

Boggabri Public School Behaviour Support and Management Plan

Overview

Boggabri Public School is resolutely committed to the explicit instruction and demonstration of positive behaviour, ensuring that all students are thoroughly engaged in their educational pursuits.

Our objective is to inspire every child to actively participate in both the school community and the broader environment. We prioritise the promotion of excellence, opportunity, and success for every student, every day. Our school values the cultivation of a safe, respectful, and nurturing learning environment within a supportive community.

The principles of positive behaviour support, trauma informed practices, inclusive methodologies, and social emotional learning serve as the foundation of our daily operations. We establish and maintain high expectations for student behaviour through effective role modelling, intentional instruction, and strategically planned resources.

To fulfill our mission, the following key programs, which are prioritised and valued by the school community, play a crucial role:

- Trauma-Informed Practice through the Berry Street Educational Model
- PAX Good Behaviour Game

These initiatives focus on social and emotional learning, which in turn supports positive mental health, fosters constructive relationships, and aids in the prevention of bullying.

Boggabri Public School unequivocally rejects all forms of bullying, including online (or cyber) bullying, by upholding a steadfast commitment to providing a safe, inclusive, and respectful learning environment that promotes student well-being. Our staff is dedicated to implementing evidence-based approaches and strategies that cultivate a positive climate in which bullying is significantly less likely to occur.

All members of the school community actively participate in creating a welcoming school culture that values diversity and encourages positive relationships. A fundamental aspect of this supportive culture is the establishment of respectful relationships and the firm belief that bullying is unacceptable in both online and offline contexts. School staff are proactive in addressing incidents of bullying behaviour among students.

Partnership with parents and carers

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

- Inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, Student Led Conferences, consulting with the P&C and local AECG.
- Using concerns raised through complaints procedures to review school systems, data and practices.

Boggabri Public School will communicate these expectations to parents/carers through the school newsletter and school website. 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

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

To be safe, respectful learners.

Safe	Respectful	Learner
Respect personal space and boundaries	Listen to and follow instructions	Be ready to learn
Right place, right time	Be kind and value others	Ask for help
Use equipment correctly	Work co-operatively	Always do your best
Encourage others to act safely	Accept differences	Celebrate success

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 in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber bullying behaviour.

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:

- Stating and 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
- Providing active supervision of 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	BPS Rewards Strategy	At Boggabri Public School, we encourage appropriate behaviours and support to celebrate academic and social development. This strategy is designed to support a consistent K-6 wellbeing approach	All
Prevention	Bullying No Way	The Bullying No Way program supports Australian school communities with evidence informed resources and activities for a proactive approach to bullying prevention and education.	All
Prevention	National Week of Action (NWA)	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	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 report and manage cyberbullying incidents.	All
Prevention / Early intervention / Targeted intervention	Berry Street Education Model	The Berry Street Education Model (BSEM) is an educator-designed and evidence-led framework that empowers staff to create classrooms where every student is ready to learn and able to thrive. The Berry Street Education Model provides proven strategies that are easy for teachers to implement in the classroom. It empowers and equips educators to help <i>all</i> students succeed.	All
Prevention / Early intervention / Targeted intervention	PAX Good Behaviour Game	The PAX Good Behaviour Game (GBG) is a classroom management strategy used to increase self-regulation, group regulation and stimulate prosocial behaviour among students while reducing problematic behaviour.	All
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 improve 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 risk management plans	Individual students, parents/carers, LAST, AP

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. See Appendix 1.

Boggabri 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
- 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

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 are recorded in the centralised recording system. These include:

Classroom	Non classroom setting
<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts 	<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts

<ul style="list-style-type: none"> • reteach • seat change • conference • reflection and restorative practices • communication with parent/carer 	<ul style="list-style-type: none"> • reteach • play or playground re-direction • walk with teacher • reflection and restorative practices • communication with parent/carer
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Boggabri Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Berry Street Education Model and PAX Good Game partnerships consists of evidence based strategies used daily by teachers and educational consultants to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

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.

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 Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
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/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and 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 reinforces are recorded on the centralised recording system.	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 centralised recording system and contact parent/care by email or phone. Executive/principal may consider further action e.g. formal caution or suspension.
4. Social emotional learning lessons are taught (PAX Good Behaviour Game)	4. Teacher records on centralised recording system 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) or anti-bullying co-ordinator.	4. Refer to the school's 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 phone calls home 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 or email when a range of corrective responses have not been successful. Individual planning and referral to Learning and Support Team may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour response, including referral to the LST, school counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, 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
- 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, 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](#)
- [Incident Notification and Response procedure](#)
- [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.

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/development level of the student.

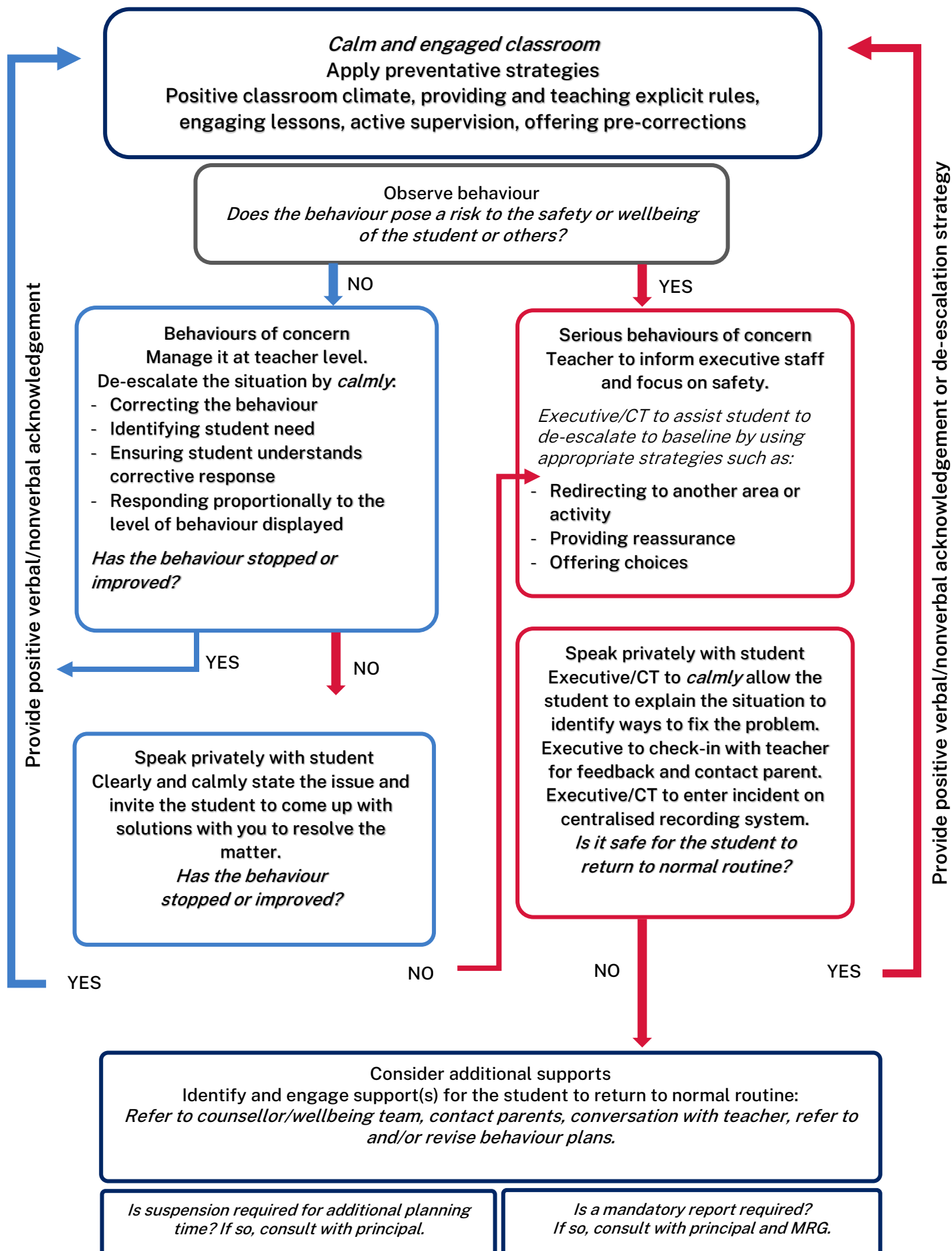
Strategy	When and how long?	Who coordinates?	How are these recorded?
Alternate plan – withdrawal and re-allocation to office or classroom for supervised time following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group.	Class time and break times are required	Assistant Principal	Documented in centralised recording system (HERO)
Restorative practice - peer mediation or circles in groups	Class time and break times as required	Teacher / Assistant Principal	Documented in centralised recording system (HERO)

Review dates

Last review date: 31st January 2025 (Day 1, Term 1, 2025)

Next review date: 27th January 2026 (Day 1, Term 1, 2026)

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart

