

School Behaviour Support and Management Plan

Overview

The Bidgee School is an educational setting providing specialist intervention for students impacted by complex trauma, abuse, neglect, family violence, autism and mental health conditions.

The Bidgee School provides intensive support that focuses on educational/academic outcomes, wellbeing and emotional regulation for students in Years K-10.

The Bidgee School staff utilise knowledge of trauma, and how it affects the brain-body system to develop innovative pedagogy that is responsive to the needs of our young people. By understanding and responding to the source of the behaviour, rather than how it is expressed, this intervention explicitly reshapes adaptive trauma-based behaviour.

The Bidgee School programs draw on current research of best broader educational pedagogy, trauma-informed practice, brain-based neurobiology, cognitive-behavioural psychology, mind-body integration, mindfulness, coaching, breathwork and explicit contemplative and experiential practices to reduce internal stress and build psychological resilience.

The Bidgee School provides intensive support that focuses on quality education, wellness development and emotional regulation. Across the setting, our learning community champion responsive and targeted neurological intervention to support our young people to thrive academically and in life.

Across our setting, our team utilise trauma informed strategies that reduce student anxiety and support greater attentive capacity. This propagates our students' capacity to learn and current data shows consistently high levels of engagement across all key learning areas.

Differentiated programs with a strong emphasis on literacy and numeracy run alongside high expectations.

Learning about the brain, coaching in the transferrable dispositions of learning, social and emotional intervention and education, explicit learning in growth mindset and the neurobiology of trauma and healing support students to move beyond their history of educational and emotional challenges and experience deep connection to themselves, the school and each other.

Partnership with parents and carers

The Bidgee School will partner with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including for bullying behaviour by:

- regular communication with the Student Support Officer (SSO)
- inviting families and student feedback through formal and informal means, for example, through Tell Them From Me Surveys, Review Meetings and regular communications
- using concerns raised through complaints procedures to review school systems, data and practices.

The Bidgee School will communicate these expectations to parents/carers through the SSO, school newsletter, website and social media, and provide links to information and resources in the [Behaviour support toolkit](#).

School-wide expectations and values

The Bidgee School promotes and recognises the school-wide values of Effort, Growth and Kindness.

Effort	Growth	Kindness
Persevere when learning is challenging	Display resilience when facing challenging situations	Display empathy and social intelligence when collaborating with others.
Manage distractions and demonstrate accountability.	Ask for help and accept feedback to improve learning	Show consideration for others through words and actions
Demonstrate attentiveness, motivation and focus when learning	Use strategies effectively to regulate and focus	Demonstrate inclusion and compassion
Participate in learning processes and collaborate with others	Work on personalised goals to improve academic and wellbeing outcomes	Endeavour to follow instructions

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 across the care continuum and responds to behaviours of concern, including bullying and cyberbullying behaviour. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents.

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 implementing the The Bidgee School’s Wellbeing Frame of Reference. Through the lens of the neurobiology of complex trauma, we incorporate practices to promote The Bidgee School values, build character and resilience, establish positive relationships and nurture the body.

Our classroom practices include explicitly teaching classroom expectations, establishing predictable routines, encouraging expected behaviour with positive feedback and reinforcement, maximising opportunities for active engagement with learning, and differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Monday cooked breakfast, plus daily breakfast, recess and lunch available	School provides a cooked breakfast each Monday morning to promote a positive start to the week and builds strong student-teacher connections.	Staff, students
Prevention / Individual Intervention	The Bidgee School Wellbeing Journal and Tracking Books	Whole school approach to wellbeing supports students to identify goals, what they are grateful for, and track their progress.	All students
Prevention/ Individual/ Targeted Intervention	The Bidgee School Values	Effort, Growth and Kindness – these are embedded across the school, encouraged and recognised.	Staff, students
Prevention/ Targeted/ Early Intervention	Open Parachute	Wellbeing program that explicitly teaches practical mental health skills on a wide range of topics.	Staff, students
Prevention/ Individual/ Targeted Intervention	Therapy dogs	Our team of therapy dogs interact with students and have a soothing and comforting effect, providing students with the emotional support and encouragement necessary for self-regulation	Staff, students
Prevention/ Individual/ Targeted Intervention	Occupational Therapist (OT) and Sensory Room	OT provides targeted intervention supports. The Sensory Room contains equipment and tools which have been intentionally selected to offer students different sensory experiences to enhance and promote self-organisation, de-escalation, relaxation, movement and support positive change.	Staff, students
Prevention	School Chaplain	Supporting the wellbeing of students by providing pastoral care services.	All students
Prevention/ Targeted/ Early intervention	Whole class explicit teaching	Learning about the brain, explicit learning in growth mindset and the neurobiology of trauma and healing	All students
Targeted intervention	Awards and recognition	Students receive awards recognising their demonstration of TBS values: effort, growth and kindness.	All students
Individual/ Targeted/ early intervention	Student Support Officer (SSO)	SSO supports the implementation of the school's approach to wellbeing and communicates personally with families.	Students and families
Individual intervention	Attendance monitoring	SAO and SSO monitor attendance and address barriers to improve attendance	Individual students
Prevention/ Individual/ Targeted Intervention	Outdoor education program	Students access outdoor experiences including nature walks, bike riding and REEC, which help students build confidence and positive relationships.	All students

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Individual behaviour support planning	This includes developing, implementing monitoring and reviewing behaviour support, QRP's and Care Plans	All students

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. See Appendix 1.

The Bidgee School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student’s behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through their year advisor or school counselling service.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students’ conduct
- when using social media, mobile devices and/or other technology involving another student or staff member, where there is a clear and close connection between the school and students’ conduct.

Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – behaviour of concern is managed by school executive.

Intervention by teachers may include:

- reminder of The Bidgee School Values and expectations
- re-direct, offer choice or use a scripted response
- prompts and reteach
- seat change/play or playground re-direction
- walk and talk with teacher
- conferencing / coaching
- reflection and restorative practices
- communication with parent/carer

The Bidgee School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

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
<p>1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and values.</p>	<p>1. Refer to school-wide expectations and values.</p>	<p>1. Contact office to seek help from Exec straight away if there is a risk. Otherwise notify executive ASAP and before the end of the school day.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>2. Exec/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.</p>
<p>3. Tangible reinforcers include those that are: - free and frequent - moderate and intermittent - significant and infrequent Intermittent and infrequent reinforcers are recorded in student plans.</p>	<p>3. Use direct responses e.g. values & expectations 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, such as staying on site for safety reasons.</p>	<p>3. Exec collects information and reviews the incident from multiple perspectives to determine the next steps. Exec/CT to record incident on Sentral and contact parent/carer by email or phone. Exec may consider further action for e.g. formal caution/suspension.</p>
<p>4. Social-emotional learning and learning about the brain occur in regular wellbeing lessons.</p>	<p>4. Teacher records on Sentral by the end of the school day. Monitor and inform the family if repeated. For some incidents, a referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.</p>	<p>4. Refer to the Exec Team considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment, and referral to internal & external supports.</p>

Internal and external supports include OT, Counsellor, paediatrician and behavioural specialists.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral. These responses may include:

- review and document incident, and determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the Exec Team
- develop or review individual student support planning in collaboration with the teacher, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)
- 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.

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 and restorative practices

Toilet and food breaks are always included when students are withdrawn from the playground as a planned response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

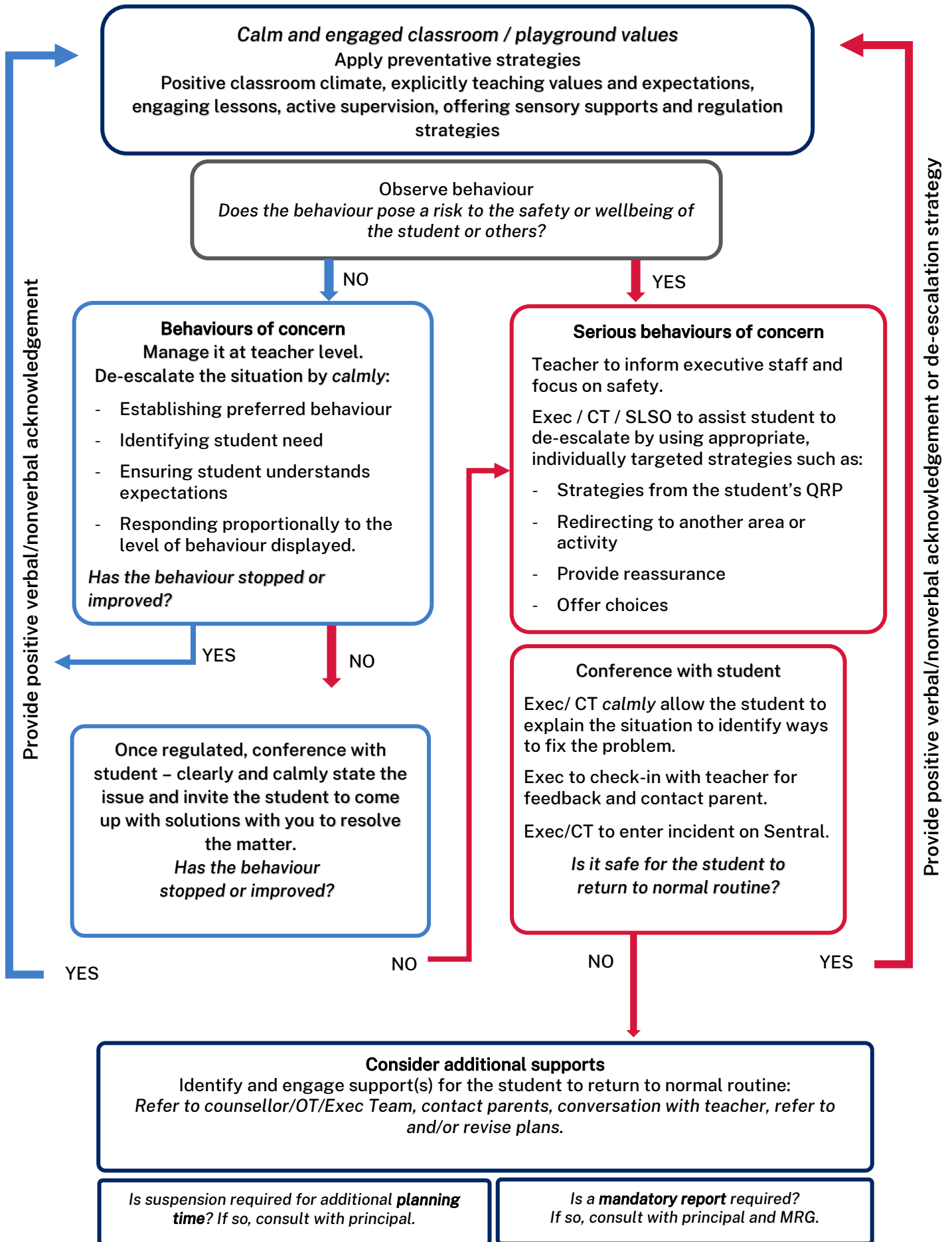
Strategy	When and how long?	Who coordinates?	How are these recorded?
Re-entry meetings – after a suspension, student and carer meet with Principal and/or Exec to discuss what happened, and plan moving forward.	Scheduled for return from suspension	Exec	Sentral/ Exec-Admin files> Re-entry Support Plan
Reflection conversation – what happened, what did you do, and what could you do instead next time?	As required	CT / Exec / SSO	Sentral / Internal file system

Review dates

Last review date: 29th November 2024: Wk 7, Term 4, 2024

Next review date: Wk 7, Term 4, 2025

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart

