

School Behaviour Support and Management Plan

Overview

Trangie Central School is dedicated to cultivating a supportive and inclusive learning environment. We prioritise explicit instruction and modelling of expected behaviours to empower all students. As an inclusive educational community, we strive to:

- **Empower students** to succeed academically, develop resilience, and contribute positively to society.
- **Build strong foundations** in literacy and numeracy to facilitate personalised post-school pathways.
- **Promote wellbeing** for all students through a focus on cognitive, cultural and social-emotional health.
- **Foster strong relationships** between staff, students, parents, and the community to enhance overall student learning and wellbeing.

We recognise the collective responsibility of the entire school community to support student learning and wellbeing. By gathering comprehensive information about students' needs, we can provide targeted opportunities and interventions to ensure their success.

Partnership with parents and carers

Trangie Central School recognises the vital role of parents and carers in supporting student behaviour. We partner with parents and carers to establish clear expectations and provide resources to reinforce positive behaviour at home and within our community.

Our strategies include:

- **Surveys and Feedback:** Gathering input through formal and informal surveys, including the 'Tell Them from Me' survey.
- **Communication:** Keeping parents informed through newsletters, emails, SMS and the school website.

We use our website, newsletters, and enrolment meetings to communicate these expectations and provide ongoing support to parents and carers, as well as consultation at P&C and AEC meetings.

School-wide expectations and rules

Trangie Central School has established the following expectations:

Safe	Respectful	Learner
Follow Safety Instructions	Treat others with kindness	Attend school regularly & on time
Keep hands & feet & objects to yourself	Use polite language	Be prepared for learning
Report hazards and concerns to staff	Respect differences in others	Participate in class and activities
Use technology responsibly	Care for school & personal property	Complete tasks with integrity
Maintain a safe & orderly environment	Listen actively to others	Ask for help when needed
Move safely around the school	Show pride in wearing the school uniform in and out of school	Strive for your personal best

Behaviour Code for Students

The NSW Department of Education's Behaviour Code for Students sets the standard for behaviour in all public schools. 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. Trangie Central School aligns with this code by fostering a learning environment that prioritises safety, respect, and active learning.

At Trangie Central School, we teach and model the behaviours outlined in the Behaviour Code for Students, mirroring these principles in our school-wide expectations of being safe, respectful, and active learners. We are dedicated to creating a community where every student feels supported and is encouraged to engage positively in their learning journey.

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

Care Continuum	Strategy or Program	Details	Audience
Prevention	Find ya Feet	Program aimed at supporting mental health	Yr 5-12
Prevention	RAMS Rewards	Merit system is supplemented with a free and frequent reward system which recognises positive student behaviour.	K-12
Prevention	Grow Your Mind	Grow Your Mind is a program that builds resilience and supports respectful relationships and consent education.	K-6
Prevention	HSC mentoring	Identified K-12 teachers supporting individual student wellbeing through the HSC.	Yr 11-12
Prevention	Social and Emotional Learning (SEL) Programs	SEL programs provide explicit instruction in social and emotional skills that promote positive behaviours and mental health. Eg, Love Bites, Raging Bull	K-12
Prevention	Wellio	A digital platform utilised by Year Advisors to proactively improve student wellbeing.	Yr 7-12
Prevention	Youth Mental Health First Aid	A course that teaches participants how to provide initial support to a young person (aged 12–18) who may be experiencing a mental health problem or mental health crisis.	Yr 7-12
Prevention	Breakfast Club	A program giving students the opportunity to eat a wholesome, nutritious breakfast on a regular basis.	K-12
Prevention	Connection to culture	Connecting with community through Lands Council, Cultural Centre and Elders using dance, creative arts and language as well as the recognition of significant days and other programs.	K-12
Prevention	Morning Routine/Check-In	Staff conduct daily check-ins with students, monitoring their readiness for learning.	K-12

Care Continuum	Strategy or Program	Details	Audience
Prevention	Smaller Class Sizes	Smaller class sizes provide more individual attention, creating a less stressful learning environment and more opportunities for positive behaviour reinforcement.	K-12
Prevention	Zones of Regulation	Teaches students self-awareness and strategies to self-regulate emotions using a structured framework.	K-12
Prevention	Mediation Practices	Implements mediation to build relationships, repair harm, and create a supportive school climate.	K-12
Prevention	Legal Aid New South Wales	Specialised legal education sessions for students and teachers support knowing your rights and understanding your responsibilities.	7 - 12
Prevention	Personalised Learning Pathways (PLPs) Individual Education Plans (IEPs)	Active documents that are developed in consultation & collaboration with student, families and teachers to identify, organise and apply personal approaches to learning and engagement for success. They contain short term and/or long-term goals. These documents are tailored to student need, regularly reviewed, updated and celebrated.	K-12
Prevention	Family Engagement	Positive family interaction and communication.	K-12
Early intervention	ALEC program	Focus on student support, attendance and engagement in finishing school or successfully transitioning into training, apprenticeships or employment.	Y 9-12
Early intervention	Empower	10-week program delivered by an exercise physiologist, with the aim to improve student health through exercise.	K-12
Early intervention	Save-a-Mate	An education program through the RFDS aiming to reduce the harm associated with substance use, particularly with young people.	Yr 9-12
Early intervention	Learning and Support	A multi-tiered approach identifying students struggling academically or behaviourally and providing targeted interventions, including small group instruction and progress monitoring.	Students identified as needing additional support
Early intervention	Family Engagement	Regular communication with parents/carers, providing resources to support behaviour management at home and collaborating on individualised behaviour plans.	Students needing additional support, in partnership with their families
Early intervention	Brain Breaks	K-12 - short, intentional breaks during classroom time to reduce stress and mental fatigue, supporting students in maintaining focus and positive behaviour.	Students showing early signs of dysregulation or stress

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	RAGE	A program that teaches youth how to express anger in healthy ways and cope with guilty emotions.	K-12
Targeted intervention	NEST	Access to allied health specialists and dedicated wellbeing staff to support needs of students and families.	K-12
Targeted intervention	GROW	Royal Flying Doctor's Service mentoring and aquaponics program, creating a space for coregulation.	K-12
Individual intervention	Rural Youth Mental Health	Support for mild to moderate mental health and wellbeing needs.	Yr 7-12
Individual intervention	Healthy Communities Foundation Australia	Mental Health and Wellbeing Support.	Yr 7-12
Individual intervention	WHIN	Holistic care for students and their family's health and wellbeing needs.	K-12 and families
Individual intervention	Access to School Counsellor/SSO	Support within the school community to enhance the learning and wellbeing outcomes of students.	K-12
Individual intervention	Engaging Team Around a School for behaviour assessment and support plans	Comprehensive assessments to identify the function of challenging behaviours, followed by developing and implementing tailored intervention strategies.	Students with significant behavioural challenges
Individual intervention	Individual Social and Emotional Learning Programs	One-on-one support focusing on teaching student's skills to navigate their social and emotional environments effectively, including self-regulation, building positive relationships, and making responsible decisions.	Students requiring intensive support to develop social and emotional competencies
Individual intervention	Referral to External Agencies	Refers students and their families to external resources for additional support beyond what the school can provide, ensuring a comprehensive support network.	Students and families needing specialised support beyond the school's resources

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

To effectively support student behaviour, Trangie Central School employs a range of strategies tailored to recognise and reinforce positive, inclusive, and safe behaviour, address minor inappropriate behaviour, and respond to more serious behaviours of concern. The following table outlines our school's approach across the continuum of prevention, early intervention, and targeted/individualised responses:

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
Positive Reinforcement: Use praise, recognition certificates, badges and ACER to encourage and reinforce positive behaviour.	Mediation Chats: Engage in brief restorative conversations with students to address minor behavioural issues before they escalate.	Functional Behavioural Assessments (FBA): Conduct assessments to identify the function of challenging behaviours and develop appropriate intervention strategies.
Mediation Practices: Conduct peer mediation to build relationships and create a supportive school climate.	Brain Breaks/timeout: Use short breaks to help students manage stress and refocus during lessons.	Behaviour Support Plans: Implement individualised plans tailored to address specific behaviours of concern.
SEL Programs: Teach social and emotional skills to promote self-awareness, empathy, and positive interactions.	Zones of Regulation: Guide students in recognising and managing their emotions using self-regulation strategies.	Restorative Conferences: Facilitate conferences to address serious incidents, repair harm, and develop strategies for future positive behaviour.
Positive Behaviour Interventions and Supports: Set and model clear behavioural expectations throughout the school.	Ready to Learn and wellbeing Plans: Develop individualised plans to support students in managing their behaviour and re-engaging with their learning.	School Counselling, SSO, wellbeing advisers, WHIN and External Referrals: Provide access to school counselling services and refer students to external agencies for additional support if needed.
Morning Routine/Check-In: Monitor students' readiness for learning each day to pre-emptively address potential issues and communicate support needs to staff.	Family Engagement: Communicate with parents/carers to collaborate on strategies for addressing minor inappropriate behaviours at home and school.	Team Around a School: (Complex Case, Risk Management, Behaviour Specialists)
Newsletter and school social media: recognition of positive and informative strategies	Behaviour Monitoring: monitoring demerit behaviours and implementing student supports where necessary	
Student Leadership: SRC and leadership opportunities/initiatives		

Responses to serious behaviours of concern

Trangie Central School adopts a structured and proactive approach to managing serious behaviours of concern, prioritising the safety and wellbeing of all students and staff. Our response process includes the following steps:

1. **Incident Management:**
 - **Immediate De-escalation:** All staff are trained in **Verbal Interventions and Safety Interventions (VI/SI)**, which equips them with skills to de-escalate situations safely and effectively. Staff immediately use these strategies to ensure the safety of all individuals involved.
 - **Assessment and Support:** Assess the student's needs and provide support to help them regain control. This may involve removing the student from the situation to a safe, supervised area for reflection and calming. Wellbeing staff can play a vital role at this stage. All staff are trained in Trauma Informed Practices.
 - **Involve Executive Staff:** If the behaviour poses a significant risk, executive staff are informed to assist in managing the incident with wellbeing staff.
 2. **Communication:**
 - **Document the Incident:** All serious incidents are documented in SENTRAL, including details of the behaviour, interventions used, and outcomes.
 - **Inform Parents/Carers:** Parents/carers are timely informed of the incident and the school's response.
 - **Team Debrief:** Staff involved will participate in a debriefing session to review the incident, identify triggers, and plan for future support.
 3. **Intervention:**
 - **Behaviour Support Plan:** Determine the underlying causes of the behaviour and inform the development of an individualised Behaviour Support Plan, outlining strategies to prevent recurrence.
 - **Behaviour Response/Risk Management:** Develop risk management plan if necessary to mitigate reoccurrence of behaviour.
 - **Mediation Practices:** Conduct mediation conferences to address the impact of the behaviour, repair harm, and develop strategies for future positive behaviour.
 4. **External Support and Referral:**
 - **School Counselling and External Agencies:** Provide access to school counselling services and refer to external agencies if necessary for additional support.
 - **Modified Enrolment or Learning Environment:** In some cases, adjust the student's school day or learning environment to support their needs.
 5. **Compliance:** Follow the **NSW Department of Education Student Behaviour Policy** and **Suspension and Expulsion Procedures** in all responses.
 6. **Review and Follow-up:**
 - **Monitor Progress:** Regularly review the student's progress and adjust the BISP as needed.
 - **Family Engagement:** Engage with the student's family to ensure a consistent approach to behaviour support at school and home.
- 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](#).

Detention, reflection and restorative practices

Trangie Central School uses a variety of strategies to support students in reflecting on their behaviour and repairing relationships. These practices are designed to be age-appropriate and ensure the wellbeing of the student, including regular food and toilet breaks as needed.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Detention/Reflection Time	Post-incident, 10-15 minutes depending on the student's needs.	Class teacher, Exec/Support staff	Recorded in the student's SENTRAL file.
Time out	During class time-needs to be resolved ASAP	Class teacher (in consultation with Executive Supervisor)	Recorded in the student's SENTRAL file.
Self-directed time-out	Student specific	Learning and Support/Wellbeing team	Recorded in the student's SENTRAL file.
Mediation Conferences	Within 1-2 days after an incident, lasting 30-60 minutes.	Wellbeing team and Executive (Trained facilitators)	Recorded in the student's SENTRAL file.
Mediation Chats	As needed, 5-15 minutes per session.	Trained staff.	Recorded in the student's SENTRAL file.
Suspension Resolution Meetings	After the suspension period ends, typically 10-30 minutes.	Executive staff and facilitators/support staff/Year Advisor	Documented in Student Behaviour Intervention Support Plan and against suspension in Sentral.

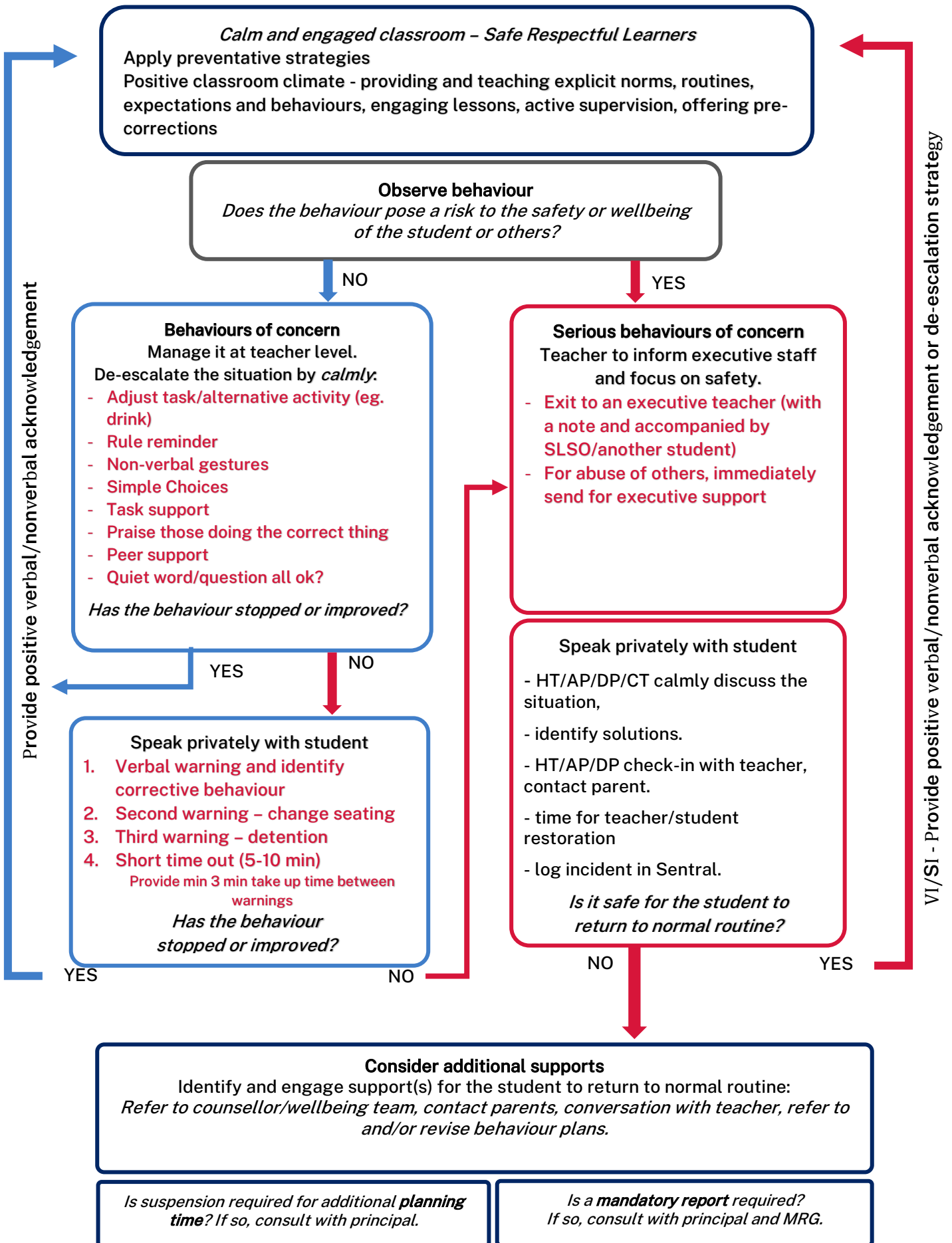
Note: All reflection and restorative sessions include regular food, and toilet breaks to ensure student wellbeing. The duration of these practices are tailored to the student's age and developmental level.

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart

