

NSW Department of Education

Barooga Public School

School Behaviour Support and Management Plan

Overview

At Barooga Public School, we embed positive behaviour strategies, inclusive education, and safe practices to create a supportive learning environment for all students. Our approach aligns with the NSW Government's Behaviour Code for Students and focuses on fostering a culture of respect, responsibility, and resilience. Through inclusive and proactive behaviour support systems, we aim to maintain high expectations for student behaviour while ensuring that every learner feels valued and supported in their educational journey.

All staff are committed to employing principles of the following evidence-based programs to ensure high expectations for all students.

Positive Behaviour for Learning [PBL]

Positive Behaviour for Learning is an evidence-based framework that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.

Partnership with parents and carers

At Barooga Public School, we place a high priority on establishing and maintaining clear, consistent and meaningful communication with families regarding their children's behaviour. Strategies we employ include:

- Communication of school behaviour expectations at the beginning of the year and regular intervals via parent/teacher conferences, meetings and whole school information sessions
- Communication of student behaviour procedures used to restore behaviour
- Verbally communicating incident details with families as the first option
- Accurately recording details of incidences using a third-party system to ensure transparency and to aid communication with families
- Utilising frequent school communications e.g. newsletter to inform families of observable behaviour foci and acknowledgements of positive behaviour
- Inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG

School-wide expectations and rules

At Barooga Public School, we have high expectations of our students. We support students in being respectful, responsible and safe individuals.

We are RESPECTFUL	We are RESPONSIBLE	We are SAFE
First time every time	Own my choice	Hands off!
Kind and caring	Right place right time	Use it well or lose it

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

At Barooga Public School, our classrooms are underpinned by the [Positive Behaviour for Learning Tier 1 Universal Prevention Essential Features Framework](#)

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL	We implement the evidence-based framework to bring together our whole school community to contribute to developing a positive, safe and supportive learning culture. PBL includes the following key features: clearly defined expectations, explicit teaching of expectations in all school settings, a consistent positive feedback and acknowledgement system, a continuum of strategies to respond to inappropriate behaviour, and ongoing monitoring and evaluation.	
	Trauma-informed practice	We implement consistent, relationally based and predictable strategies focused on staff and leaders developing strong relationships with students who have experienced trauma. This results in the effective support of the wellbeing and learning of children and young people who have experienced trauma.	

Care Continuum	Strategy or Program	Details	Audience
	Breakfast Program	We offer complimentary breakfast each morning for all students. This approach is developed in line with Maslow's Hierarchy of Needs which seeks to ensure that students' essential needs are met to support their active engagement with learning. This provides an opportunity to check in with students' wellbeing and ensure that nutritional requirements are met before learning.	
	Child Protection	All staff maintain their regulatory training in Mandatory Reporting to ensure a consistent approach to Child Protection. Staff are required to document all concerns using our LMS and refer to Executive in a timely manner. Executive will complete a MRG and notify the Child Wellbeing Unit as required, recording all actions on the LMS. Risk assessments are completed for external activities to maximise risk mitigations through purposeful planning.	
Early intervention	Teaching of replacement behaviours	We identify behaviours demonstrated by students that require support. We communicate with students and families to identify alternate prosocial replacement behaviours to support their emotional and development needs.	
	Student Support Group [SSG]	We engage in Student Support Meetings to support proactive communication between key stakeholders such as parents, students, school/DoE representatives and external agencies. The purpose is to work collaboratively to identify student points of need, goals and strategies to support success at school. SSG may result in development of PLSP's, PLP's, Behaviour Management Plans and Risk Management Plans to document agreed supports.	
	<u>Restorative Practices</u>	We implement a whole school approach that encourages behaviour that is supportive and respectful. Our restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.	

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	Reach out and Relax [ROAR]	ROAR provides early intervention support at Barooga Public School to students identified by classroom teachers, LaS or family members. The support focuses on helping students improve their emotional health and wellbeing while developing the skills to manage different aspects of their lives more effectively. The program also empowers families and carers to better support their children and strengthens the school community's understanding of and response to mental health challenges affecting young people.	
	Learning and Support	The LaS team meets fortnightly with a structured agenda that includes internal LaS referrals, intervention support, external agency referrals and programs, new enrolments, and behaviour support. Emphasising a proactive approach, the team prioritises clear communication channels and a holistic focus on students' learning and emotional needs.	
	Telecounselling	Our School Counsellor (SCATRS) meets weekly with identified students through telehealth. Currently only supporting students Yr 3-6 virtually, with the intention to open this up to K-2 students where appropriate.	
Individual intervention	Individual Behaviour Support Planning	Personalised Behaviour Support Plans are developed in consultation with students and carers/professionals twice a year and evaluated 6 monthly. Plans are developed to meet the individual learning and emotional support needs of the student. Barooga Public School use 'roadmap' to support the development, consultation and evaluation of PLSP.	

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

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.

Barooga 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 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 the 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.

Preventing and responding to behaviours of concern

At Barooga Public School, we seek to employ positive prevention strategies as outlined in [Positive Behaviour for Learning Tier 1 Universal Prevention Essential Features Framework](#). Barooga Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations through our Positive Behaviour for Learning program. Skills consist of evidence-based strategies to teach self-regulation, reduce impulsivity, increase focus and strengthen peer relationships.

Our planned responses to behaviour that does not meet school expectations are either teacher and/or executive-managed. Staff use their professional judgement informed by our agreed Student Behaviour Procedures to determine whether a behaviour is teacher-managed or executive-managed. When making this decision staff consider whether the behaviour poses a risk to the safety or wellbeing of the student or others. Our continuum of behaviour response is clearly detailed in our Student Behaviour Procedures. These include:

- 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 are recorded on our Sentral Wellbeing suite.

Responses to serious behaviours of concern

At Barooga Public School, responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on our Sentral Wellbeing suite. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted e.g debriefing students following an incident and referral to the Employee Assistance Program
- 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
- detention, 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, 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.

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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](#).

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

At Barooga Public School, 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.

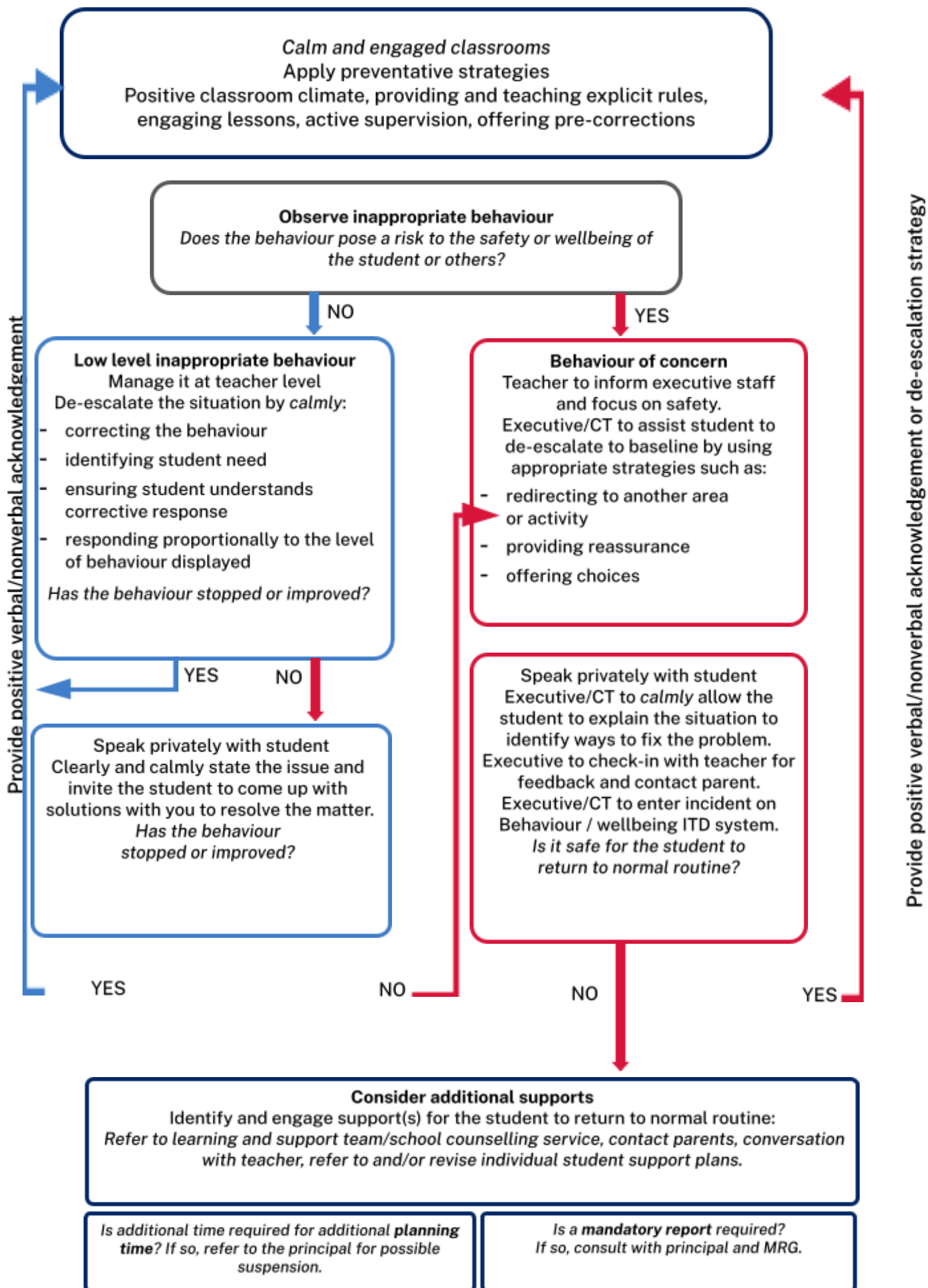
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflect and Reset- a structured planning session conducted alongside a student to identify proactive measures to address a behaviour of concern	Following the incident during a break when the student is calm and regulated	Executive	Sentral Wellbeing suite
Alternate play plan – withdrawal from free choice play and re-allocation to an alternate space. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and to make positive choices	Following an incident or the identification of dysregulated behaviours	Executive	Sentral Wellbeing suite
Co-regulation support - withdrawal from free choice play as a preventative strategy to support students in regulating in an alternate space. The purpose is to assist the student in achieving the desired behaviour and making positive choices.	Following the identification of dysregulated behaviours	Executive Teacher	Sentral Wellbeing suite
Restorative practice	Following an incident	Executive Teacher	Sentral Wellbeing suite

Review dates

Last review date: Thursday, February 6th 2025

Next review date: Friday, February 6th 2026

Appendix 1: Behaviour management flowchart



Bullying Response Flowchart

The following flowchart explains the actions Example Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

