5. Be in the safe play areas

Assembly

1. Be on time
2. Be in the right place
3. Be quiet

Canteen / Breakfast Club

1. Wait your turn sensibly
2. Use your manners
3. After buying, return to the playground

Classroom

At the start of each year class teachers will develop their classroom rules with the students. These rules will:

1. Be as positively phrased as possible
2. Consist of 3 -5 statements
3. Be devised and negotiated together as a whole class
4. Be distributed to parents

Promoting Positive Behaviour

At Darlington Point Public School, promoting and rewarding positive behaviour is a key component of our behaviour support system. We empower students to take responsibility for their actions and make positive choices that align with our core values: **Respect, Responsibility, and Cooperation.**

Explicit Teaching of Positive Behaviour

Positive behaviour is explicitly taught and reinforced through:

- **Student Wellbeing Programs** - Supporting students' social and emotional growth.
- **PD/H/PE Syllabus Outcomes** - Embedding behaviour expectations within the curriculum.
- **Classroom Social Skills Development** - Teaching students how to interact positively.
- **Explicit Teaching and Modelling** - Demonstrating expected behaviours and reinforcing them consistently.

Recognising and Rewarding Positive Behaviour

1. Classroom Reward Programs

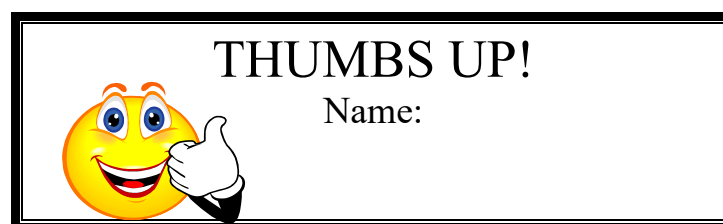
Each teacher implements a **classroom-based reward system** tailored to their students' needs. These programs encourage both individual and whole-class positive behaviour and are aligned with the school's behaviour expectations.

2. Thumbs Up Tickets

The **Thumbs Up Ticket system** is designed to reinforce positive behaviour across the school. All staff members are provided with booklets of Thumbs Up tickets to distribute throughout the week to students who demonstrate our school values.

- **Distribution:** Tickets are primarily awarded in playground settings but may also be used by casual teachers in the classroom.
- **Recognition:** Students place their tickets into the collection box, and winners are drawn weekly at **Friday assemblies.**
- Each week, **2 Thumbs Up tickets** are drawn, and winning students choose from a list of rewards, rewards can only be selected once per draw.
- Students must be in attendance to win a prize/reward

By consistently reinforcing positive behaviour through explicit teaching and meaningful rewards, Darlington Point Public School fosters a supportive and respectful learning environment where students feel valued and motivated to succeed.



BIDGEE BONUSES

The Bidgee Level System is designed to reward students who consistently demonstrate our core values of Respect, Responsibility, and Cooperation. Awards are given by class teachers or the Principal following staff discussions once a term at the week 9 assembly.

Eligibility Criteria for a Bidgee Bonus

To be eligible for a Bidgee Bonus, students must meet at least one of the following criteria:

- Consistently demonstrate good classroom behaviour.
- Consistently demonstrate good playground behaviour.
- Display a strong work ethic and put in their best effort.
- Show noticeable improvement in their individual behaviour, if needed.

A student who receives a Bidgee Bonus is eligible to attend an end-of term experience for example a movie afternoon at school.

Star of the Week

Each fortnight, one student is selected from a rostered class to receive the Star of the Week award.

Recognitions include:

- Receiving the award at the Friday assembly.
- Having their name published in the school newsletter.
- Having their name displayed on the noticeboard outside the school office.

Friday Lunch Fun

Each **Friday lunchtime**, students can participate in **Friday Lunch Fun** activities in the playground.

Activities include:

- **Normal lunch eating time.**
- **Music played over loudspeakers** to create a fun and engaging atmosphere.

This initiative is designed to promote a positive and inclusive school culture, giving students an opportunity to enjoy social interactions in a structured and supportive setting.

Parent contact

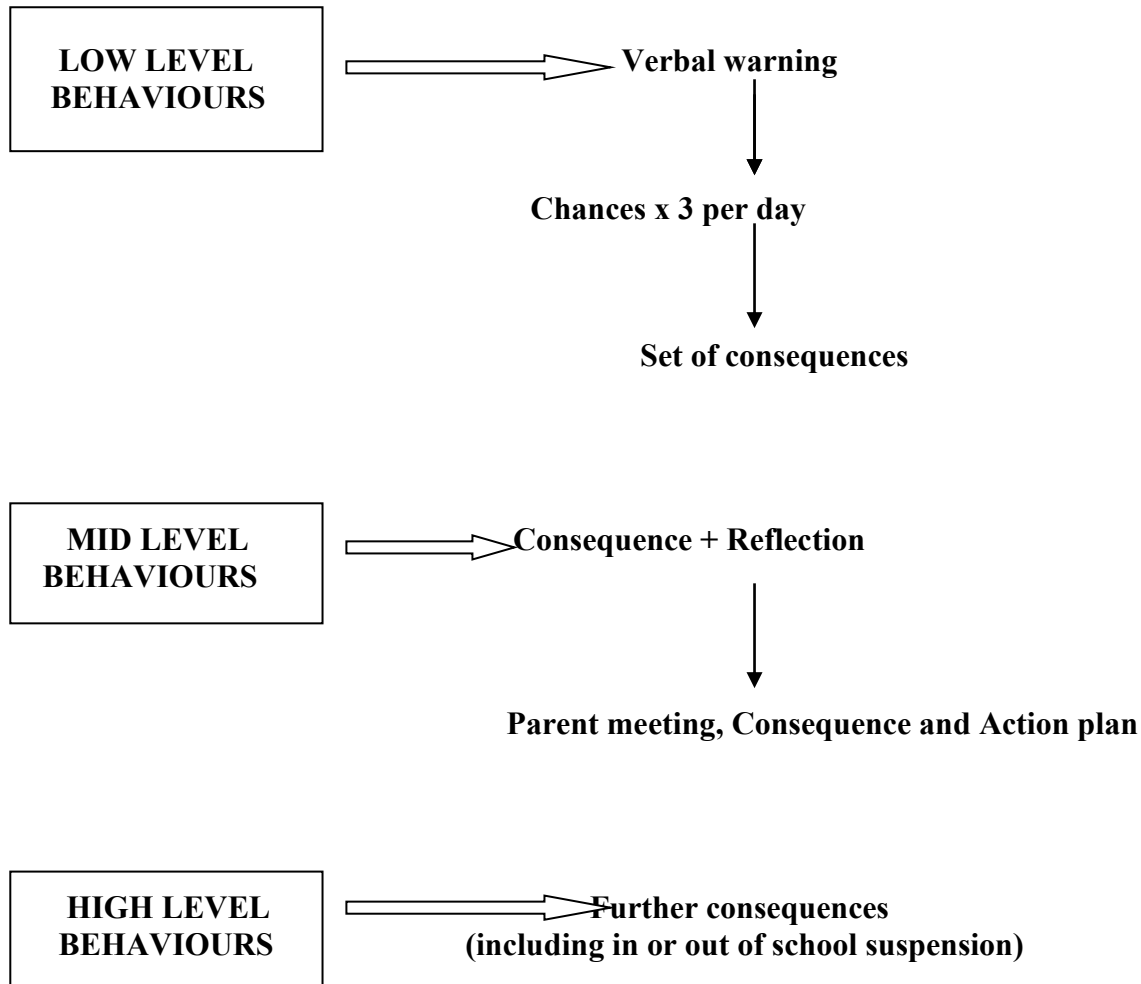
Parents are warmly invited to attend our Friday assembly, where Thumbs Up tickets are drawn, and Bidgee Bonuses are awarded.

Students who receive a Bidgee Bonus will take it home on Friday, providing an opportunity for families to celebrate their achievement. Additionally, the names of award recipients will be published in the school newsletter to recognise their positive contributions.

MANAGEMENT SYSTEM AND CONSEQUENCES

The following system will be used across the whole school by all teachers. A slightly modified version will be used in the playground.

Behaviour Management Flowchart



Levels of Behaviour

LOW LEVEL BEHAVIOURS	MID LEVEL BEHAVIOURS	HIGH LEVEL BEHAVIOURS
Inappropriate language used in an accidental/incidental way, without malice nor direction.	Malicious/directed swearing	Violence – incl. physical violence resulting in injury or seriously interferes with the safety and wellbeing of others.
Interrupting others	Intentional damage to property	Possession of a suspected illegal drug
Off task	Bullying (evidence must be shown that this is ongoing)	Possession of a prohibited weapon
Out of Seat/Out of Bounds	Aggressive behaviour – incl. threatening serious physical violence	Criminal behaviour related to the school
Minor inappropriate physical contact	Stealing	Persistent disobedience
Non-compliance	Repeated disobedience	
Late to class, lines etc.		
Teasing and name calling		
Calling out		

N.B. Other behaviours which may not be included in this list will be determined by their severity and impact on other students and staff. This is up to the discretion of the class teacher and Principal.

Behaviour Intervention Framework

Low-Level Behaviour Intervention

Chances System

Students in the classroom and on the playground will be given three chances per day to recognise and correct low-level behaviour before a consequence is applied. This system allows students time to reflect, self-regulate, and demonstrate appropriate behaviour.

- First Chance: A verbal reminder and an opportunity to correct behaviour.
- Second Chance: The student's name is moved on the classroom behaviour chart or recorded on the playground tracking sheet.
- Third Chance: A consequence is applied, and the student selects a consequence from the playground or classroom consequences chart, with teacher guidance. The teacher has the final say over the consequence.

Recording and Redeeming Chances

- All chances are recorded to track patterns and inform further behaviour interventions.
- If a student demonstrates a significant improvement after receiving a chance, they may have chances removed from the board through a process called "redeeming."
- If a student redeems themselves before reaching three chances, the incident will not be recorded.

Mid-Level Behaviour Intervention

Reflection Session

Students who have exhausted their three chances and continued inappropriate behaviour, or those who engage in mid-level behaviours, must attend a Reflection Session with the teacher who assigned it.

Teacher Responsibilities for Reflection Sessions:

- Reflection occurs in a quiet, structured environment (e.g., a classroom).
- The teacher facilitates a discussion with the student about why they were required to attend, encouraging self-reflection and accountability.
- The incident is recorded in Compass.
- The session is not punitive but a learning opportunity to help the student understand expectations and build positive relationships.

Parent Contact:

The teacher assigning the Reflection Session is responsible for informing the parent/carer about the behaviour via phone call or written communication.

Behaviour Action Plan (BAP)

For students whose behaviour does not improve despite previous interventions, a Behaviour Action Plan (BAP) is implemented.

BAP Meeting Participants:

- Principal
- Class Teacher
- Parent/Carer
- Student
- Other relevant parties (e.g., School Counsellor)

Meeting Arrangements:

- The meeting is scheduled as soon as possible after the student reaches this level.
- If parent/carer involvement cannot be arranged within three days, the meeting proceeds without them, and they are informed of the outcomes via phone or letter.

Goals of the BAP:

1. Identify the behaviours leading to the BAP.
2. Review behavioural data (e.g., tracking sheets, Reflection Sessions).
3. Develop strategies for students, staff, and parents to support behaviour change.
4. Assign responsibilities to relevant parties.
5. Set a time frame (up to five days) to implement the plan.
6. Outline consequences for continued inappropriate behaviour beyond the BAP period.

Important Note:

- Future consequences can include suspension, in line with the NSW Department of Education Suspension and Discipline Procedures.

- All meeting participants must sign and date the BAP to confirm their roles.
- Responsibilities will not be assigned to those absent, but all present must actively support the student in modifying their behaviour.

BAP Review:

At the end of the implementation period, a follow-up meeting is held to review progress:

- If behaviour has improved, the student receives a fresh start.
 - If behaviour has not improved, pre-determined consequences will be enforced.
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High-Level Behaviour Intervention**Further Consequences**

For students who engage in high-level behaviours or fail to meet BAP expectations, additional consequences will be applied. These may include, but are not limited to:

- In-school suspension (removal from regular class activities)
- Loss of privileges (e.g., extracurricular participation, excursions)
- Formal suspension (in accordance with NSW DET policies)

This structured framework ensures that students have multiple opportunities to correct their behaviour while also holding them accountable for their actions in a fair and supportive manner.

Crisis Management Plan

This plan is activated when a student exhibits extreme behaviours that pose a risk to the safety of students or staff. This includes, but is not limited to:

- Throwing objects and/or furniture in a dangerous manner.
- Displaying extreme violence towards students and/or staff.
- Wielding or using weapons.
- Any other behaviour that staff believe presents an immediate danger to individuals on school grounds.

The plan ensures a coordinated and immediate response to maintain safety and minimise harm.

**STUDENT EXHIBITING
EXTREME/DANGEROUS BEHAVIOUR**

PLAYGROUND

1. Alert staff in Staffroom
2. Teacher on duty to monitor student
3. Rest of staff to take other students to their classrooms

CLASSROOM

1. Send student to alert Principal and office staff.
2. Send students to buddy classroom
3. Monitor student

IMPLEMENT CRISIS MANAGEMENT STRATEGIES

- Stay out of body space
- Look and stay calm
- Use a low firm voice

DO NOT try to restrain student or raise your voice at them.
Restraint is only to be used if student is putting themselves or other students in danger.

REMOVAL AND RECOVERY

Once student has calmed down and is in Recovery Stage teacher and Principal are to take the student to the office area where the student will stay for the remainder of the session.

DO NOT try to discuss what has happened.

ADDITIONAL INFORMATION

Parent Contact

Parents will be contacted at the following stages of the behaviour intervention process:

- When a child is placed on a Reflection
- If a child is due to be placed on a Behaviour Action Plan (BAP)
- When a Warning of Suspension is issued
- In the event of a Suspension (Short or Long)

Timely communication ensures that parents/carers are informed and involved in supporting their child's behaviour management.

Behaviour Tracking

Tracking and recording student behaviour is a critical part of our behaviour management system. It allows the school to monitor student behaviour trends (both positive and negative) and inform decision-making for further support and intervention.

Tracking occurs in **both classroom and playground settings**:

- Classroom Tracking: Class teachers will use School Bytes daily to record student behaviour, including any chances given and associated consequences.
- Playground Tracking: Teachers on playground duty will record chances given and any applied consequences on the Playground Tracking Sheet.

Behaviour tracking data is used to:

- Develop Behaviour Action Plans (BAPs).
 - Implement Individual Behaviour Management Plans (IBMPs).
 - Determine the need for additional behaviour support services.
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Additional Behaviour Support

If a student requires further behaviour intervention, they may be:

- Placed on an **Individual Behaviour Management Plan (IBMP)** to provide structured support.
- **Referred for District Behaviour Services** for specialised intervention.

School Captains and Vice-Captains

To be eligible for nomination as School Captain or Vice-Captain, students must meet the following criteria:

- Have not been placed on a Behaviour Action Plan (BAP) in the two terms prior to nomination.
- Have not received a Warning of Suspension or a Suspension in the year of nomination.

Once elected, School Captains and Vice-Captains must continue to maintain good behaviour throughout their term.

- Failure to meet this requirement will result in the student being stripped of their captaincy.
 - If this occurs, the position will be offered to the next eligible candidate from the original ballot. If no eligible candidate remains, the position will remain vacant.
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Year 6 Farewell / Graduation Dinner

Students who are currently suspended on the date of the Year 6 Farewell Dinner will be ineligible to attend.

School Excursions

All students are expected to uphold the school's three core values during excursions:

- Respect – Demonstrate courteous and responsible behaviour.
- Responsibility – Follow instructions and act safely.
- Cooperation – Work well with peers and staff.

Recognition and Consequences on Excursions:

- Students who uphold these values may receive Thumbs Up tickets and Bidgee Bonuses.
- Students who fail to meet expectations will receive chances and consequences, just as they would on school grounds.
- Serious behavioural concerns on excursions may result in further disciplinary actions.

The School Excursion Policy applies in all cases.

Whole School Approach to the Care Continuum

Darlington Point Public 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. Our school ensures that all students receive the support they need to thrive socially, emotionally, and academically. The care continuum focuses on prevention, early intervention, and individualised support for students facing significant challenges.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Wellbeing Officer / Chaplaincy Program	Commonwealth funded chaplaincy program. This provide the school with additional person who is available to connect with students and parents. They are the go-to person for most students, who have multiple scheduled 'check-ins' throughout the term.	All
Prevention	What works best toolkit	Teachers follow carefully the What Works Best document to support all students.	Staff, students 3 - 6
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
Early Intervention	Bounce Back	Taught by teachers in weekly circle-time activities that provide explicit lessons around building interpersonal skills, resilience strategies and learning how to advocate for their own and other's health, safety and wellbeing.	Individual students K - 6
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	Attendance support	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance co-ordinator
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP