NSW Department of Education

Bogangar Public School - Behaviour Support and Management Plan

Overview

At Bogangar Public School, we are dedicated to creating a safe, inclusive, and supportive environment where every student can thrive. Our Behaviour Support and Management Plan promotes positive behaviours based on our core values of being safe, respectful, and responsible learners.

Our school implements the Positive Behaviour for Learning (PBL) framework, an evidence-based approach that teaches and reinforces positive behaviour through clear expectations, positive reinforcement, and data-driven strategies. PBL is designed to engage students with their learning while fostering a supportive and structured school environment. Through this proactive system, we promote positive student interactions, reward appropriate behaviour, and provide consistent consequences for inappropriate behaviour.

In addition to PBL, we integrate restorative practices to address behavioural concerns. These practices focus on repairing relationships through dialogue and mutual understanding. By encouraging students to reflect on their actions and make amends, we promote a culture of empathy, responsibility, and personal growth.

Our partnership with parents and carers is central to our approach. We use communication platforms such as School Bytes to keep families informed, and we provide access to the Stymie initiative (3-6), which empowers students and families to anonymously report concerns such as bullying and other harmful behaviours. Stymie allows us to proactively address issues, ensuring the wellbeing of all students and fostering a safe and supportive school community.

Partnership with parents and carers

At Bogangar Public School, we highly value the involvement of parents and carers in supporting student behaviour and wellbeing. We actively update, inform and engage families through a range of strategies, including -

- Regular communication through School Bytes, newsletters, and phone calls. Parent and teacher conferences (formal school interviews) in Term 1 and Term 3

- Inviting feedback through surveys, including the Tell Them From Me survey, to gather insights on school initiatives and student wellbeing.

- Consulting with the P&C and AECG to ensure we align with community expectations and cultural perspectives

- Offering workshops that educate parents on how to support their children online and keep them safe.

- Utilising concerns raised through complaints to review and improve school systems, data, and practices.

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

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

We are Safe	We are Respectful	We are Learners
Follow instructions	Speak kindly	Be ready to learn
Stay in bounds	Care for property	Stay focused
Use equipment properly	Include others	Ask for help

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	Positive Behaviour for Learning (PBL)	PBL establishes clear expectations across school settings, teaching and reinforcing positive behaviour through rewards and proactive supervision.	All students

Care Continuum	Strategy or Program	Details	Audience
Prevention	Online Safety Workshops	Workshops for parents and carers to support students' safe online behaviour and protect them from digital risks.	Parents and carers
Prevention	Tell Them From Me Survey	A regular survey inviting feedback from parents, students, and staff, helping the school adapt and respond to community needs.	Parents, students (4-6), staff
Early Intervention	Restorative Practices	Restorative conversations to address and repair relationships following incidents, promoting accountability and empathy among students.	Individual students
Targeted Intervention	Reflection Room	A designated space where students reflect on their behaviour with executive staff support, completing activities to promote self-awareness.	Students receiving Reflection Cards
Individual Intervention	Stymie Initiative	Provides a confidential, anonymous reporting tool to report bullying or harmful behaviours, allowing early intervention and support for students.	Individual students (3-6), parents, carers
Individual Intervention	Buddy Break	Students who require a brief removal from the classroom can reset behaviour in a 'buddy classroom,' supervised by another teacher.	Individual students
Prevention	Morning Check-In	Each morning, students have the opportunity to check in with an identified teacher, setting a positive tone for the day and allowing teachers to monitor student wellbeing.	All students
Prevention	Safe Zones	Designated safe areas within the school where students can go if they need a moment to feel secure or reset their emotions.	All students
Prevention	Rewards & Positives (Kookie Cards)	Recognising and celebrating positive behaviour through reward cards that reinforce positive choices and create a supportive school culture.	All students
Prevention	Learning Dispositions	Teaching students the 7 learning dispositions, such as being open minded or flexible, to develop them into strong, independent learners. These dispositions	All students

Care Continuum	Strategy or Program	Details	Audience
		support growth mindsets, making students adaptable and resourceful in their learning.	
Prevention	Cyber Safety Units	Integrating cyber safety lessons across all stages to educate students on safe and respectful online interactions, including safe use of social media and digital etiquette.	All students
Prevention	Anti-Bullying Incursions	Engaging students in impactful anti-bullying programs, which use performance and education to foster understanding and promote kindness, empathy, and respect among peers.	All students
Prevention	Playground Pals	A program that facilitates inclusive games and activities in the playground, ensuring no student feels left out and encouraging positive peer interactions.	All students
Prevention	Clubs and Activities	Teachers offer a variety of clubs each term, such as Chess Club and Newcombe Ball Cup, to engage students in diverse interests and build a sense of community.	All students
Prevention	Men's Shed Collaboration	In partnership with Pottsville Beach Men's Shed, Stage 3 students participate in hands-on activities like woodworking and bike-building, which promote practical skills, teamwork, and resilience.	Stage 3 students
Prevention	Safe on Socials Parent Workshops	Workshops offered to parents and carers to equip them with strategies for supporting their children's online safety and managing social media responsibly.	Parents and carers
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 to report and manage cyberbullying incidents.	All
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support. The LaST works closely with students requiring	All

Care Continuum	Strategy or Program	Details	Audience
		additional support, providing targeted assistance in areas such as literacy, numeracy, and social skills. This support is tailored to meet each student's unique needs and enhance learning outcomes.	
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 improved 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 and risk management plans.	Individual students, parent/carer, LAST, AP
Early Intervention	Brain Breaks & Movement Breaks	Regular short breaks during lessons to help students refocus and regulate their energy, supporting both concentration and emotional wellbeing.	All students
Early Intervention	Breakout Spaces	Quiet, designated areas where students can go if they need a moment away from the classroom to reset, helping them return to learning with a clear mind.	Individual students
Early Intervention	Time-Out Cards	A strategy allowing students to signal when they need a short time-out, empowering them to self-regulate and manage their emotions before re-engaging in classroom activities.	Individual students
Early Intervention	Fidget/Sensory Tools	Providing fidget and sensory tools for students who need tactile input to help maintain focus and calm during class.	Individual students
Early Intervention	Recording Playground Behaviour	Playground incidents are recorded and monitored, allowing staff to identify behaviour patterns and proactively teach positive behaviours to support student success in unstructured environments.	All students
Targeted Intervention	Work with SLSO - Zones of Regulation	Small group sessions with School Learning Support Officers (SLSOs) focus on emotional regulation using the Zones of Regulation framework, teaching students to understand and manage their emotions.	Identified students
Targeted Intervention	SLSO-Led Social Groups	Social skills groups led by SLSOs provide targeted students with structured	Identified students

Care Continuum	Strategy or Program	Details	Audience
		opportunities to develop interpersonal skills, empathy, and positive peer interactions.	
Targeted Intervention	Transition Programs	Programs designed to support students as they move through key school transitions, helping them adapt to new environments and expectations smoothly.	Identified students
Individual Intervention	Mentorship Programs (Buddies)	Kindergarten students are paired with mentors who provide guidance, support, and encouragement, helping them build confidence, resilience, and positive connections within the school community.	All Kindergarten students
Individual Intervention	Referral to Community Agency	A referral process for families needing additional support services, connecting them with external programs to support wellbeing and family stability.	Individual students, families
School Leadership Team	Weekly Student Leadership Meetings	The School Leadership Team meets weekly with leaders across Year 1-6 to discuss student behaviour, share student voice, and ensure consistent, proactive support is provided across the school. These meetings allow for real-time insights and shared strategies.	School staff, Year leaders
Prevention	Goalhub – Personalised Learning Plans	Teachers collaborate with students to create individualised learning goals and plans, fostering engagement, motivation, and ownership of learning.	All students

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

At **Bogangar Public School**, we strive to maintain a positive and safe learning environment by recognising and reinforcing positive student behaviour while responding effectively to inappropriate behaviours and behaviours of concern. See Appendix 1.

Planned responses to behaviour that does not meet school expectations are managed at either the **teacher** or **executive level**. Staff use professional judgement in determining whether a behaviour requires teacher or executive management, considering factors such as risk to the safety or wellbeing of the student or others. Behaviours are categorised as follows:

- **Teacher Managed** – Low-level inappropriate behaviours are typically managed by teachers in the classroom and playground through reminders, redirection, and immediate corrective strategies.
- **Executive Managed** – Behaviours of concern that are challenging, complex, or unsafe require the involvement of school executives. These behaviours may require more intensive and persistent interventions.

Corrective responses are documented using 'School Bytes' to track patterns and support student wellbeing effectively. These include -

Classroom	Non-classroom setting
• expectation reminder • re-direct • offer choice • error correction • prompts • reteach • seat change • stay in at break to discuss/ complete work • conference • reflection room and restorative practices • communication with parent/carer.	• expectation reminder • re-direct • offer choice • error correction • prompts • reteach • play or playground re-direction • walk with teacher • reflection room and restorative practices • communication with parent/carer.

Positive Behaviour Recognition

At Bogangar Public School, our staff model, explicitly teach, recognise, and reinforce positive student behaviour and behavioural expectations. We understand that different students are motivated in different ways. Younger students may respond well to adult attention, while older students are often motivated by peer recognition, privileges, or increased autonomy.

When learning new skills, students benefit from **immediate and frequent reinforcement**. As they develop mastery, we use intermittent and long-term reinforcement to maintain positive behavioural efforts.

Verbal and Non-Verbal Specific Positive Feedback

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.

This structured, supportive approach to behaviour ensures that all students at Bogangar Public School are encouraged to meet high expectations while receiving the support they need to succeed academically and socially.

Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour	Responses to behaviours of concern
1. Behaviour expectations are explicitly taught, modelled, and practised across all settings. Students are acknowledged for meeting these expectations and following school-wide rules.	1. Refer to school-wide expectations and visuals to support student self-regulation.	1. Contact office for executive support immediately using the emergency (E) card if there is a risk to safety. Notify the student's stage supervisor or executive by the end of the day for non-urgent cases.
2. Verbal and non-verbal positive feedback is used, paired with tangible reinforcers as part of a continuum for recognising expected behaviour.	2. Use indirect responses, including proximity, signals, non-verbal cues, or redirection with corrective feedback.	2. Executive or classroom teacher works to restore safety and calm, using strategies such as time-out cards or buddy breaks, providing reassurance, or offering choices. Schedule a follow-up to review the incident based on its context and nature.
3. Tangible reinforcers include frequent, moderate, and significant rewards (e.g. Kookie Cards). Infrequent reinforcers are documented in the Behaviour / Wellbeing system. (School Bytes)	3. Apply direct responses like rule reminders, re-teaching, choice provision, and student conferences. Low-level consequences are used if behaviour persists.	3. Executive gathers information and reviews the incident from multiple perspectives to determine next steps. Document incident on School Bytes and contact parents/carers as necessary. Further actions (e.g. formal caution, suspension) are considered.
4. Weekly social-emotional learning lessons are provided to support positive behaviours (e.g. learning dispositions and resilience skills).	4. Teacher logs incidents on School Bytes by the end of the day. Repeated incidents are monitored, and families are informed. For specific cases, referral is made to the anti-racism contact officer (ARCO) or anti-bullying coordinator.	4. Refer to the school's Learning and Support Team (LST) for comprehensive assessment, considering behaviour data. Further actions may include a risk assessment or the development of a personalised behaviour support plan.
Teacher/Parent Contact	Teacher/Parent Contact	Executive/Parent Contact
Teacher contacts parents through the parent portal or phone calls to celebrate student achievements in meeting behavioural expectations. Recognition awards are presented at fortnightly assemblies.	Teacher contacts parents via phone or email if a range of corrective responses have not resolved the behaviour. Further planning and possible referral to the Learning Support Team are discussed.	School executive contacts parents/carers to discuss support and behaviour responses. Additional referrals may be made to the LST, school counsellor, external agencies, or the Team Around the School program.

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 room 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.

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.

Students and parents are encouraged to report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours, including cyberbullying, that occur outside of school hours or off school grounds. Students who experience bullying can report incidents to teachers directly, or anonymously through platforms such as Stymie. Once reported, the school ensures students are supported through tailored approaches, such as access to the school counselling service, peer mentoring programs, or restorative practices designed to rebuild relationships and promote a sense of safety and inclusion.

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

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?
Reflection room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Same day lunch break or next day at lunch break	Executive team	Documented in Wellbeing on School Bytes
Alternate play plan – 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	Next break	Executive team	Documented in Wellbeing on School Bytes
Restorative practice – peer mediation or circles in groups	Scheduled for either lunch or recess break	Executive team / Learning Support Teacher	Documented in LST meeting notes and/or recorded on School Bytes if applicable

Review dates

Last review date: [INSERT DATE: Day 1, Term 1, 202X]

Next review date: [INSERT DATE: Day 1, Term 1, 202X]

Appendix 1: Bogangar Public School - Student Wellbeing and Behaviour Framework

1. Introduction

At Bogangar Public School, fostering a positive and safe learning environment is paramount. This Behaviour Support and Management Plan serves as a guide for staff in effectively managing student behaviour, emphasising our school's core values of being safe, respectful learners.

This Behaviour Support and Management Plan at Bogangar Public School is designed to provide a structured and collaborative approach to addressing student behaviour. In the subsequent sections, we will delve deeper into the specifics of handling behaviours in different settings and explore the reflection room process for reflection card recipients.

2. Visual Representation: The Behaviour Management Tree

The visual centrepiece of our behaviour management system is the Behaviour Management Tree. Each student is represented by a feather on the tree, with the starting point being 'Safe, Respectful Learners,' reflecting the school's three core values.

3. Levels of Behaviour

3.1 Minor Behaviours

Minor behaviours include:

- **Low level physical contact** (non-serious, but inappropriate physical contact, i.e. over-affectionate, patting, light tapping, etc.)

- **Out-of-school boundaries**

- **Unsafe play** (e.g., play fighting, rough play, playing with sticks as swords)

- **Anti-social behaviour** (non-repetitive teasing, exclusion, name-calling)

- **Property misuse** (student deliberately destroys another student's equipment/possession or work in an inappropriate way - i.e. scribbles on another student's page, snaps another student's pencil through rough handling)

- **Mild disruption** (talking while teacher is speaking. Loud voices or noises indoors)

- **Inappropriate language** (messages or use of words in an inappropriate way for the developmental age of the student - i.e. name calling, teasing)

- **Non-compliance** (low-intensity failure to respond to adult requests - i.e. yelling, "no!" when asked to do something)

- **Cheating** (act dishonestly or unfairly to gain an advantage, esp. in a game or examination)

- **Plagiarism** (to steal and pass off the ideas or words of another as one's own: use another's production without crediting the source)

- **Being late to class** (missing the beginning of class time)

3.2 Managing Student Behaviour in the Classroom

3.2.1 Warning (Expectation Reminder)

When a student displays a minor disruptive behaviour in class, the first step is a direct warning from the teacher (i.e., 'X, are you following the classroom expectations?'). The behaviour is explained, and ideally, the student is redirected towards more positive behaviour for the remainder of the day. Importantly, at this stage, the feather is not moved.

3.2.2 'Stop and Think'

If the student continues, and displays another minor behaviour, the next step is 'Stop and Think.' The student's feather is moved to this level on the behaviour management chart. At this stage, students are reminded of the school's behaviour expectations, and they are given an opportunity to reflect on their behaviour. This step is designed to be restorative for the child, encouraging them to think about their actions and make positive choices moving forward. The goal is to help the student regulate their behaviour.

Upon reaching the 'Stop and Think' level, it is important to note that the feather, once moved, remains in its lowered position for the remainder of the day. This serves as a visual reminder for the student to continue regulating their behaviour and encourages a reflective mindset. The deliberate decision not to reset the feather throughout the day underscores the importance of sustained positive choices and ongoing personal growth. The following day, the feather returns to its original position, presenting an opportunity for students to embrace a fresh start and build upon their learning experiences.

3.2.3 'Make Better Choices'

If the same student has another minor classroom incident after 'Stop and Think', their feather is further moved to the 'Make Better Choices' level. Here, the student is informed of the action that led to their feather dropping, and they are encouraged to make better choices in the classroom.

When a student moves to 'Make Better Choices' in a single day, the following actions will occur –

1. The student will be exited to their buddy classroom for supervision. During this time, the student will be able to reset their behaviour. The length of this exit will be determined by the classroom teacher via the use of a 'Buddy Break'

card (no longer than 30 minutes.) If a student refuses to leave the room, an executive from the office will be called for support.

2. The student will have a follow up conversation and consequence with their classroom teacher in the next available break. Consequences include lost play, student to shadow a teacher on duty or student to complete any incomplete or missed work during their play break.

3. The negative incident is recorded onto School Bytes by the classroom teacher

4. The classroom teacher will make phone contact on the same day (where possible) with the parent or guardian of the child to discuss the incident and build a collaborative approach to managing and supporting the student's in class behaviour.

3.2.4 'Reflection Room'

If the same student has returned to their classroom and then has another minor incident, bringing the total to four in one day, their feather is dropped to the 'Reflection Card' level.

When a student moves to 'Reflection Room' in a single day, the following actions will occur –

1. The teacher will record a 'Reflection Card.'

2. The student is exited from the classroom to the classroom teacher's stage supervisor (or office space if unavailable) for the remainder of the session (or longer if required).

3. The student will attend a reflection room session with an executive at the next applicable lunchtime break.

4. The classroom teacher records the incident onto School Bytes. The reflection card is given to the teacher's stage supervisor during the next break (where possible) and the student is added to the reflection room list via School Bytes.

5. The classroom teacher will make phone contact on the same day (where possible) with the parent or guardian of the child to discuss the incident and build a collaborative approach to managing and supporting the student's in class behaviour.

3.2.5 Repeated negative behaviour

If a student receives three or more incidents, whereby they drop to 'Make Better Choices' in a five-day period, the consequences are upgraded to that of a 'Reflection Card.'

If a student receives two or more 'Reflection Cards' in a five-day period, they will be sent to the Principal for further consequences. A follow up meeting will occur

involving parents, the classroom teacher, the supervising executive and the Principal to discuss future options for managing the child's behaviour.

3.2.6 Buddy Breaks

In cases where a student's behaviour continues to pose challenges in the classroom, teachers may implement 'Buddy Breaks.' This intervention involves temporarily removing the student from the classroom environment and placing them in a designated buddy classroom. The student is sent with work assignments and a 'Buddy Break' card, specifying their name and the allotted time for the break (no longer than 30 minutes.) The duration of the break is determined by the classroom teacher based on the behaviour of the child.

Note: A teacher may choose to use a buddy break for a student as a proactive strategy prior to a student reaching 'Make Better Choices' if needed. It is to be used at the teacher's discretion as they have a better understanding of the student. If a buddy break in used in this way, it is not necessary to record the incident on School Bytes, however the teacher may decide to make a note of it in their own classroom personal records.

4. Supervisors and Escalation

Supervisors for each stage (Early Stage 1, Stage 1, Stage 2, Stage 3) play a vital role in overseeing behaviour management. An escalation process is in place for students receiving multiple reflection cards within a specified period.

The following executives are responsible for supervising the following stages.

- **Early Stage 1** – Renae Brookes
- **Stage 1** – Sue O'Regan
- **Stage 2** – Alyson McIntyre
- **Stage 3** – Dale Gurney

5. Communication and Data Logging

5.1 Parent/Guardian Communication

Classroom teachers are responsible for contacting parents/guardians for all classroom based incidents that reach 'Make Better Choices' or 'Reflection Room' via multiple minor behaviour occurrences. Stage supervisors take charge of making phone calls home for major incidents where a student receives an instant reflection card, fostering a collaborative approach to managing and supporting the child.

5.2 Data Logging

To track negative behaviour trends and plan proactively, classroom teachers log incidents on the school's data system (School Bytes), facilitating efficient communication within the Executive Team and the Positive Behaviour for Learning Team (PBL).

6. Other Classroom Settings

In settings beyond the traditional classroom, such as Library (Geography), Creative and Performing Arts (CAPA), and History lessons, teachers (RFF teachers) play a crucial role in maintaining consistent behaviour expectations. The behaviour management process remains in effect, and RFF teachers are expected to follow a structured approach.

6.1 RFF Teacher's Role

6.1.1 Upholding Behaviour Expectations

RFF teachers, while providing specialised instruction, are entrusted with maintaining a positive and respectful learning environment. They play a vital role in upholding behaviour expectations, reinforcing the school's core values of safety, respect, and learning.

6.1.2 Monitoring and Supporting the Behaviour Plan

RFF teachers need to actively monitor and support the Behaviour Support and Management Plan in their respective classrooms. This includes implementing the established procedures for minor and major behaviours, such as:

- Issuing 'feather drop' cards
- Utilising 'Buddy Breaks' and issuing follow up consequences
- Issuing 'Reflection Cards' in line with the general behaviour management process.
- Recording incidents into School Bytes and contacting parents/guardians where applicable

6.1.3 Transitions: Classroom Handovers

During transitions between classroom teachers and RFF teachers, it is crucial to maintain a cohesive approach to behaviour management. Classroom teachers are responsible for handing over their classes to RFF teachers in an organised manner. When required, classes must be walked and supervised to their RFF classroom where applicable.

6.1.4 Monitoring During Transitions

RFF teachers are required to monitor the behaviour of their class as they move around the school during transitions. This proactive approach ensures that behaviour expectations are consistently upheld during periods of movement between classrooms.

6.1.5 Handover Responsibilities

Once a class is handed over to the RFF teacher, all behaviour actions, including warnings and any 'Stop and Think' or 'Make Better Choices' steps, are followed up by the teacher who is currently supervising the class. This seamless handover process ensures that students experience continuity in behaviour expectations and consequences during transitions.

6.2 Managing Student Behaviour in the RFF Classroom

6.2.1 'Feather Drop' Cards

When students enter an RFF setting, the procedures for managing behaviour remains consistent with the process for a classroom setting. If a minor behaviour occurs, students are given a warning about their behaviour (as per the process in classrooms). In instances where a student displays a second minor behaviour in an RFF setting, the RFF teacher has the authority to issue a 'Feather Drop' card. This card serves as a communication tool to alert the student's classroom teacher that a negative minor behaviour has occurred, and the student's feather in their home classroom will be adjusted accordingly when they return to their classroom.

6.2.2 Communication with Classroom Teachers

Upon issuing a 'Feather Drop' card, it is the responsibility of the RFF teacher to communicate with the student's classroom teacher. This communication ensures that there is a cohesive understanding of the behaviour incident and facilitates collaborative efforts in managing the student's behaviour consistently across all settings. A 'feather drop' is the equivalent of moving a child to 'Stop and Think' and will only occur after an initial expectation reminder has been made in the new classroom setting.

6.2.3 'Make Better Choices' in an RFF classroom setting

If the RFF teacher deems it necessary due to repeated or significant minor behaviours, they may drop the student's feather again, meaning it is aligned with 'Make Better Choices.'

When a student moves to 'Make Better Choices' in an RFF classroom in a single session (3 minor behaviours), the following actions will occur –

1. The student will be exited to their buddy classroom for supervision. During this time, the student will be able to reset their behaviour. The length of this exit will be determined by the RFF teacher via the use of a 'Buddy Break' card. If a student refuses to leave the room, an executive from the office will be called for support.

2. The student will have a follow-up conversation and consequence with their RFF teacher in the next available break. Consequences include lost play, student to shadow a teacher on duty or student to complete any incomplete or missed work during their play break.

3. The incident is recorded onto School Bytes by the RFF teacher

4. The RFF teacher will make phone contact on the same day (where possible) with the parent or guardian of the child to discuss the incident and build a collaborative approach to managing and supporting the student's behaviour in the RFF classroom.

6.2.4 Buddy Breaks

In cases where a student's behaviour continues to pose challenges in the classroom, RFF teachers may implement 'Buddy Breaks.' This intervention involves temporarily

removing the student from the classroom environment and placing them in a designated buddy classroom. The student is sent with work assignments and a 'Buddy Break' card, specifying their name and the allotted time for the break. The duration of the break is determined by the RFF teacher based on the behaviour of the child.

6.2.5 Handling Major Incidents

In the event of a major behaviour incident in an RFF setting, where a reflection card is issued, the RFF teacher is responsible for promptly directing the student to their designated supervisor. The supervisor will then follow the established procedures for handling reflection card incidents, including conducting necessary follow-ups and making phone calls as required.

6.3 Consistent Application of Expectations

The expectation for RFF teachers is to consistently apply behaviour expectations, ensuring that students understand the importance of being safe, respectful learners, regardless of the specific classroom setting. By actively participating in the Behaviour Support and Management Plan, including transitions and handovers, RFF teachers contribute to a unified approach to behaviour management throughout the school.

7. Playground and Teacher Duty

Teachers on duty play a crucial role in maintaining a positive and safe environment across the school grounds. This responsibility extends beyond the classroom, encompassing the broader school community. During recess, lunch and other unstructured periods, teachers on duty are vigilant in observing student behaviour.

7.1 Playground Monitoring and Recording

7.1.1 Playground Monitoring Clipboard

All teachers on duty are required to collect the playground monitoring clipboard before they go on duty. This clipboard includes a playground monitoring sheet, where teachers record minor behaviours observed during playtime.

7.1.2 Level 0 Behaviours

Level 0 behaviours do not require formal recording but necessitate intervention, such as an expectation reminder or proactive conversation with a teacher. Level 0 behaviours include:

- Running on the concrete
- No hat in an area requiring a hat
- Interfering with animals
- Inappropriate uniform/mufti clothing/footwear
- Not sitting at eating time
- Littering

7.1.3 Level 1 Behaviours

Level 1 behaviours are minor incidents recorded on the playground monitoring sheet. Teachers on duty record the following incidents:

1. Out of bounds (including gardens)
2. Interfering with the games of others
3. Playing before morning duty begins
4. Playing after the bell to go to class
5. Low-level offensive language
6. Low-level physical contact (tackling, play fighting, pushing)
7. Poor behaviour in bus lines, bike rack, or front/back gate
8. Poor behaviour at morning assembly
9. Throwing (sticks, stones, etc.)
10. Playing on equipment/field unsupervised
11. Kicking ball games on concreted areas (including COLA)
12. Inappropriate use of materials (toilet paper, toys, clothing, soap)

7.1.4 Recording Process

When a teacher observes a Level 1 behaviour in the playground, they follow a structured process to record the incident on the playground monitoring sheet.

7.1.4.1 Student Information

The teacher notes down the name of the student involved in the incident.

7.1.4.2 Break Code

Teachers code the break time using the following abbreviations:

BS: Before School

R: Recess

L: Lunch

AS: After School

7.1.4.3 Behaviour Code

The teacher selects the behaviour code number that corresponds to the observed incident from the predefined list of Level 1 behaviours (as listed earlier, numbered 1 to 12).

7.1.4.4 Initials and Date

The teacher initials the recording and includes the date of the incident.

7.1.4.5 Action Taken

The teacher records the action taken in response to the incident. Actions include:

- Giving a warning
- Having a conversation with the student

- Directing the student to miss playtime
- Sending the student to another designated area
- Student to sit on silver seats and miss out on some play time

7.1.4.6 Completing the Playground Monitoring Sheet

All the recorded incidents are logged on the playground monitoring sheet. Each entry on the sheet follows the same format, providing a clear record of the observed behaviours, associated details, and actions taken.

7.1.4.7 Submission to the Office

At the end of the teacher's duty, the completed playground monitoring sheet is submitted to the office. This enables the office staff to review and process the recorded incidents.

7.1.4.8 Office Review

Office staff check over the playground clipboards, aggregating incidents for students appearing on multiple clipboards in a week. If a student accumulates three minor behaviour incidents within a five-day school week, the student is issued a reflection card by their stage executive.

7.1.4.9 Reflection Room Attendance

If a student accumulates three minor behaviour incidents within a five-day school week, and is issued a reflection card by their stage executive, the student is required to attend the reflection room during their next applicable lunch break. In the reflection room, students engage in a reflective process by completing a reflection sheet. This process encourages self-awareness and responsibility for their actions, fostering a positive approach to behaviour management.

7.2 Major Incidents in the Playground

In the event of a major behaviour incident in the playground, the teacher on duty sends the student straight to the office and issues a reflection card. The student's stage supervisor then manages the behaviour as outlined in the major incident processes in point 8.1.2 and beyond.

In the event of a student who is refusing to leave, the 'E' (Emergency) card needs to be sent to the office. This will alert the office to find an available executive to help with the removal of the student.

7.2.1 Follow-Up Responsibilities

The teacher on duty may be required to gather follow-up statements from witnesses and write an incident report detailing the circumstances of the major incident. This documentation is crucial for a thorough understanding of the situation, and aids in determining the appropriate course of action in the follow-up process.

Follow up should be immediate. If time is needed to follow-up, then the teacher can send an E card to the office, so executive support is provided whilst the teacher follows up.

In certain cases, staff may be required to also follow up incidents and near misses as per the DoE's policy. Staff need to notify both their relevant line manager and the department's Incident Report and Support Hotline on 1800 811 523. Where an incident involves emergency services, employees should notify their manager and the hotline as soon as possible within the first hour.

7.3 Upholding Expectations Across Every Setting

The use of the playground monitoring clipboard by teachers on duty reinforces the expectation of students to be safe, respectful learners in every school setting, extending beyond the traditional classroom environment.

By consistently applying the structured approach provided by the playground monitoring clipboard, teachers on duty contribute significantly to creating a positive school culture. This culture permeates all aspects of students' experiences, fostering an environment where behavioural expectations are upheld consistently in both the classroom and during unstructured periods, such as recess and lunch.

The detailed recording process on the playground monitoring sheet ensures that minor behaviour incidents are tracked comprehensively, allowing for a nuanced understanding of student behaviour patterns across various settings. This proactive approach allows for timely interventions, providing students with the opportunity to reflect on their actions and make positive choices, thereby contributing to the overall success of the Behaviour Support and Management Plan at Bogangar Public School.

8. Handling Major Behaviours

In cases of major negative behaviour, immediate and comprehensive action is taken to address the severity of the situation. Major behaviours are defined as those that significantly disrupt the learning environment and pose a threat to the safety and well-being of students and staff.

The following behaviours are considered major:

- **Physical aggression/assault with intent to harm** (actions involving serious physical contact where injury may occur, i.e. hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.)

- **Truancy / Absconding** (within school grounds, or leaving school grounds, or attempting to run away; leave suddenly; hide from staff, i.e. fence, roof, gates)

- **Harassment** (student delivers disrespectful messages (verbal, gestural or digital) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, religion, gender, age, and / or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities, or other personal matters)

- **Intentional vandalism and destruction of property** (any form of injury or damage caused to property due to negligence or intentionally by the person who is not the owner of the property)

- **Forgery or Theft** (student is in possession of, having passed on, or being responsible for removing someone else's property, i.e. taking someone else's personal belongings. This also includes identity theft)

- **Abusive / Inappropriate language / Profanity** (messages that include swearing, name calling, or use of words in an inappropriate way for the developmental age of the child)

- **Defiance** (refusal to follow directions, talking back and/or socially rude interactions. In this case, the student refuses to follow directions after an initial request has been made directly to that student)

- **Constant disruption** (behaviour causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling or screaming; noise with materials; horseplay or roughhousing, and / or sustained out-of-seat behaviour)

- **Weapon possession** (possession or use of a prohibited weapon)

- **Inappropriate use of technology** (inappropriate use of ICT by students includes cyberbullying, unauthorised access, sharing inappropriate content, device misuse, online cheating, privacy violations, and engagement in illegal activities)

8.1 Process for Handling Major Behaviours

8.1.1 Immediate Removal from Class

If a major behaviour occurs in the classroom, and a student is issued a reflection card for a single incident (not as a result of accumulating four minor incidents), they are immediately removed from the class. The teacher issuing the reflection card is required to gather witness statements or any necessary recounts of the incident. The student is sent to the office, who will then contact the stage supervisor aligned to that teacher / student. In the event of a student who is refusing to leave, the 'E' (Emergency) card needs to be sent to the office. This will alert the office to find an available executive to help with the removal of the student.

8.1.2 Executive Follow-Up

The executive supervisor overseeing the student will escalate the situation, making required phone calls or taking more extreme measures, such as issuing a warning of suspension letter in accordance with DoE policy and BPS procedures. The reflection room, supervised by an executive, becomes a space where the student is off the

playground for a lunch break. This space may also be used for extended days if deemed a safety strategy as a part of a student's return to the playground plan.

8.1.3 Documentation and Communication

All aspects of the incident, including witness statements and incident reports, are documented. A copy of the reflection sheet completed by the student in the reflection room is sent home for parents to review and sign. A scanned copy of the reflection sheet, along with all related documents, is uploaded onto School Bytes for future reference.

This comprehensive approach to handling major behaviours ensures a swift response, thorough documentation, and collaboration among teachers, executives and parents to address and rectify the situation.

9. Anti-Racism Protocol

Any students involved in a racist incident will be referred to the school's Anti-Racism Contact Officer (ARCO) for appropriate action. Renae Brookes is designated as the ARCO for the year 2024 at Bogangar Public School. The incident will be followed up as per the steps outlined in the DoE's Anti-Racism policy to ensure that appropriate measures are taken to address the incident and prevent future occurrences.

10. Reflection Room

10.1 Location and Operation

The reflection room serves as a designated space within the Maths Den Demountable where executives supervise students who have received reflection cards. It operates during lunch breaks, providing students with an opportunity for reflection on their behavioural choices.

10.2 Attendance

If a student receives a reflection card before lunchtime, they are required to attend their reflection room session on the same day. However, if the card is issued after or during lunchtime, the student will attend a session the following day.

10.3 Completion of Reflection Sheet

During the lunch break session in the reflection room, students are provided with a reflection sheet to complete. This sheet prompts students to reflect on their behaviour and actions, encouraging self-awareness and accountability.

10.4 Communication with Parents/Guardians

Once the reflection sheet is completed, a photocopy is taken for the school's records. The original copy is retained by the executive overseeing the session, while the photocopy is sent home with the student.

10.5 Parent/Guardian Involvement

Parents or guardians are required to review and sign the reflection sheet. This ensures that they are aware of their child's insights and reflections on their behaviour. The signed reflection sheet must be returned to the school the following day.

10.6 Document Upload

Along with witness statements and incident reports, the completed reflection sheets are uploaded onto School Bytes, the school's data system (attached to the reflection card incident.) This comprehensive documentation allows for future reference and tracking of student behaviour trends.
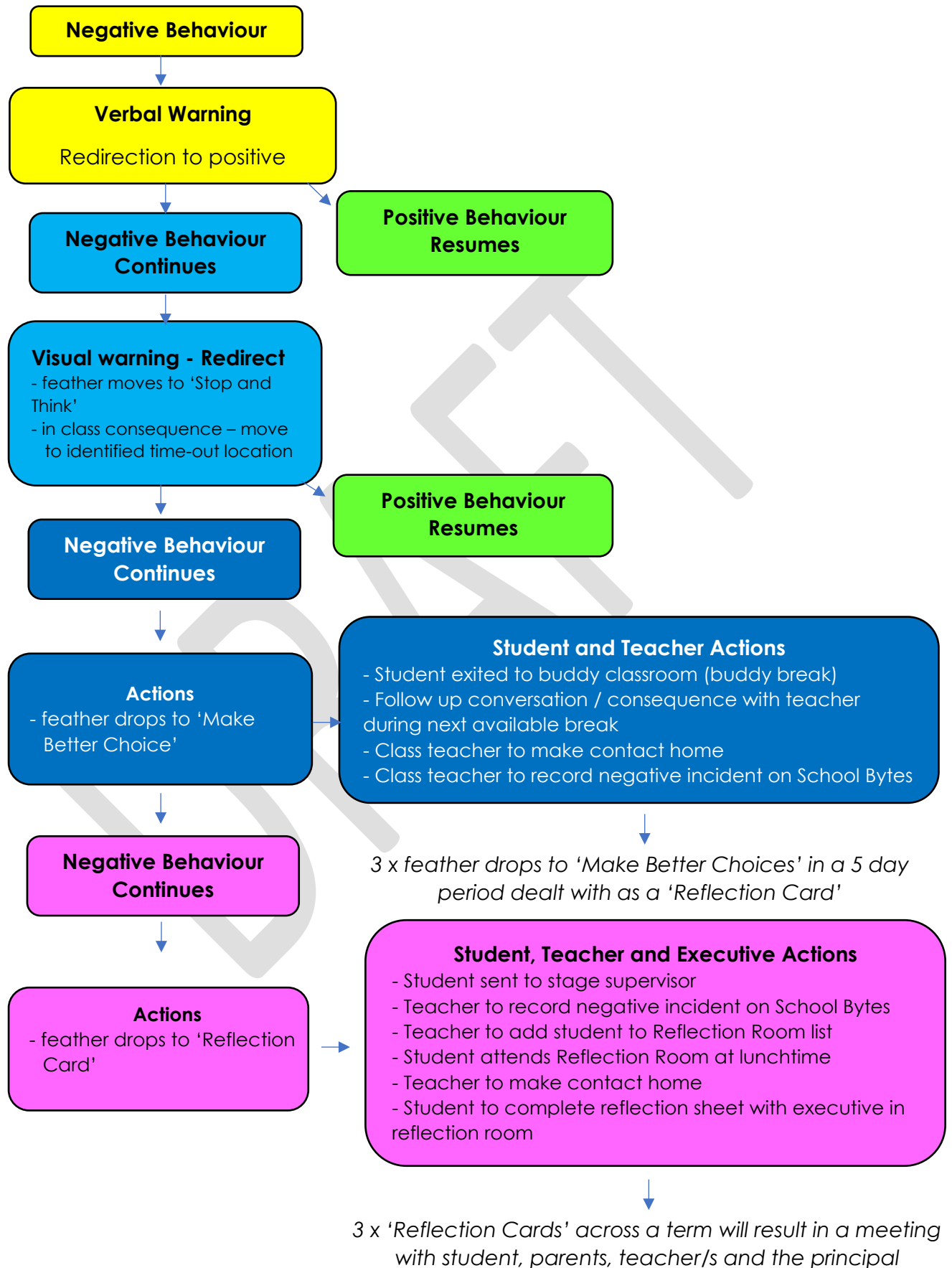
10.7 Follow-Up for Unsigned Sheets

If the reflection sheet is not returned or signed by the parent/guardian, the student is required to return to the reflection room during the subsequent lunch break. This ensures that the communication loop between the school and parents/guardians is complete and that students understand the importance of reflection and accountability.

11. Teacher Records and Support

Recognising the importance of proactive behaviour management, classroom teachers are encouraged to maintain a behaviour folder or book where they keep records of their students' minor and major incidents each term (a copy of the issued card and reflection sheet will be returned to the classroom teacher). Teachers may wish to also record any additional observations in this space. This record-keeping ensures that teachers stay informed about negative incidents and can reach out to the learning support team if additional assistance is required.

The Behaviour Support and Management Plan at Bogangar Public School lays the foundation for a positive and respectful learning environment. As we embark on this journey together, let us remember that every feather on our Behaviour Management Tree represents a unique journey of growth and learning. By embracing a collaborative spirit, we can ensure that each day brings new opportunities for our students to soar to greater heights. Together, we shape a school community where the values of safety, respect, and learning thrive.

Minor Behaviour Flowchart

Negative Behaviour

↓

Verbal Warning

Redirection to positive

↓ →

Negative Behaviour Continues

Positive Behaviour Resumes

↓

Visual warning - Redirect
- feather moves to 'Stop and Think'
- in class consequence – move to identified time-out location

↓ →

Negative Behaviour Continues

Positive Behaviour Resumes

↓

Actions
- feather drops to 'Make Better Choice'

→

Student and Teacher Actions
- Student exited to buddy classroom (buddy break)
- Follow up conversation / consequence with teacher during next available break
- Class teacher to make contact home
- Class teacher to record negative incident on School Bytes

↓

3 x feather drops to 'Make Better Choices' in a 5 day period dealt with as a 'Reflection Card'

↓

Negative Behaviour Continues

↓

Actions
- feather drops to 'Reflection Card'

→

Student, Teacher and Executive Actions
- Student sent to stage supervisor
- Teacher to record negative incident on School Bytes
- Teacher to add student to Reflection Room list
- Student attends Reflection Room at lunchtime
- Teacher to make contact home
- Student to complete reflection sheet with executive in reflection room

↓

3 x 'Reflection Cards' across a term will result in a meeting with student, parents, teacher/s and the principal

Major Behaviour Flowchart

Major Negative Behaviour Occurs

- Reflection Card written and student sent to stage executive for remainder of session with work

Student, Teacher and Executive Actions
- Student attends Reflection Room at lunchtime to complete Reflection Sheet
- Executive to record on School Bytes
- Parent notified by stage executive, meeting if required

3 x 'Reflection Cards' across a term will result in a meeting with student, parents, teacher/s and the principal