



Berrigan Public School Behaviour Support and Management Plan

Overview

Berrigan Public values the diversity of our school community and aims to provide quality education for all that will enable our students to participate fully in their future world, to be curious, to collaborate and pursue their lifelong learning journey.

Our goal is to promote a love of learning and to inspire every child to participate positively in society. We actively pursue excellence, opportunity and success for every student, every day. We value and strive to develop *proud, safe, responsible and respectful learners* in a supported learning community.

Principles of positive behaviour support, trauma-informed practice, inclusivity 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.

Berrigan Public School rejects all forms of bullying behaviours, including cyberbullying by maintaining a commitment to providing a safe, supported, inclusive, and respectful learning community that promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

Partnership with parents and carers

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

- Reviewing our whole School Behaviour Support and Management Plan each year in consultation with the broader school community
- seeking parent/carer and student feedback through formal and informal means such as school surveys, Tell Them From Me surveys, consulting with the P & C and local AECG

Berrigan Public School will communicate these expectations to parents/carers through messages in our Sentral parent portal, via our website and in our routine activities, such as 'awareness' days, school assemblies and student reward systems. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

Berrigan Public School has the following school-wide rules and expectations:

Respect – all members of the school community are expected to treat others with kindness, empathy and respect

Responsibility – students are encouraged to take ownership of their actions and choices, recognising the impact they have on themselves and others

Safety – the safety and wellbeing of all individuals within the school environment are paramount. Any behaviour that compromises safety will not be tolerated

Co-operation – collaboration and co-operation are essential for maintaining a positive and inclusive learning environment

Engagement – Students are expected to actively participate in learning activities and to contribute positively to classroom discussions

Students
Right place, right time
Follow instructions
Respect people, property and the environment
Include others, always
Give your best effort and bring out the best in others

Strategies implemented to assist students in meeting these expectations

1. Positive reinforcement: we recognise and celebrate instances of positive behaviour through verbal praise, merit certificates and other incentives
2. Clear expectations: classroom and school-wide expectations for behaviour are communicated clearly to students, parents and staff
3. Restorative practices: when conflicts arise, we emphasize dialogue, empathy and problem-solving to repair harm and restore relationships
4. Consistency: All staff members apply behaviour management strategies consistently and fairly, ensuring that consequences are proportionate to the behaviour exhibited
5. Support: Students who require additional support in managing their behaviour are provided with access to counselling, mentoring, or to other intervention programs as needed

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.

Berrigan Public School takes strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning. See the [Behaviour Code for Students](#) for more details.

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to and manage behaviours of concern. The care continuum has a prevention-focused approach and helps address the full spectrum of student needs including:

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:

- Prevention
- Early intervention
- Targeted intervention
- Individual intervention

Care Continuum	Strategy or Program	Details	Audience
Prevention	Student Action Groups	All students have the opportunity to participate in student action groups, being actively involved in decision-making, fostering a sense of belonging and advocacy and building strong peer and student-teacher relationships.	Staff, students K - 6
Prevention/ Early Intervention/ Targeted/ Individual	PAX Good Behaviour Game	PAX GBG consists of proven behavioural strategies used daily by teachers with students. The 10 evidence-based and trauma informed strategies build self-regulation in children, strengthen peer networks, reduce impulsivity and teach prosocial decision-making in children. The 'peaceful' classroom environment supports learning, wellbeing, participation and confidence.	Staff, students K-6
Prevention	PDHPE program	The development of self-management skills enables students to take personal responsibility for their actions and emotions in class and the playground.	Staff & students
Prevention	Child Protection	Teaching child protection education is a mandatory part of the PDHPE syllabus and is taught using the department units of work in Term 3 each year	students
Prevention	National Day of Action Against Bullying and Violence (NDA)	Our school participates in the annual National Day of Action against Bullying and Violence (NDA) - in August each year.	Staff & students
Prevention / Early intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit supports our school to prepare, engage and educate the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. Safer Internet Day- February annually	All students, individual students K - 6, families, staff
Prevention/ Early Intervention/ Targeted Intervention	Transition P-K, 6-7	Specific program for Pre-school and Year 6 students to ensure a safe and successful transition into Kindergarten and High School. Pre-school meetings and observations are conducted, and extra transition opportunities are made available to students as required. Parent meetings are conducted, documentation from specialists and from the	Staff and students Feeder high school Local preschool setting

Care Continuum	Strategy or Program	Details	Audience
		current setting are shared with the Learning Support Team as appropriate.	
Targeted intervention	Attendance support	The principal will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set individual growth goals for targeted students	Individual students, principal
Targeted / individual intervention	School learning and support	Provides support for students who need personalised learning and support through intervention programs	Principal, individual students, families
Individual intervention	<u>Individual Behaviour Support Planning</u>	Planning is undertaken in collaboration with the student and their family with support from Team Around a School where needed. This can include individual behaviour support and risk management plans.	Individual students, staff

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

Recognising and responding to positive appropriate behaviour

Berrigan Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning consists of explicitly taught expectations and routines that are reinforced daily by teachers to teach self-regulation, reduce impulsivity, increase focus and create calm and productive learning and play environments.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom.

When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

Berrigan Public School uses the following strategies to recognise and reinforce positive student behaviour and behavioural expectations:

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

Identifying behaviour of concern, including bullying and cyberbullying

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. See Appendix 1.

Berrigan Public 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 child or young person'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.

Specific positive feedback may not be sufficiently reinforcing for some students, so the school-wide continuum provides the opportunity to pair verbal or non-verbal feedback with a positive, tangible consequence.

The school-wide continuum for acknowledging expected behaviour includes weekly awards at Friday whole school assemblies, Monday morning muster, parent phone calls and annual student awards.

Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet Berrigan Public School expectations are either teacher or principal managed. Staff use their professional judgement and flow charts (Appendix 1 and 2) 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/re-directable behaviours are managed by teachers in the classroom and the playground.
- Executive managed – behaviour of concern is managed by school executive.

Classroom	Non-classroom setting
Rule reminder	Rule reminder
Re-direct	Re-direct
Offer choice	Offer choice
Error correction	Error correction
Prompts	Prompts
Reteach	Reteach
Seat change	Play or playground re-direction
Stay in at break to discuss/complete work	Play in another space
Conference	Walk with the teacher, community service
Detention, reflection, restorative practices	Detention, reflection, restorative practices
Communication with parents/carers	Communication with parents/carers

Berrigan Public School staff model, explicitly teach, recognise and reinforce student behaviour and behavioural expectations. The PAX Good Behaviour Game consists of 10 evidence-based and trauma informed strategies that build self-regulation in children, strengthen peer networks, reduce impulsivity and teach prosocial decision-making in children.

We acknowledge that not all students may be motivated by adult attention while other students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- Help adults and learners to focus on positive social behaviour
- Increase the likelihood that students will use the expected behaviours and skills in the future
- Decrease unexpected behaviour and reduce the need for corrective responses
- Enhance self-esteem and build an internal focus of control

Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour.	Responses to behaviours of concern.
Behaviour expectations are taught and referred to regularly. Staff model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP.

Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback	Principal/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.
Tangible reinforcers include those that are: <ul style="list-style-type: none"> • free and frequent • moderate and intermittent • significant and infrequent 	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 a low-level consequence is applied. ie. Walk with teacher on duty, sit out of recess/lunch activity for 5 mins.	Principal collects information and review the incident from multiple perspectives and determine next steps. Principal records the incident on the centralised recording system and contacts parent/carer by email or phone. Principal may consider further action eg: formal caution/suspension.
Social and emotional learning lessons are taught daily, weekly or as an as needs basis. PAX Good Behaviour Game is implemented across the school to promote peace – productivity – happiness – health Zones of Regulation – red, green, blue, yellow are in place in the classrooms	If the student repeatedly attracts three ‘strikes’/’spleems’ for low-level behaviour that is deemed redirectable behaviour, which is inconsistent with school expectations, they spend the second half of lunch with the principal in the Wellbeing Room (Library)	Refer to the school’s Learning and Support Team or APLaS considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the parent portal, phone calls or SeeSaw are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at weekly school assemblies	Teacher contacts parents by phone (preferable) or SeeSaw when a range of corrective responses have not been successful. In some cases, individual planning and referral to LST may be discussed.	Principal contacts parent/carer to discuss any support and behaviour responses, including referral to the LST, outside agencies or Team Around a School.

Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded in the centralised recording system. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- reflection and restorative practices (listed below)
- liaise with Team Around a School for additional support or advice

- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- 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.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response policy](#) and [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and procedures
- If a behaviour of concern is also a child protection matter use the [Mandatory Reporting Guideline Tool](#).

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety Guide](#).

Detention, reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Action	When and how long?	Who coordinates?	How are these recorded?
<p>Teacher directed Time-Out in the classroom</p> <p>Time out in the classroom is part of an individual plan for the student. The student is directed to go to an agreed space within the classroom to minimise escalation of a minor inappropriate behaviour</p> <p>After time-out restorative conversations between the teacher and student support the student to learn appropriate behaviours. The teacher may provide explicit instruction of replacement behaviours and introduce measures to check progress and provide personalised feedback to the students as they develop replacement behaviours.</p> <p>The teacher will communicate with the parent when there are multiple time-outs in a short period of time</p>	<p>As required 5-10 minutes</p> <p>Behaviour monitoring sheet</p>	<p>Classroom teacher</p>	

**students may be asked to complete unfinished learning tasks in the classroom. This is not considered time out.*

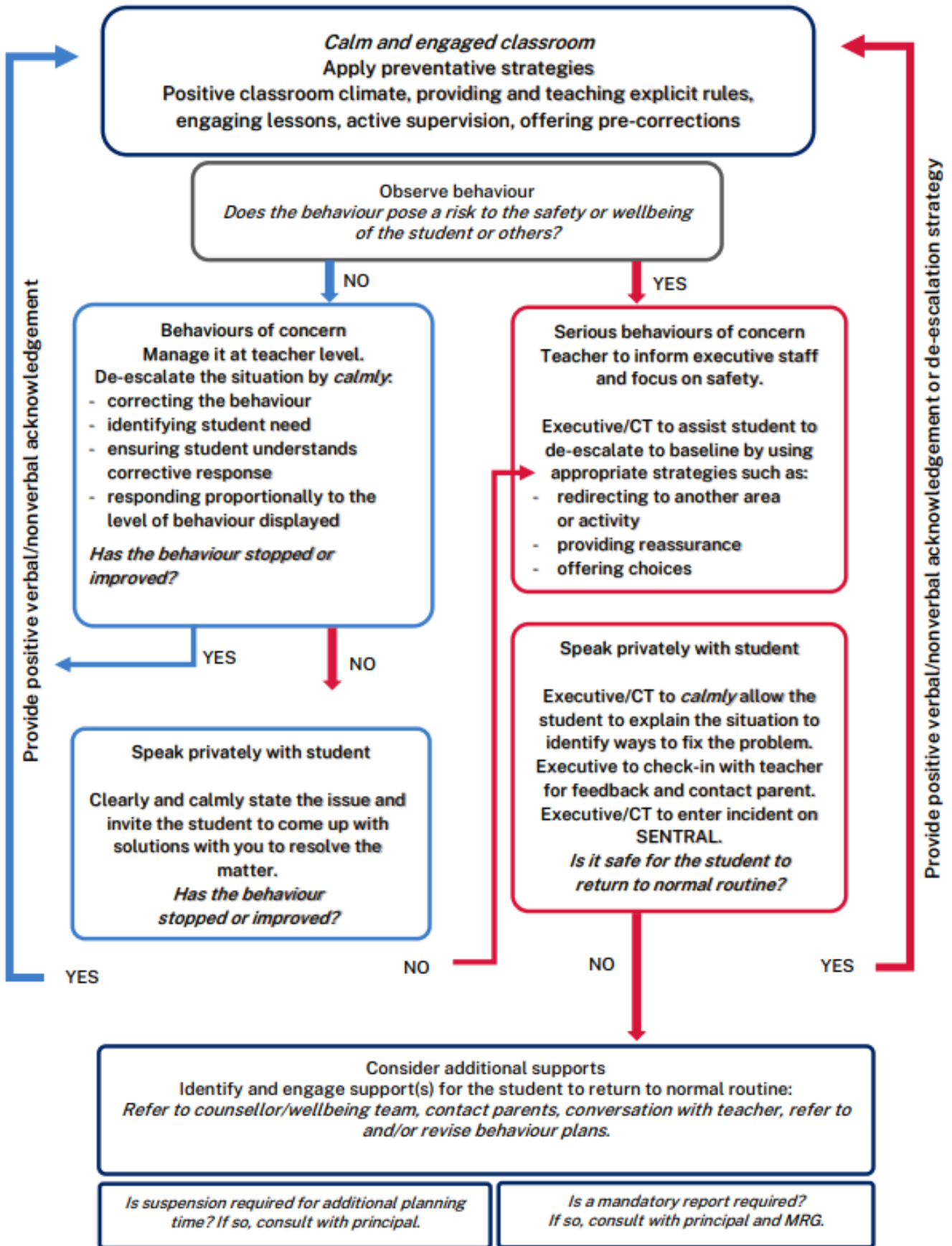
<p>Self-directed Time Out A student goes to a pre-arranged area of the classroom to self-regulate. This is part of a planned strategy and is identified in the student’s individual planning and communicated to parents</p>	<p>As required per individual plan</p>	<p>Classroom teacher</p>	
<p>Reflection – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student. (reflection) Behaviour monitoring card will be issued for up to 5 days</p>	<p>Next day at either lunch or recess break</p>	<p>Principal/wellbeing duty teacher</p>	<p>Student Behaviour spreadsheet (Google Drive)</p>
<p>Detention – withdrawal from free choice play and re-allocation to office or buddy classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)</p>	<p>Next break</p>	<p>Classroom teacher</p>	<p>Student Behaviour spreadsheet (Google Drive)</p>
<p>Specified Play Area – Teacher directs student to play in a specified area to assist in monitoring behaviour and provide specific positive feedback for improved behaviour</p>	<p>Recess/lunch break</p>	<p>Duty teacher</p>	
<p>Restorative practice – conversation What happened, what did you do, what could you do instead next time, how did you feel, how did others feel?</p>	<p>Scheduled for second half of lunch in Wellbeing Hub</p>	<p>Principal</p>	<p>Student Behaviour spreadsheet (Google Drive)</p>

Review dates

Last review date: 6 February 2025

Next review date: 6 February 2026

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response

