NSW Department of Education

School Behaviour Support and Management Plan

Overview

Carramar Public School is a caring, inclusive and collaborative learning community that embraces diversity. Our school is committed to optimising student engagement and implementing innovative teaching practices that promote an effective learning environment in which all students can thrive and succeed.

Our well established and rigorous school Positive Behaviour for Learning (PBL) program ensures a united whole school approach that supports the development of a quality learning environment for every student, every day. We are committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged in their learning. Our goal is to inspire every child to participate positively in the school community and beyond. We value and strive to develop safe, respectful and responsible learners in a welcoming learning 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.

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

- Positive Behaviour for Learning
- Berry Street Education Model

These programs prioritise positive behaviour, social and emotional learning and trauma-informed practice which supports good mental health, positive relationships and supports prevention of bullying.

Carramar Public School rejects all forms of bullying behaviours, including online (or cyber) bullying 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.

Partnership with parents and carers

Carramar Public School will partner with parents and carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the Parent Group and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Carramar Public School will communicate these expectations to parents and carers through the school Class Dojo page, school newsletter and school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

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

To be safe, respectful and responsible learners.

Safe	Respectful	Responsible	Learner
Keep your hands and feet to yourself	Be polite	Take pride in your work	Try your best
Walk around the classroom	Use kind words	Keep the classroom tidy	Have a go
Use furniture and equipment properly	Listen to teachers and to each other	Be organised	Actively participate
Ask for permission if you need to leave the classroom	Include others and take turns	Be on time and ready to learn	Ask for help when you need it

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

Carramar Public 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
- celebrating student success and achievement
- 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	Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.	All
Prevention	Berry Street Education Model	Berry Street Education Model helps educators gain new perspectives, strategies and skills to build safer, healthier and more engaging classrooms for all students. Evidence-based strategies are used to support students' self-regulation, relationships and wellbeing to increase student engagement and significantly improve academic achievement.	All

Care Continuum	Strategy or Program	Details	Audience
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	All
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
Early Intervention	Peaceful kids	Small group intervention to support and increase the coping strategies of students who are feeling anxious, stressed or who have poor resilience in a small group environment at school.	Individual students in Stage 3
Early Intervention	DRUMBEAT	Small group intervention to support healthy relationships using music. This includes beliefs, emotions, attitudes, and thoughts facilitates the social and emotional skills for healthy relationships and values.	Individual students in Stage 3
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	Individual students, parents/carer, LST & AP Welfare
Targeted / individual intervention	Attendance support	The LST refer students to the AP Welfare (Attendance Coordinator) who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, parents/carer, AP Welfare, HSLO
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, LST, AP Welfare

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.

Carramar Public 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 the school counselling service.

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

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

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. See Appendix 1 and Appendix 2 for the school behaviour management process.

- 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.

Corrective responses are utilised by all staff. These include:

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

Carramar Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning and Berry Street Education Model consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
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 rules.	**1.** Refer to school-wide expectations and/or reflection process and/or supports so that the student can self-regulate.	**1.** Contact office to seek help from executive straight away if there is a risk. Otherwise notify Assistant Principal Welfare ASAP and before the end of the school day.
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.** Assistant Principal Welfare 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: free and frequent, moderate and intermittent, significant and infrequent, Intermittent and infrequent. Examples of tangible reinforcers include: PBL tokens, Class Dojo points, merit certificates and post cards.	**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 low-level consequence is applied: Reflection Process.	**3.** Assistant Principal Welfare collects information and reviews the incident from multiple perspectives to determine next steps. Assistant Principal Welfare to record incident on Sentral and contact parent/carer by phone or meeting. Principal may consider further action e.g. formal caution or suspension.
4. PBL lessons are taught weekly with a focus on a specific area within the school.	**4.** Teacher records on Sentral by the end of the school day and notifies the parent/carer. For some incidents, referral is made to the school's anti-racism contact officer (ARCO).	**4.** Refer to the Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.

Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact is made via phone calls home, class dojo or post cards to communicate student effort with parents/carers. Recognition awards for positive individual and class behaviour are given at weekly school assemblies.	Teacher contacts parents/carers by phone or meeting when a range of corrective responses have not been successful. Individual planning and referral to Assistant Principal may be discussed.	Parent/carer contact is made by Assistant Principal Welfare to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

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

- review and document incident onto Sentral
- 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
- detention, reflection and restorative practices (listed below)
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers via phone or meeting
- formal caution to suspend, suspension or expulsion.

The NSW Department of Education Student Behaviour policy and Suspension and Expulsion procedures apply to all NSW public schools.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- Incident Notification and Response Policy
- Incident Notification and Response Procedures
- Student Behaviour policy and Suspension and Expulsion procedures.

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 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.

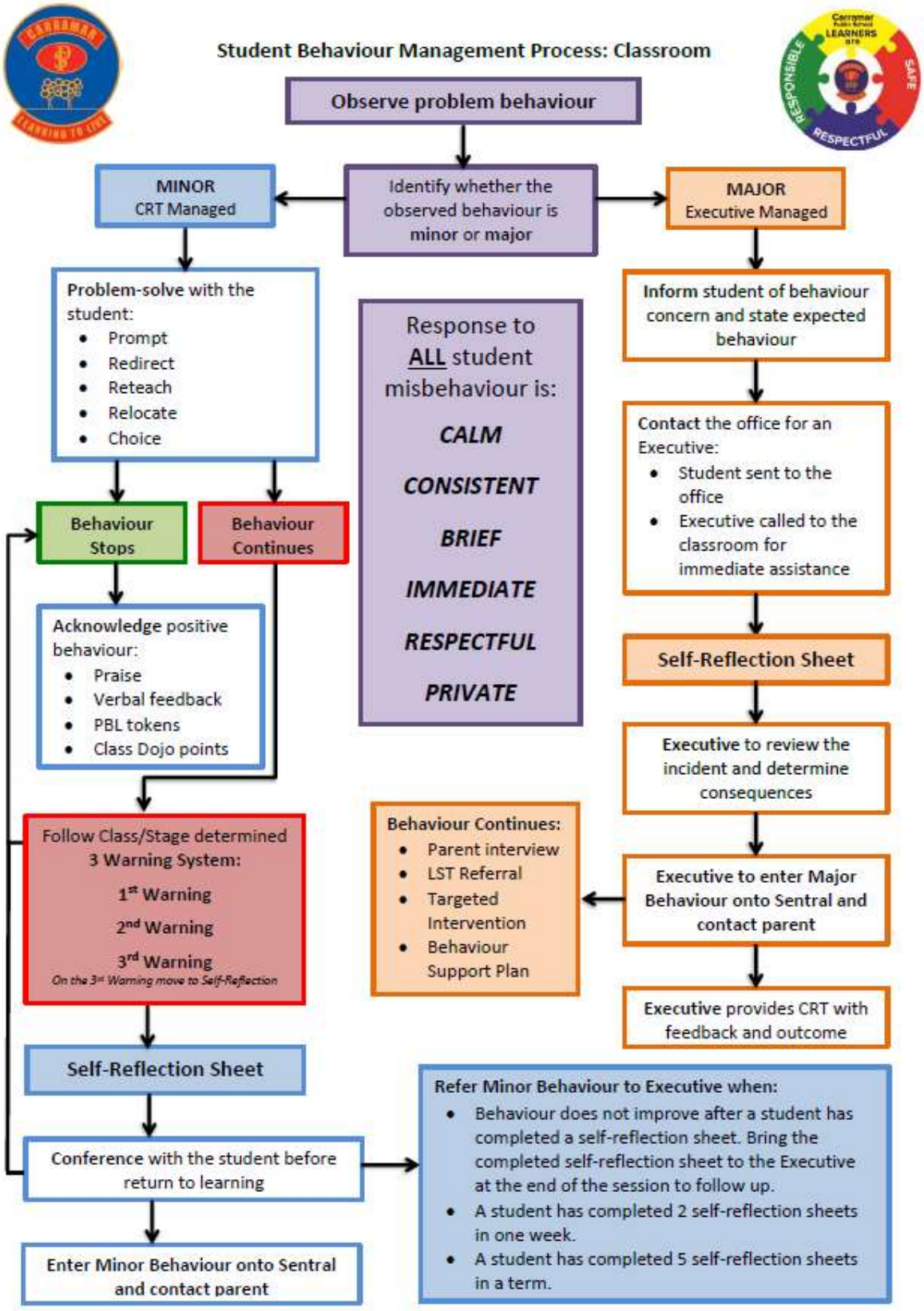
Strategy	When and how long?	Who coordinates?	How are these recorded?
Classroom Reflection Process A structured conference and planning after 3 warnings are given for low-level behaviours with an individual student	Immediately after 3rd warning is given	Classroom Teacher	Documented in Sentral and communicated with parents/carers via phone
Playground Reflection Room A structured debriefing and planning after a crisis event or behaviour of concern with an individual student	Next day during Break 2 OR on the same day during Break 2 if the behaviour occurred during Break 1 that day	Assistant Principal	Documented in Sentral and communicated with parents/carers via phone
Restorative Practice Conflict Resolution in pairs or groups to support students with positively managing conflict and finding solutions through effective communication	Scheduled for either Break 1 or Break 2	Assistant Principal	Documented in Sentral and communicated with parents/carers via phone

Review dates

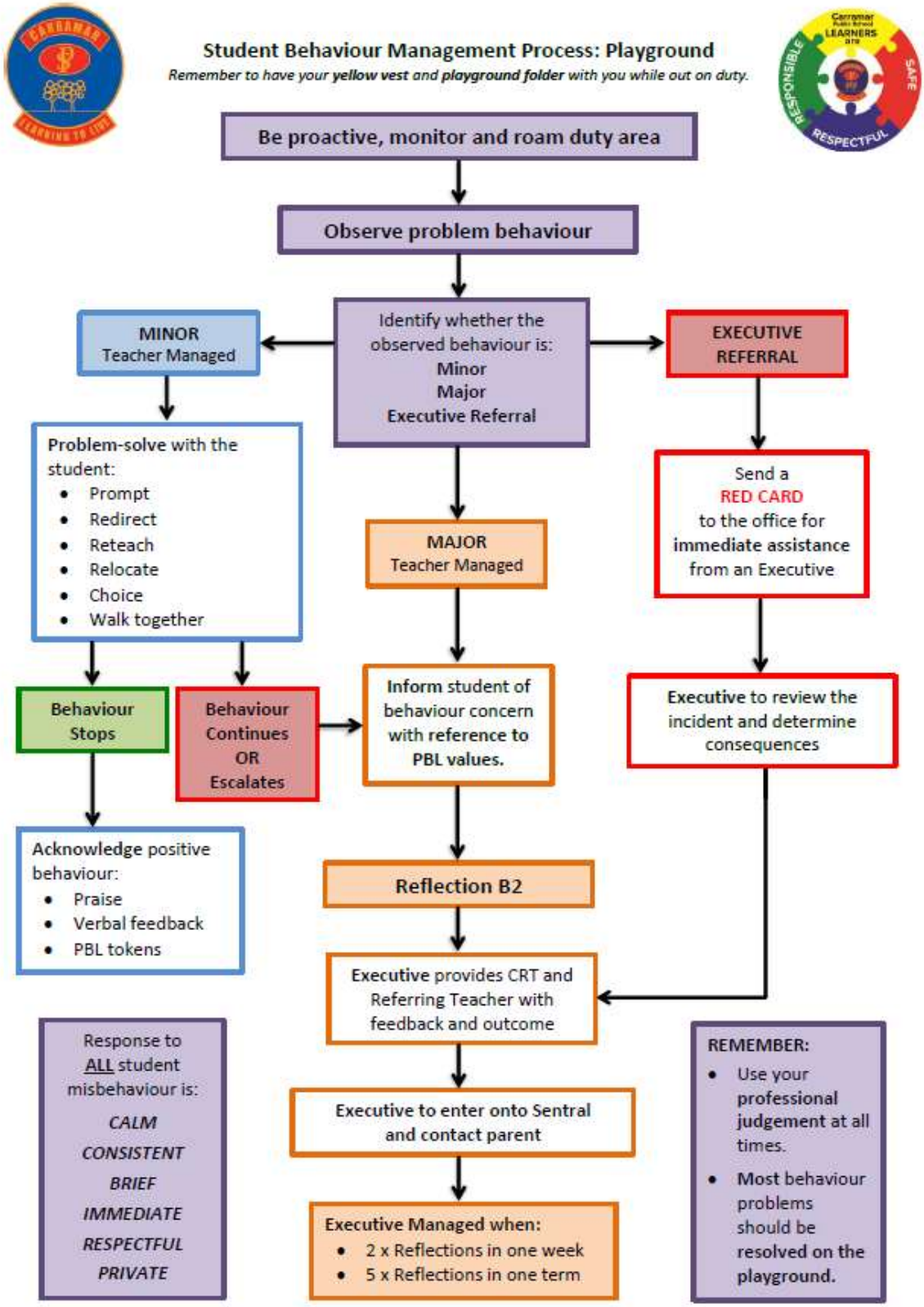
Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1: Behaviour Management Flowchart (Classroom)



Appendix 2: Behaviour Management Flowchart (Playground)



Appendix 3: Bullying Response Flowchart

Appendix 4: Carramar Public School BSEM Statement

Carramar Public School BSEM Statement

Embedding the Berry Street Education Model: Creating a Safe, Inclusive, and Thriving Learning Environment

At Carramar Public School, we are dedicated to fostering a supportive and inclusive environment where every student can succeed academically, socially, and emotionally. By embedding the **Berry Street Education Model (BSEM)**, we prioritise wellbeing, engagement, and resilience in all aspects of school life.

Trauma-Informed Practices in Action
Our approach acknowledges the diverse lived experiences of our students, many of whom may have faced adversity. By embedding trauma-informed teaching strategies, we cultivate a learning environment where every child feels safe, valued, and empowered.

Core Strategies Across All Classrooms
We embed three key BSEM strategies into every classroom to ensure consistency and foster a culture of growth and connection:

1. **Morning Circle** – A structured daily routine that builds a sense of community, encourages emotional check-ins, and sets the tone for a positive day of learning. Morning Circle strengthens relationships and gives students a voice, empowering them to express their needs and aspirations.
2. **Ready to Learn Scale** – A visual and interactive tool that helps students identify their emotional and state of readiness. This strategy supports self-regulation by equipping students with practical techniques to transition to a mindset that is focused and ready to engage in learning.
3. **Brain Breaks** – Short, structured activities designed to reset students' focus, increase energy levels, and improve overall engagement. These breaks support cognitive function and emotional regulation, allowing students to return to learning with renewed concentration.

Structured for Success
These core strategies align with the **five domains of BSEM**:

- **Body** – Supporting regulation through movement, mindfulness, and sensory integration.
- **Relationship** – Building strong connections that foster belonging and trust.
- **Stamina** – Encouraging perseverance and a growth mindset.
- **Engagement** – Cultivating curiosity and active participation.
- **Character** – Developing strengths, values, and ethical decision-making.

Positive Impact on Students
Through the consistent implementation of these strategies, our school will monitor and observe improved classroom engagement, greater self-regulation, and stronger relationships between students and staff.

A Collaborative Approach
We recognise that lasting success comes from partnerships. By working closely with families, carers, and the wider community, we ensure our practices reflect the needs and aspirations of all stakeholders.

At Carramar Public School, the Berry Street Education Model is more than a framework—it is the foundation of our shared commitment to creating a compassionate, inclusive, and thriving learning environment for every student.