



Barkers Vale Public School Behaviour Support and Management Plan

Overview

Barkers Vale Public School is dedicated to fostering responsible, compassionate, and engaged students who take pride in their education and achieve their goals. We aim to accomplish this by explicitly teaching and demonstrating positive behaviours while encouraging all students to actively engage in their learning.

Our objective is to motivate each child to contribute positively to the school community and beyond. We emphasise the promotion of excellence, opportunity, and success for every student, every day. We are committed to cultivating a safe and respectful learning environment within a caring community.

Our daily practices are grounded in principles of positive behaviour support, trauma-informed approaches, inclusive practices, and social-emotional learning. We set and uphold high expectations for student behaviour through effective role modelling, direct instruction, and intentional responses.

Partnership with parents and carers

Barkers Vale 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 school surveys, and consulting with the P & C.
- using concerns raised through complaints procedures to review school systems, data and practices.

The 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

Expectation – I am safe	Expectations – I am responsible	Expectation – I am connected
I follow teacher's instructions	I follow school rules and values	I am a problem solver
I use and share equipment respectfully	I respect the rights of others to learn	I challenge myself to extend my learning
I respect personal space	I am an active listener	I celebrate the success of others
I have a note for change of routine	I respect our school and equipment	I am ready and prepared for learning

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

Barkers Vale Public School embeds student wellbeing and positive behaviour approaches in practices across the care continuum to promote positive behaviour and respond to behaviours of concern. These approaches and strategies are built on a foundation of evidence-based effective practices that set the tone for engagement with learning and respectful relationships. These practices include:

- stating and explicitly teaching classroom and school 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
- delivering thoughtfully structured, engaging lessons that offer students opportunities to make choices
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Transition	<ul style="list-style-type: none"> • School tours, transition programs and parent and carers information sessions, together with related school-based documentation. • Engagement with early childhood settings, previous schools/centres and allied health personnel and services. • Transition support at all key transition points, including students meeting their classroom teacher/s prior to starting the new year and transition programs/visits with local high schools. • Additional small group transition support P-K and 6-7. 	Students Early Childhood Centres Parents and Carers/ OSHC Agencies Prospective families Learning Community Staff
Prevention	Positive Behaviour for Learning	<ul style="list-style-type: none"> • A whole school approach to develop a safe, positive learning environment by teaching students how to be safe, positive learners and how to respond appropriately to bullying behaviour, how to avoid escalating conflict and what to do if they witness others being bullied. We implement weekly PBL lessons to all classes that is informed by behaviour and student data collected. 	Students Families Staff
Prevention	National Day of Action Against	<ul style="list-style-type: none"> • Our school participates in the annual National Day of Action against Bullying and Violence (NDA) - in August each year. 	Staff Students

Care Continuum	Strategy or Program	Details	Audience
	Bullying and Violence (NDA)		
Prevention / Early intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	<ul style="list-style-type: none"> The toolkit supports our school to prepare, engage and educate the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. 	Students Families Staff
Early / Targeted intervention	Zones of Regulation	<ul style="list-style-type: none"> An empowering instructional program to build safe and supportive environments that increase self-awareness and social and emotional skills. 	Select groups and individuals 3-6
Early / Targeted intervention	School learning and support	<ul style="list-style-type: none"> Provides support for students who need personalised learning and support. 	Principal Staff Students Families
Targeted intervention	Attendance support	<ul style="list-style-type: none"> The principal will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals. 	Principal Individual Student Families
Individual intervention	Individual Behaviour Support Planning	<ul style="list-style-type: none"> 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

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, 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.

Barkers Vale Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber bullying in the following ways:

- Maintaining appropriate levels of supervision in the classroom and playground and observing student behaviours, interactions and communications with each other.
- Managing reports of incidents, negative behaviours and bullying by entering reports onto Sentral in a timely manner and escalating these to Assistant Principals or Principal.
- Teaching students to identify, report and respond to bullying at school and online.

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, 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.

The following is a guide to supporting problematic and disruptive behaviours in the classroom and playground.

Low Level behaviours:

- Teacher addresses the behaviour in the classroom
- Use of reminder, redirection, and warning
- Reflect and Restore time during break or after class
- Enter on School Bytes
- Parent contact discussing behaviour goals

Major Incidents:

- Referral to the Principal
- Parental notification and involvement
- Behavioural contracts or agreements
- Individual Behaviour Support Plans for students requiring additional support

Preventing and responding to behaviours of concern

Barkers Vale 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.

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. 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.	Class teacher will take steps to restore, enter details on School Bytes, contact parents if appropriate and communicate with Principal for on-going support.
Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on School Bytes	Teacher addresses the behaviour in the classroom Use of reminder, redirection, and warning Reflect and Restore time during break or after class Enter on School Bytes Parent contact discussing behaviour goals	Referral to the Principal Parental notification and involvement Behavioural contracts or agreements Individual Behaviour Support Plans for students requiring additional support
Social emotional learning lessons are taught through PDHPE content and wellbeing focuses	Life Skills Go targeted lessons Parents contacted and monitoring sheets with behaviour goals	Referral to Principal School Counsellor referral Complex case management

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on School Bytes. 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](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Reflection and restorative practices

Reflective and restorative discussions is our approach to build student capacity to self-regulate and understand their behaviour and the impact it has on others. We encourage students to take ownership of their behaviour and response from others.

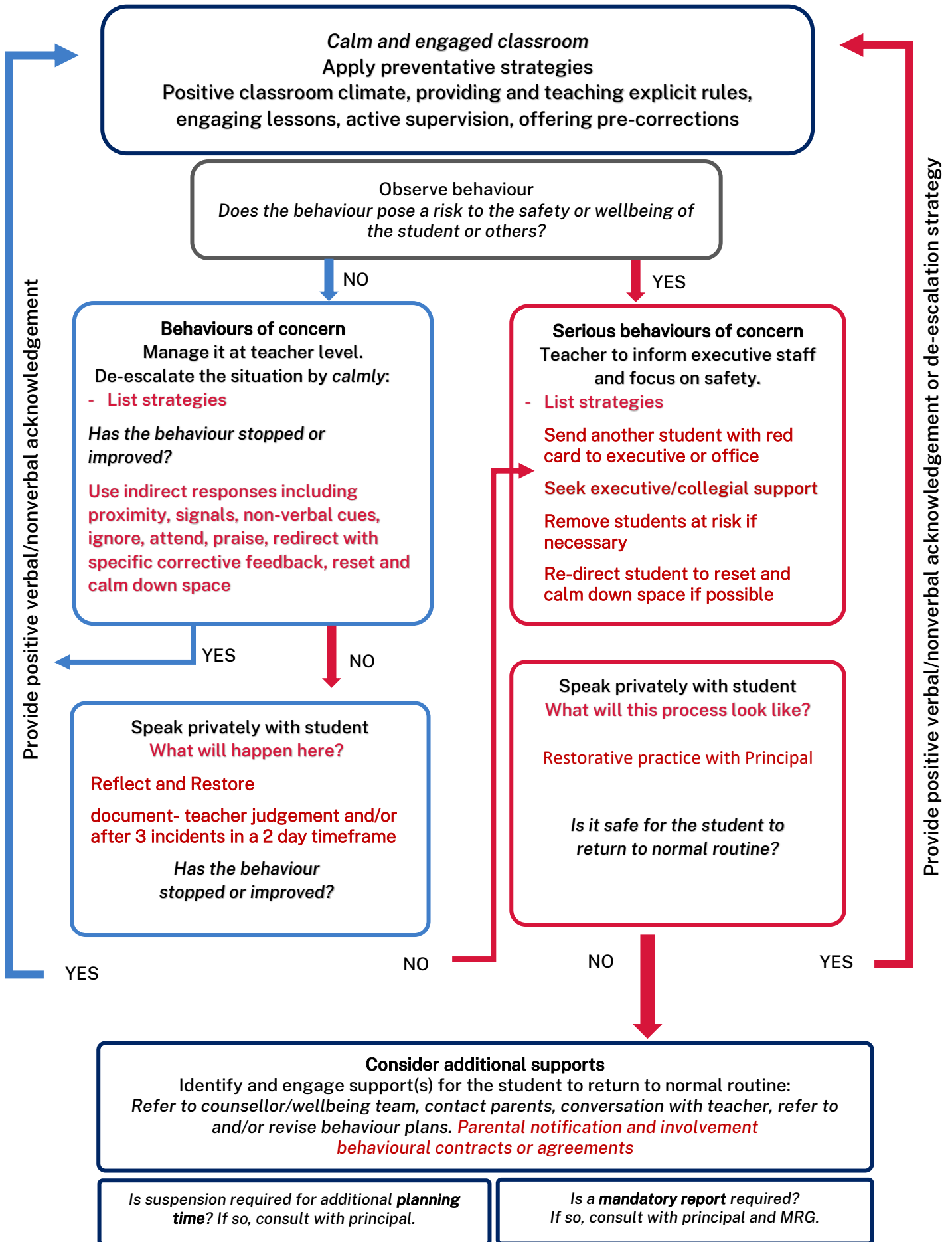
Strategy	When and how long?	Who coordinates?	How are these recorded?
Restorative Practice or mediation	As appropriate	Classroom or Principal	School Bytes
Reset and Calm Down	As appropriate	Classroom or Principal	Informal record unless pattern emerges
Parental Contact	As appropriate	Classroom or Principal	School Bytes

Review dates

Last review date: 4 February 2025

Next review date: 4 February 2026

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart

