



Behaviour Support and Management Plan



NSW Department of Education

Burren Junction Public School – Behaviour Support and Management Plan

Overview

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

Our goal is to inspire every child to participate positively in society. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring and supportive community.

Principles of positive behaviour support, trauma-informed practice, 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.

School Excellence Plan

Part of our school vision to provide a safe, inclusive learning environment where all our students are known, valued and recognised as individuals. We continually strive to create opportunities for all students to ***Connect, Succeed and Thrive (this is our Strategic Direction 2)***. Our Student Voice, Wellbeing and Attendance initiative sits in Strategic Direction 2.

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

- Life Skills Go
- Grow Your Mind
- Peer Support Program

Burren Junction 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.



Behaviour Support and Management Plan

Partnership with parents and carers

Burren Junction Public School partners 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,
- ongoing and regular consultation with the School Council and the P&C, as well as the local AECG

Burren Junction Public School communicates these expectations to parents/carers through the school newsletter. 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

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

To be safe, respectful learners.

These school wide rules and expectations were decided upon and negotiated with students, who have worked with the teachers to develop the following ways in which the school rules and expectations can be displayed and demonstrated across the different areas of the school, following the Burren Junction Public School motto, *'Look, Listen, Think'*.

Area: Classroom

Be safe	Be respectful	Be a learner
 Look out for hazards, keep chairs tucked in	 Look out for classroom spaces, keep tables clean and tidy, pack up equipment where it belongs, look where you are going-walk safely	 Look for helpful classroom resources such as 'walls that teach', the word wall and WAGOLLs ¹ , when completing tasks
 Listen to teachers' instructions, listen to fellow students' wishes (keep hands, feet and objects to yourself)	 Listen to teachers and fellow students by showing the 5Ls	 Listen fully to the teachers' instructions by showing the 5Ls, focus on completing learning tasks
 Think about your actions towards teachers and fellow students, pass equipment safely and keep walking spaces clear	 Think about your actions towards teachers and fellow students, treat your peers with kindness and listen to what people say respectfully	 Think about questions before answering them, think about your learning tasks and complete all activities

¹WAGOLL = 'What A Good One Looks Like', an exemplar for learning



Behaviour Support and Management Plan

Area: Playground / COLA

Be safe	Be respectful	Be a learner
👁️ Look out for your fellow students and safely pass equipment	👁️ Look after our school environment and put rubbish in the bin	👁️ Look for ways to include fellow students who are lonely and want to join in games
👂 Listen to teachers' instructions, listen to fellow students' wishes (keep hands, feet and objects to yourself)	👂 Listen to teachers and fellow students thoughtfully and always use kind language	👂 Listen to teachers and fellow students when playing games and follow the rules of the game, listen for the bell to line up for class
🧠 Think about your actions when using equipment or the playground and COLA areas, think about your fellow students and include them in games	🧠 Think about making the next playtime easier, pack up equipment before the bell, be nice to others and care for our school grounds with respect	🧠 Think about ways to include all students and making your peers feel included, share the equipment

Area: Play Equipment / Sandpit

Be safe	Be respectful	Be a learner
👁️ Look out for snakes, look after fellow students by using the sandpit safely	👁️ Look after our sandpit and consider how deep you dig holes	👁️ Look for ways to include fellow students who are lonely and want to join in games
👂 Listen to teachers' instructions, listen to fellow students' wishes (keep hands, feet and objects to yourself), ask teachers when you are unsure about the play equipment or sandpit	👂 Listen to teachers and fellow students thoughtfully and always use kind language	👂 Listen to teachers and fellow students when playing games and follow the rules of the game, listen for the bell to line up for class
🧠 Think ahead before you use the equipment and use it safely, think about the weather before using the play equipment	🧠 Think about making the next playtime easier, pack up equipment before the bell, be nice to others and care for our sandpit with respect	🧠 Think about ways to include all students and making your peers feel included, share the space and include everyone



Behaviour Support and Management Plan

Area: Out-of-school / Excursions

Be safe	Be respectful	Be a learner
👁️ Look out for cars or hazards when crossing roads	👁️ Look out when moving about, use sensible choices	👁️ Look at the teachers when they are speaking, show the 5Ls
👂 Listen to all teachers' instructions, always wait for an instruction before moving about	👂 Listen to teachers and fellow students thoughtfully, always use kind language, speak in a way that considers other people who may be about	👂 Listen to teachers, tour guides or other responsible adults, show the 5Ls, take learning seriously
🧠 Think about your trust circle when outside of school, only interact with people you trust	🧠 Think about representing Burren Junction PS with pride, especially when in public	🧠 Think about your choices, think about the feelings of others, show sportsmanship to other sports teams

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.

Burren Junction Public School takes strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning. See the [Behaviour Code for Students](#) for more details.

Whole school approach across the care continuum

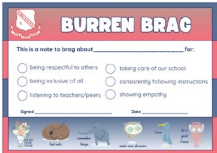

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyberbullying behaviour.

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:

- co-develop and explicitly teaching, and regularly reteaching, 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 students.



Behaviour Support and Management Plan

Care Continuum	Strategy or Program	Details	Audience
Prevention	Recognition Board	The Recognition Board fosters a positive interdependence in the classroom – it is a collaborative strategy focused on learning one school rule or expectation over time. All class teachers will develop a culture of intrinsic motivation to follow the school expectations by writing a focus school rule or expectation to focus each week/day. Once students are “caught” demonstrating positive behaviours, they move their name onto the board. There is no prize or material reward, rather, a focus on reinforcing the focus behaviour enthusiastically. Each week (or day, or session), the goal will be for every student to move their name onto the board.	Staff, students K- 6
Prevention	Positive Notes: “Burren Brag” 	The “Burren Brag” positive note is the highest level of recognition. The positive note serves two functions: 1) sincere recognition for those students who have gone over and above consistently in the week or previous series of lessons. 2) framing the student with their best behaviour, their most determined effort, their greatest show of resilience that you can use to continually remind the student of what kind of learner they are. There are no mandatory number of positive notes to be handed out. Perhaps just one student will earn a note and some weeks there will be no one.	Staff, students K-6, families
Prevention	National Day of Action Against Bullying and Violence (NDA)	Our school participates in the annual National Day of Action against Bullying and Violence (NDA) - in August each year.	Staff & students
Prevention/ Early intervention	Grow Your Mind 	Grow Your Mind builds resilience and supports respectful relationships and consent education. We use neuroscience and storytelling to create innovative and engaging mental health strategies to enhance the social and emotional wellbeing of children, educators and families.	Students K-6, Staff



Behaviour Support and Management Plan

Care Continuum	Strategy or Program	Details	Audience
Prevention / Early intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit supports our school to prepare, engage and educate the school community about creating and maintaining safe online environments to prevent cyberbullying incidents.	All students, individual students K-6, families, staff
Targeted intervention	Attendance support	The principal will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals. A school-based attendance improvement plan will be devised.	Individual students, principal
Targeted / individual intervention	School learning and support	Provides support for students who need personalised learning and support.	Principal, individual students K-6, families
Individual intervention	Individual Behaviour Support Planning	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

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

Identifying behaviour of concern, including bullying and cyberbullying

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.

Burren Junction Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for Burren Junction:

- 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 Burren Junction through their year advisor or school counselling service.



Behaviour Support and Management Plan

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

Burren Junction 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.



Behaviour Support and Management Plan

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 taught and referred to regularly. Staff model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback	2. 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.
3. Tangible reinforcers include those that are: <ul style="list-style-type: none"> • free and frequent • moderate and intermittent • significant and infrequent Intermittent and infrequent reinforcers are recorded on the centralised recording system.	3. 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.	3. Principal collects information and review the incident from multiple perspectives and determine next steps. Principal records the incident on the centralised recording system and contact parent/carer by email or phone. Principal may consider further action eg: formal caution/suspension.
4. All social-emotional learning programs (Grow Your Mind) are taught fortnightly.	4. Teacher records on the centralised recording system by the end of the school day. Monitor and inform family if repeated.	4. Refer to the school's Learning and Support Team or APLaS considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. In some cases, individual planning and referral to LST may be discussed.	Principal contacts parent/carer to discuss any support and behaviour responses, including referral to the LST, outside agencies or Team Around a School.



Behaviour Support and Management Plan

Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded in the centralised recording system. 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](#) and [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and procedures
- If a behaviour of concern is also a child protection matter use the [Mandatory Reporting Guideline Tool](#).

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 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 (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 record system (Sentral – Wellbeing)

Review dates

Last review date: 13/03/2025 (Term 1, Week 7)

Next review date: Term 4, Week 7, 2025