

# Bogangar Public School - Behaviour Support and Management Plan - January 2025

## 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 our P&C and Tweed/Wollumbin Aboriginal Education Consultative Group (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 fosters collaboration with families and communities to support student learning, safety, and wellbeing, guided by the Department of Education's [School Community Charter](#).

## School-wide expectations

Bogangar Public School has the following school-wide expectations:

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

## Learning Dispositions

At Bogangar Public School, our school-wide expectations of being safe, respectful learners are supported by the 7 Learning Dispositions. These dispositions help students develop essential qualities such as resilience, curiosity, and independence, empowering them to take ownership of their learning and behaviour. By embedding these dispositions into daily practice, we ensure students are equipped to thrive academically, socially, and personally.

Learning Dispositions		
Open Minded	Flexible	Risk Taker
Resourceful	Patient and Persistent	Ubiquitous Learner
Reflective		

## 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	<a href="#">Positive Behaviour for Learning (PBL)</a>	PBL establishes clear expectations across school settings, teaching and reinforcing positive behaviour through rewards and proactive supervision.	All students
Prevention	<a href="#">Tell Them From Me Survey</a>	A regular survey inviting feedback from parents, students, and staff, helping the school adapt and respond to community needs.	Parents, students (4-6), staff
Prevention	<a href="#">Celebrating Culture and Community</a>	Whole-school initiatives, including NAIDOC Week events, cultural assemblies, and workshops, celebrating and embedding Aboriginal culture into everyday learning.	All 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	Rewards & Positives (Fast and Frequent)	Recognising and celebrating positive behaviour through fast and frequent rewards 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 support growth mindsets, making students adaptable and resourceful in their learning.	All students
Prevention	<a href="#">Cyber Safety Units</a>	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 Initiatives	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

Care Continuum	Strategy or Program	Details	Audience
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	<a href="#">Safe on Social - Parent Workshops</a>	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	<a href="#">Child protection</a>	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention	<a href="#">Goalhub</a>	Teachers collaborate with students to create individualised learning goals and plans, fostering engagement, motivation, and ownership of learning.	All students
Early Intervention	Brain / Movement Breaks & Fidget/Sensory Tools	Regular short breaks and sensory tools help students refocus, regulate energy, and maintain concentration and calm during lessons.	All students
Early Intervention	Breakout Spaces / Time-Out Cards	Quiet, designated areas and time-out strategies allow students to reset, self-regulate, and manage emotions before re-engaging in learning.	Individual students
Targeted Intervention	School Leadership Team	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 (1 – 6)
Targeted Intervention	<a href="#">Yuli Transition Program</a>	A dedicated transition program that supports Aboriginal students moving into and out of primary school, building cultural pride, confidence, and readiness for success.	Aboriginal students (Stage 3)
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
Targeted Intervention	SLSO-Led Social Groups	Small group sessions with SLSOs focus on emotional regulation, social skills, and	Identified students

Care Continuum	Strategy or Program	Details	Audience
		positive peer interactions, helping students manage emotions and build empathy.	
<b>Targeted Intervention</b>	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
<b>Targeted / Individual intervention</b>	<a href="#">Learning and Support</a>	The LST works with teachers, students and families to support students who require personalised learning and support. The LaST works closely with students requiring 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.	All
<b>Targeted / individual intervention</b>	<a href="#">Attendance support</a>	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
<b>Targeted / Individualised</b>	<a href="#">Personalised Learning Pathways (PLPs)</a>	Tailored learning plans that incorporate students' strengths, cultural identity, and specific academic or wellbeing goals, created in consultation with families.	Identified Aboriginal students
<b>Individual Intervention</b>	<a href="#">Stymie</a>	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
<b>Individual intervention</b>	<a href="#">Individual behaviour support planning</a>	This may include developing, implementing, monitoring, and reviewing behaviour support, behaviour response, and risk management plans, with additional support provided through the <a href="#">Team Around a School</a> initiative to address individual student needs.	Individual students, parent/carer, LAST, AP
<b>Individual Intervention</b>	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
<b>Prevention / Early Intervention / Targeted / Individual</b>	Australian eSafety Commissioner <a href="#">Toolkit for</a>	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about	All

Care Continuum	Strategy or Program	Details	Audience
	<u>Schools</u> to prevent and respond to cyberbullying	creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	

## 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 'Bogangar Public School - Student Wellbeing and Behaviour Framework' for full details.*

**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
<ul style="list-style-type: none"> <li>• expectation reminder</li> <li>• re-direct</li> <li>• offer choice</li> <li>• error correction</li> <li>• prompts</li> <li>• reteach</li> <li>• seat change</li> <li>• stay in at break to discuss/ complete work</li> <li>• conference</li> <li>• reflection room and restorative practices</li> <li>• communication with parent/carer.</li> </ul>	<ul style="list-style-type: none"> <li>• expectation reminder</li> <li>• re-direct</li> <li>• offer choice</li> <li>• error correction</li> <li>• prompts</li> <li>• reteach</li> <li>• play or playground re-direction</li> <li>• walk with teacher</li> <li>• reflection room and restorative practices</li> <li>• communication with parent/carer.</li> </ul>



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
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. Gems). 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 (see appendix 1), 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](#).



## Reflection room and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at lunch break is planned as a response to behaviour. The maximum length of time will be 30 minutes and/or appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
<b>Reflection room</b> – 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
<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	Next break	Executive team	Documented in Wellbeing on School Bytes
<b>Restorative practice</b> – <a href="#">peer mediation</a> or <a href="#">circles</a> 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: 31.01.2025

Next review date: 19.12.2025

## Appendix 1 - Bullying Response Flowchart

The following flowchart explains the actions Bogangar Public 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.

