

Barrington Public School Behaviour Support and Management Plan

Overview

Barrington Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Our core values and school expectations of **Responsibility, Respect, Care** and **Choices** provide a culture of inclusivity and high expectations in all learning environments, ensuring that each student is guided and challenged to become a resilient, confident, creative and successful learner.

Principles of positive behaviour support inclusive practice 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.

To achieve our vision, key programs prioritised and valued by the school community are:

- School Expectations, including classroom and playground expectations
- Smiling Minds
- Child Protection Education
- E-Safety education
- Student Leadership
- Transition Programs (transitioning to Kindergarten and Year 7)
- Wellbeing Program

Barrington Public School rejects all forms of bullying behaviours, including cyberbullying by maintaining a commitment to providing a safe, 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

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

- inviting parent/carer and student feedback through formal and informal means such as school surveys, Tell Them From Me surveys and consulting with the P & C and AECG.

Barrington Public School will communicate the school expectations via:

- SeeSaw
- P&C Meetings
- School Website
- School Facebook Page
- Fortnightly newsletter
- School Bytes

School-wide expectations and rules

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

CARE, CHOICES, RESPECT, RESPONSIBILITY

CARE	CHOICES	RESPECT	RESPONSIBILITY
I look after my friends if they are hurt	I choose to walk on the paths	I use my manners by saying please and thank you	If I make a mistake, I own up to it
I put away sports equipment	I choose to play sensibly in the right areas	I look at the person who is speaking to me	I follow the school rules
I care for the animals in the playground	I choose to be kind to my friends	I remember my manners at the canteen	I carry out jobs sensibly
I say nice things to other people at school	I choose to try hard in class	I look after my belongings and take care of things at school	I tell the truth
I care for the environment and put my rubbish in the bin			

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 cyberbullying 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 and school wide 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 students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	School Expectations	<p>A consistent school wide implementation of our school expectations matrix outlining expected behaviours of students in the classroom and playground.</p> <p>Teachers co-develop a set of class rules and routines with their class at the commencement of each school year. The class rules compliment and follow the school expectations.</p> <p>Positive recognition when students follow expectations with verbal feedback, nonverbal cues</p>	Whole school
Prevention	Wellbeing Check In	All students nominate a staff member at the beginning of the year who they trust. That staff member 'Checks In' with their students on a nominated basis – fortnightly/termly to discuss any social/emotional or well-being issues that the student may be experiencing. Check ins are recorded, and issues followed up on.	Whole school
Early Intervention	Classroom and Playground Management	<p>A consistent proactive approach that focuses on being preventative rather than reactive.</p> <ul style="list-style-type: none"> • Re-direct student to alternative task • Discussion with student about appropriate behaviour • Removal from activity • Move to another play area • Reflection time out of the playground • Acknowledge those students who are modelling the correct behaviour. 	Whole school
Individual Intervention	Individual Behaviour Support Plan	Additional Support and guidance for identified students. The plan is collaboratively developed with the student, parents/carers and classroom teacher to ensure clear, specific and achievable goals are targeted to support identified needs of a student.	Individual Students, Parents/Carers, Classroom Teacher & Principal
Targeted Intervention	Learning and Support	Collaboratively develop a plan to support individual students who require personalised learning and support, this includes the development of risk assessments	Individual Students, Parents/Carers, Classroom Teacher & Principal

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.

Barrington 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.

Preventing and responding to behaviours of concern

Barrington 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.

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:

- free and frequent – for everyday use by all staff in all settings
- moderate and intermittent – awarded occasionally
- significant and infrequent –semester or annual types of recognition.

<p>Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour</p>	<p>Early Intervention Responses to minor inappropriate behaviour.</p>	<p>Targeted/Individualised Responses to behaviours of concern.</p>
<p>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.</p>	<p>Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p>	<p>Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP.</p>

<p>Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback</p>	<p>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.</p>
<p>Tangible reinforcers include those that are:</p> <ul style="list-style-type: none"> • free and frequent • moderate and intermittent • significant and infrequent <p>Intermittent and infrequent reinforcers are recorded on the centralised recording system.</p>	<p>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.</p>	<p>Principal collects information and review the incident from multiple perspectives and determine next steps. Principal records the incident on the centralised recording system (School Bytes) and contact parent/carer by email or phone. Principal may consider further action eg: formal caution/suspension.</p>
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
<p>Teacher contact through phone calls home is used to communicate student effort to meet expectations.</p>	<p>Teacher contacts parents by phone when a range of corrective responses have not been successful.</p> <p>In some cases, individual planning and referral to LST may be discussed.</p>	<p>Principal contacts parent/carer to discuss any support and behaviour responses, including referral to the LST, outside agencies or Team Around a School.</p>

Responses to serious behaviours of concern

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](#).

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.

Action	When and how long?	Who coordinates?	How are these recorded?
Reflection conversation off the playground (problem-solving) – What happened, what did you do, and what could you do instead next time.	Class time and break times as required	Teacher/ principal	Documented in school recording system (behaviour folder)

Excursions

Work Health and Safety risk assessments may determine a student to be at risk when attending an offsite school event, where safety to the student, other students and/or teachers is of concern. The student’s behaviour may be supported in the everyday school setting, however it may be a risk in a less structured / supported environment with routines altered, or longer than a school day type of activity.

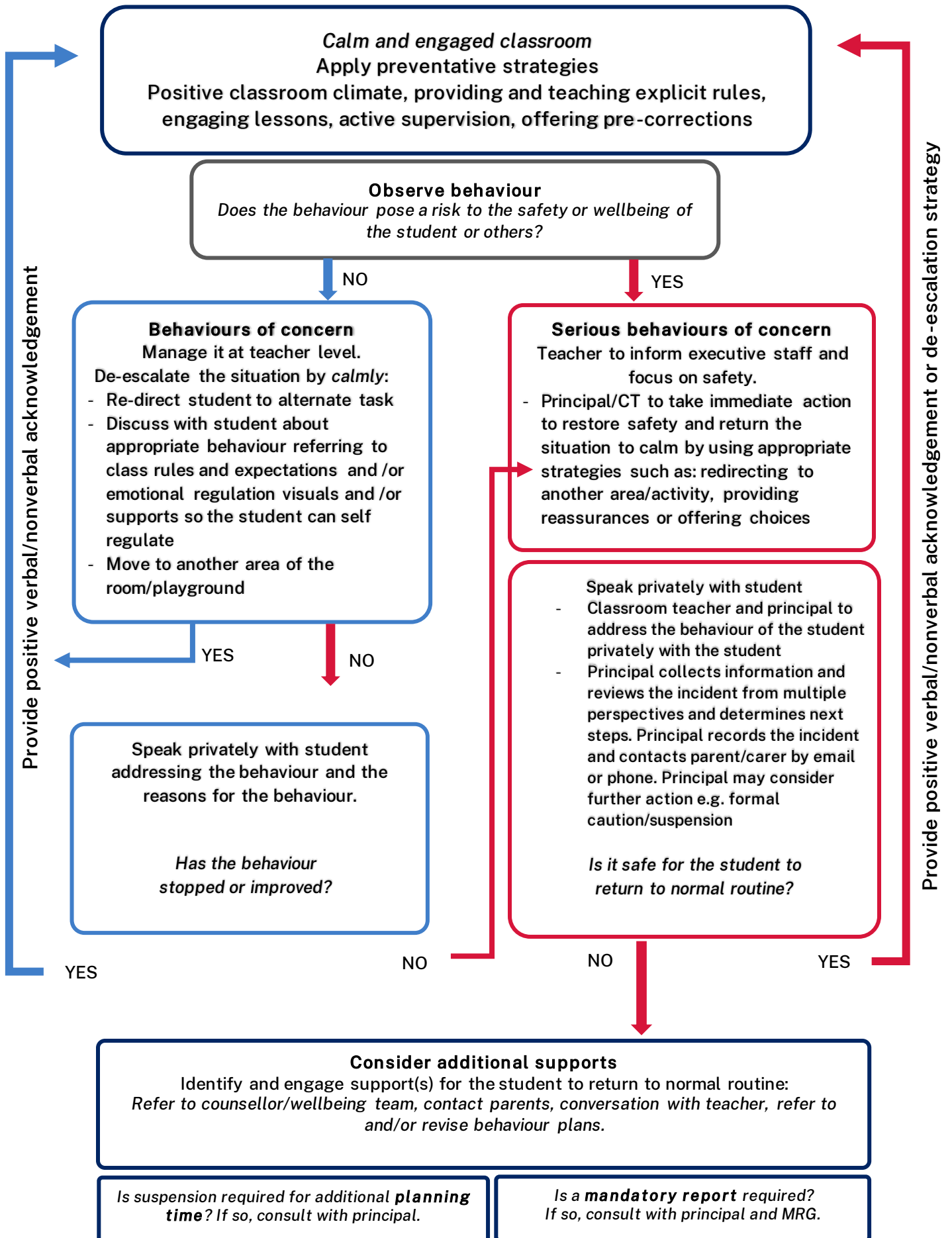
If it is determined that a student’s behaviour is a risk and the student will not be participating in an excursion, the teacher, parent/carers, and school principal will discuss concerns and attempt to resolve the issue.

Review dates

Last review date: August 2024

Next review date: August 2025

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart

