

# Barellan Central School Behaviour Support and Management Plan

## Overview

At Barellan Central School learning, growth, and belonging are at the core of every student's journey.

Our committed staff value knowledge as the key to student success in all domains: improved academic achievement, wellbeing, and building students' agency and aspiration.

## Partnership with parents and carers

The student is at the heart of the partnership between parents and carers, and the school.

Families play a key role in the behaviour of their children. A trusting relationship between the school and families maximises students' chances to experience positive outcomes in terms of their behaviour and learning outcomes.

The habits that underpin our approach to building the partnership with parents and carers include mutual respect, negotiating differences, listening, contributing and genuine care for students.

- Parents views are formally collected annually through the Tell them From Me survey, as well as ongoing consultation with the P&C.
- Parents and carers can contact the front office to arrange a meeting with staff
- There are formal opportunities throughout the year for parents' views such as subject selection meetings for secondary students, curriculum information sessions at the beginning of the year and parent teacher interviews.
- Concerns can be raised through the complaints procedure to review school systems, data and practices.
- All allegations of bullying are communicated directly with parents of both the family of the reported victim and perpetrator.

## School-wide expectations and rules

Expectation Respect	Expectation - Responsibility	Expectation - Resilience	Expectation Excellence
Listen to and follow instructions	Be safe	Commit to improvement	Commit to excellence
Use appropriate language	Be ready to learn	Seek help, accept advice	Be aspirational
Work co-operatively	Right place, right time	Get involved	

## 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

Care Continuum	Strategy or Program	Details	Audience
Prevention	Systematic Synthetic Phonics instruction	Following the University of Florida Literacy Institute sequence for initial literacy instruction, modified for Australian English.	Students K-2
Prevention	Transition programs	To support students and families with the transition from Preschool to Kindergarten and Year 6 into Year 7.	Students P into K and 6 into 7
Prevention	Breakfast Club	School run breakfast club program that provides access to a free healthy breakfast and builds strong student-teacher connections, setting students up for a successful beginning to the day.	Students K-12
Prevention	<a href="#">PDHPE curriculum</a>	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7-10
Prevention	<a href="#">Child protection</a>	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, students 7-12, families
Prevention	Behaviour curriculum	Explicit universal instruction in expected behaviours in different settings across the school.	Students
Early intervention	Maths intervention	Explicit numeracy instruction	Students K-6, staff
Early intervention	Got It Program	Specialised mental health early intervention program for K-2 students who display emerging conduct problems such as defiant, aggressive and disruptive behaviours.	Students K-2, families

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	Maths groups	Small group interventions based on level of need/ability.	Students K-6, staff
Targeted intervention	Yarn Time	Providing an opportunity for First Nations students to engage with their culture and language groups.	First Nations students K-12
Targeted intervention	Check In Check Out (CICO)	For students who exhibit low level behaviours of concern.	Individual students K-12
Targeted intervention	Individualised Learning Plans and Personalised Learning Pathways	Planning is done in collaboration with student and their family with support from classroom teachers.	Individual students, staff, families
Targeted / individual intervention	<a href="#">Learning and Support</a>	The LST works with teachers, students and families to support students who require personalised learning and support.	Staff, individual students 7-12, families
Individual intervention	Individual Behaviour Support / Safety Plans	Planning is done 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, families
Individual intervention	Integration Funding Support	Funding to support high needs students with individualised or supported learning in mainstream classes.	Individual students, staff
Individual intervention	Collaborative Health	Co-ordination with external agencies to provide therapeutic supports to individual students (speech therapy and occupational therapy)	Individual students, their families, staff
Individual intervention	Learning and Wellbeing Centre	Provision of a space to accommodate both internal and external supports for students.	Individual students, their family
Individual intervention	School Learning and Support Officers	Provide support for students who need personalised learning and support.	Principal, individual students, staff
Individual intervention	Multi-categorical class	The Widgiewa class provides an inclusive environment where students with various challenges can receive tailored support.	Individual students, staff

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Wellbeing Nurse	Identify health and social concerns for students and their families and facilitate their access to health care.	Individual students, their family
Individual intervention	School Counsellor	Access to therapy and cognitive testing for identified students.	Individual students, their family, staff
Individual intervention	Team around the school	Access to the learning and wellbeing team, behaviour specialists, networked specialist facilitators and NDIS coordinators, as well as school-based roles including assistant principal learning and support, senior psychologists education and itinerant teachers.	Individual students, their family

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

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.

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 can take a variety of forms including psychological, social, emotional, physical, verbal and online. It involves a deliberate, repeated action to hurt a specific person and an abuse of power.

**Teacher managed** – Minor behaviours

**Executive managed** – Major behaviours of concern

Corrective responses by teachers include:

- Rule reminder
- Redirect, offer choice of error correction
- Prompts
- Reteach
- Seat change
- Stay in at break to discuss/complete work
- Conference
- Restorative sanctions e.g. collecting litter if littering, removal from playground if disruptive on playground)
- Communication with parent/carer

- Monitoring cards
- Time out / calming strategies

Barellan Central School staff, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations.

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
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.	Refer to school-wide expectations around values, with visuals provided throughout the schools to support consistent understanding of social behaviour.	Executive staff contacted, and follow up with all students involved.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through messages and phone calls. Recognition awards for positive individual and class behaviour are given at regular PBL school assemblies.	Teacher contacts parents by phone 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

- 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, choice theory for developing sense of responsibility for choice.
- detention, reflection and restorative practices.
- 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.
- 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

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?
<b>Alternate play plan</b> – withdrawal from free choice play and re-allocation to office or 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)	Next break at either lunch or recess	Teacher and executive staff	Documented in school system (Sentral)
<b>Restorative conference</b> – Conference with teacher and/or executive staff; individual and groups of students.	Scheduled for either lunch or recess break	Executive staff	Documented in school system (Sentral)

## Review dates

Last review date: February 2025

Next review date: February 2026

## Appendix 1: Bullying Response Flowchart

The following flowchart explains the actions Barellan Central 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.

