

Portland Central School Behaviour Support and Management Plan

Overview

Portland Central School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged in their learning.

Our goal is to inspire every child to participate positively in society. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

The principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

Our processes are founded on the idea that students must learn to take responsibility for their own actions and to ensure all staff respond to these challenges consistently to support students to acknowledge harm and learn from their behaviour.

To achieve our mission, key approaches and programs prioritised and valued by the school community are:

- Berry Street
- SWE rewards program
- Peer support
- Reflect and repair conversations (restorative)
- Peer mediation

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

At Portland Central School, the Berry Street Education Model (BSEM) is the foundation of our approach to student wellbeing and engagement. All staff are trained in this evidence-based model, which provides practical strategies to support the social-emotional and academic growth of every student. By embedding BSEM into our daily practices, we create a safe, structured, and predictable learning environment where students feel valued, respected, and ready to learn.

The BSEM focuses on five key domains: Body, Relationship, Stamina, Engagement, and Character. These domains guide our work in fostering self-regulation, building positive relationships, and developing resilience in our students. Through consistent routines, trauma-informed practices, and a strengths-based approach, we help students develop the skills they need to manage emotions, build confidence, and engage meaningfully in their learning. These principles align closely with our School-Wide Expectations (SWE) system, which reinforces positive behaviours and ensures a shared understanding of expectations across all year levels.

BSEM and our SWE system also play a crucial role in behaviour management and anti-bullying initiatives. By setting clear expectations, using proactive strategies, and promoting restorative practices, we create a culture where students take responsibility for their actions and learn from their experiences. Staff use de-escalation techniques, explicit social-emotional learning, and

structured interventions to support students in making positive choices. Our approach prioritizes early intervention, fostering a respectful school environment where bullying is actively addressed and prevented.

At Portland Central School, BSEM and our SWE system work hand in hand to create a positive and inclusive learning culture. By prioritising wellbeing alongside academic achievement, we empower our students to become confident, capable, and compassionate individuals, ready to thrive both in school and beyond.

Partnership with parents and carers

Portland Central School will partner with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including for bullying behaviour by:

- inviting families and student feedback through formal and informal means, for example, through Tell Them From Me Surveys, school surveys, consulting with the school's P & C Association and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Portland Central School will communicate these expectations to parents/carers through the school newsletter, website and provide links to information and resources in the [Behaviour support toolkit](#).

School-wide expectations and rules

Respectful	Safe	Learners
Speak quietly and politely.	Keep hands and feet to ourselves.	Allow learning to happen.
Use appropriate language.	Remain in the right place at the right time.	Listen to and follow instructions.
Acknowledge and uphold the rights of others.	Use devices appropriately.	Remain on task and work hard.
Wear our uniform with pride.	Use resources correctly.	Be prepared and positive.
	Keep objects in suitable places.	Do your personal best.
		Ask for help when required.

Behaviour Code for Students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

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

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies across the care continuum and responds to behaviours of concern, including bullying and cyberbullying behaviour. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents.

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

- explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- actively supervising students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Berry Street	BSEM provides strategies for teaching and learning that enable teachers to increase engagement of students with complex, unmet learning needs and to successfully improve all students': self-regulation. relationships. wellbeing.	Students K-12, staff, families
Prevention/ Early / Targeted / & Individual intervention	Restorative Practice	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations.	Staff, students 7-12, families
Prevention	PDHPE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students K-10
Prevention	Berry Street Focus Strategies	Roll call time is used to explicitly teach students about strategies used to support self-regulation and provide psychosocial education aimed at improving behavioural outcomes for all students. A scope and sequence has been developed to highlight strategies across the year.	Students K-12
Prevention / Early Intervention / targeted / individual	Australian eSafety Commissioner Toolkit for Schools	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 cyber-bullying incidents.	Students K-12, staff, families

Care Continuum	Strategy or Program	Details	Audience
Prevention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, students K-12, families
Prevention	School Wide Expectations	All staff are trained in Positive Behaviour for Learning models. The school has clearly communicated expectations for all areas of the school, with tiered support for identified students. As part of this strategy, students are rewarded for positive learning behaviours through the provision of points and term-based rewards.	Staff, students
Prevention	National Week of Action Against Bullying and Violence (NWA)	Our school participates in the annual (NWA) – Term 3 each year.	Staff, students K-12
Prevention	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school.	Incoming Year 7 students
Prevention	Peer support program	Builds resilience by helping students develop strong relationships and skills to manage life's ups and downs.	Students K-6 and co-ordinators
Prevention/Early intervention	Year advisors	Support students with wellbeing concerns and minor behaviour concerns.	Students 7-12
Targeted/individual intervention	SLSO Support	SLSO's support identified students within the classroom and during break times by assisting with self-regulation and redirection.	
Targeted / individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	Staff, individual students K-12, families
Targeted Intervention	Stage Teams	Stage HT's, Year Advisors and SLSO's have timetabled meetings to discuss the wellbeing and learning needs of students and develop interventions for individual students. It allows for the gathering and sharing of information	Students 7-12, Staff
Targeted intervention	Check In Check Out card system	For students who exhibit low level behaviours of concern.	Individual students 7-12,
Targeted intervention	SWE Focus	SWE meetings are conducted to identify a focus behaviour based on behaviour data collected through Sentral for the previous fortnight.	Students K-12
Targeted intervention	Preventative withdrawal spaces	Students are provided with alternative learning spaces (Room /Senior Room) as a preventative	Students K-12

Care Continuum	Strategy or Program	Details	Audience
		measure when it has been identified that they are finding self regulation difficult.	
Targeted intervention	Ready to Learn Plans	Students work with Year Advisors to identify early warning signs of dysregulation and to implement strategies that can support students to self-regulate. These strategies are communicated with staff and can be used across settings.	Students K-12
Targeted intervention	Leadership programs	These include Student Representative Council, library and peer mentors.	Students 7-12
Individual intervention/targeted intervention	TED NOFFS one on one case management	An early intervention program with one to one counselling and case management providing counselling, life skills development and educational and vocational support	Individual students 7 - 12
Prevention / Early intervention	Headspace group programs	Toolkit – proactive mental health strategies Seasons of growth – managing grief LEAF program – building employment skills	Individual students 7 - 12
Individual intervention/Targeted intervention	Lives Lived Well individual support and small group intervention	One to one counselling for students who are impacted by drug and alcohol use. They also provide psychosocial education for students who may be impacted by drug and alcohol use.	Individual students 7-12
Individual intervention	Senior mentoring	A strengths-based intervention program with a focus on building self-awareness and emotional intelligence for students with challenging behaviours.	Individual students 11 - 12
Individual intervention	Monitoring cards	A period of time on a monitoring card to change a pattern of behaviour.	Students 7-12
Individual Intervention	SPT Meetings	Student, Parent and Teacher meetings held at the beginning of each school year, and as required throughout the year for identified students. Learning goals and behaviour supports are identified.	Students K-12
Individual intervention	Attendance monitoring	Address barriers to improve attendance and set growth goals.	Students, Year Advisor
Individual intervention	Individual behaviour support planning	This may include developing, implementing monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Students, parent/carer, LaST, stage teams

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.

Portland Central School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or 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, for example through their year advisor or school counselling service.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that 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, where there is a clear and close connection between the school and students' conduct.

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.

Corrective responses by teachers may include:

- rule reminder
- re-direct, offer choice or error correction
- reminder of SWE expectations
- prompts
- reteach

- seat change/play or playground re-direction
- stay in at break to discuss/complete work/walk with teacher
- conference
- detention, reflection and restorative practices
- communication with parent/carer

Classification of student behaviours

Major	Minor
<p>Exec referral</p> <ul style="list-style-type: none"> • Level placement • Phone call home • Academic review meeting • Senior buddy rooms • Executive check-ins • Parent meeting • Development/review of behaviour plans 	<p>Classroom teacher managed including:</p> <ul style="list-style-type: none"> • Phone call home • Letter home • Blue level: Classroom monitoring card • Detention • Reflect and repair conversation • Buddy Rooms
<ul style="list-style-type: none"> • Directed inappropriate language • Truancy offsite • Unsafe behaviour toward peers and staff e.g. fighting, rough play, on buildings, jumping out of windows, use of projectiles • Destruction of property and/or vandalism • Inappropriate use of computer/device e.g. on the internet • Harassment (physical, verbal, persistent name calling etc.) of other students or staff • Bullying (continued harassment with a power imbalance) • Mobile phone/device use, Yondr incidents • Not following negotiated student plan e.g. time out space 	<ul style="list-style-type: none"> • Indirect inappropriate language • Task refusal • Truancy onsite or wrong place wrong time (within school) • Insistent talking • Ignoring instructions • lack of acknowledgement of teacher and lesson • Hats/hoods (record as per flowchart)

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations and ready to learn plans so that the student can self-regulate.	1. Contact HT/AP to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor before the end of the school day.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Executive/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.
3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Sentral.	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Sentral and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught weekly.	4. Teacher records on Sentral by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO)	4. Refer to the Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

[list the process the school will take to respond to serious behaviours of concern]

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](#).

PCS suspension procedures

Following an incident:

1. Staff enter incident on Sentral.
2. Record student statements, including witnesses where available (scan and attach to incident).
3. **Principal / deputy principal** to review statements and discuss the incident with staff.
4. Interview the student of concern and give them an opportunity to respond.
5. **Principal / deputy principal** to review student wellbeing history on Sentral, including previous interventions and support.
6. Decision to proceed. Length of suspension based on consideration of cause, impact, history, student factors and statements.
7. Suspension entered in the appropriate category on Sentral.
8. Formal discipline meeting held with student to discuss the decision.
9. Parent/carer contacted via phone.
10. Letter generated on Sentral and emailed to parent and caseworker where relevant.
11. Letter printed, signed and filed in student PRC.
12. WHS incident notification made and number entered on Sentral.
13. DEL notified and sent a summary (if required).
14. MRG completed (if required).
15. Media unit contacted (if required).
16. Supports offered/implemented for impacted students, and parents notified.
17. Staff impacted by behaviour contacted and offered EAPs or other relevant support.

During the suspension:

- **Year advisor** to arrange learning resources for student while on suspension.
- Stage **head teacher** to check on the student's wellbeing and progress with learning during suspension.
- Stage **head teacher** to refer to LST for planning support for return.

- Stage **head teacher** to refer to school counsellor.
- Stage **head teacher** to review student RMP and any other relevant plans and share with principal /deputy principal. Team around school contacted for support where required.
- Parent contacted by **office** to book meeting with principal for resolution meeting.

Return from suspension:

1. Meeting conducted by **Principal / deputy principal** with Stage head teacher, student and parent, to discuss: reason for suspension, impact of behaviour on others, strategies to avoid repeating behaviour in the future.
2. Restorative conversation or mediation conducted where relevant.
3. Updated plans tabled for discussion including LST recommendations.
4. In collaboration with the student and parent, clear goals are set and including plans to optimise success.
5. Student to identify a support person in the school to seek help from when required.
6. Ready to Learn plan is reviewed and updated during the meeting.
7. Meeting minutes noted in Sentral (data recorded).
8. Outcome of meeting and amended plans communicated to all relevant staff.

Reflection and restorative practices

Strategy	Details	How long	How are these recorded?
Green level	All students who consistently follow school rules remain on this level and enjoy the rights and privileges Portland Central School has to offer.		
Blue level – classroom Student has failed to meet classroom expectations and redirection from teacher on numerous occasions.	Classroom Monitoring Card for 5 lessons Negotiated goals determined for the next 5 lessons Phone call to parents. Classroom monitoring letter sent to parents from classroom teacher via Sentral.	Student spends 5 lessons on the monitoring card for this class.	This will be recorded as a Data Record in Wellbeing
Orange level – Executive Incident requires executive intervention, or classroom level issues occurring in multiple spaces.	Phone call to parents from the executive. Formal Interview with classroom teacher, parents and executive if required Referral to LST if required	Student placed on monitoring card for 5 days - monitored by executive at recess, lunch	Orange Level letter sent to parents via Sentral.

Strategy	Details	How long	How are these recorded?
		and end of day each day	
Formal Caution/Red Level – Senior executive Major incident requiring Principal intervention and formal caution, or no improvement shown on Orange Level.	Phone call to parents. Formal meeting with student and Principal Consideration for loss of school privileges or representation for the time period of this level. Participation in excursions reviewed by the Principal. Referral to LST – behaviour plan Consideration for long or short suspension	Student placed on monitoring card for 5 days - monitored by executive at recess, lunch and end of day each day, overseen by Principal	Formal Caution letter sent to parents via Sentral.
Restorative practice – peer mediation or circles in groups	Peer mediators; Year advisors and stage supervisors	During break times	Documented on Sentral
Reflect and repair conversations	Classroom teachers, Year Advisors Return from suspension meetings	Following classroom issues	Documented on Sentral

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart



Portland Central School Learning error flow chart



Appendix 2: Bullying Response procedure

Bullying Management Procedure		Appendix B
Level 1: Minor	Level 2: Unacceptable	Level 3: Extreme
<ul style="list-style-type: none"> Teasing Starting rumours Swearing 	<ul style="list-style-type: none"> Discrimination Cyberbullying (harassment, hacking, sexting) Verbal abuse and threats Body language (intimidation) Offensive targeted graffiti Encouraging a fight Repeated minor level Minor targeted graffiti 	<ul style="list-style-type: none"> Violence Persistent harassment Persistent cyber-bullying Extreme graffiti (vandalism to personal/school property) Sexual harassment
Actions		
<ul style="list-style-type: none"> Classroom discipline (rule reminder, discussion, apology, clean up) 	<ul style="list-style-type: none"> Parent contact (perpetrator and victim) Mediation (referral) Lunch detention Referral to counsellor - for perpetrator and victim 	<ul style="list-style-type: none"> Letter home (perpetrator and victim) Formal caution and afternoon detention Suspension (short or long) Referral to Head Teacher, Principal, Counsellor Referral to special program Referral to police, Communities and Justice (DCJ), Child Wellbeing Unit (CWU)
Responsibility		
<ul style="list-style-type: none"> Classroom or playground duty teacher 	<ul style="list-style-type: none"> Classroom or playground duty teacher 	<ul style="list-style-type: none"> Head Teacher/ Assistant Principal School Counsellor Principal
Communication and records		
<ul style="list-style-type: none"> Minor Sentral report Sentral information report (victim) 	<ul style="list-style-type: none"> Letter home (perpetrator and victim) Sentral report (minor or major) Sentral information report (victim) 	<ul style="list-style-type: none"> Letter home (perpetrator and victim) Sentral report (major) Parent interview Caution/suspension (long or short)
<p>Note: These levels are not absolute. Variation will exist with each incidence. Provocation by a student who has been bullied will be taken into consideration.</p>		

Appendix 3: Suspension flowchart

Portland Central School Suspension flowchart

