

# Berry Public School Behaviour Support and Management Plan

## Overview

**Our vision:** To retain and enhance excellence in student learning, wellbeing and social/emotional outcomes through a shared commitment to our values and behaviours known as The Berry Way.

Berry Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs and frameworks prioritised and valued by the school community are BeYou, The Living Ripples, Bounce Back and Peer Support.

Berry Public School has been recognised at the Australian Education Awards for our commitment to excellence with multiple awards including; 2023 Best Student Wellbeing Program, and 2024 Australian Public School of the Year.

## Partnership with parents and carers

Berry Public School partners with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies primarily through consultation with the Berry PS P&C.

Berry Public School will communicate these expectations to parents/carers via our communications strategy including our website, app and social media. As well as parent information sessions throughout the year, and individual student case conferences as required.

## School-wide expectations and rules

Berry Public School has the following school-wide rules and expectations known as The Berry Way:



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

- A whole school curriculum to explicitly teach the behaviours aligned to The Berry Way.
- Student academic reports include behavioural expectations.
- Whole school daily assembly recognising and reinforcing values and behaviours.
- A whole school rewards system based on The Berry Way.
- Classroom rewards system – Berry Way Chance Cards.
- Fortnightly class assembly awards – aligned to The Berry Way.
- “The Berry Way Award” A prestigious stage based assembly award.
- Berry Way Celebration Day – Student wellbeing day explicitly teaching behaviours.
- Restorative justice and refection program aligned to The Berry Way

## 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](#).

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

- Whole school approach across the care continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	The Berry Way	Core values and behaviours which underpin our positive school culture.	Students Parents Staff
Prevention	Bounce Back	Evidence based Anti-Bullying and resilience program	Students
Prevention	Living Ripples	Evidence based resilience program	Students Parents
Prevention	BeYou	Beyond Blue evidence-based wellbeing framework	Students Parents Staff
Prevention	Professional Learning	Classroom management and playground management practices	Staff
Prevention	Parent forums	Parent forums with keynote speakers on student behaviour and wellbeing.	Parents

Prevention	The Fathering Project	Special events coordinated to enhance connection and engagement with father and father figures.	Parents
Prevention	Peer support, buddy programs and mentoring.	Formal Peer Support Program – “BeYou Peer Leaders” Formal “Buddy Program” for Kindergarten students initiated as part of orientation/transition program.	Students
Prevention	Anti-bullying including cyber-bullying and internet safety.	Anti-bullying incursions and support programs including Project RockIT. Annual Police Liaison Officer Cyber safety program.	Students Parents
Early Intervention	Classroom management	Explicit teaching and modelling of specific skills including behaviour expectations and social skills.	Students Parents Staff
Early Intervention	Learning Support Team & Teacher	Referral to learning support team for academic, social/emotional, and behaviour support strategies.	Students Parents Staff
Early Intervention	Social Stories, visual cues and strategies, and routines.	Curriculum links, particularly in PDHPE, History and English (literature) Restorative practices and circle time Drama and role play Self-regulation training – brain breaks, yoga, heavy work, weighted blankets	Students
Early Intervention	School Counselling Service	School counselling staff support students by providing a psychological counselling, assessment and intervention service.	Students Parents Staff
Early Intervention			
Targeted Intervention	Individual behaviour plans	Modified individual expectations and goals. School developed programs to support behaviour and wellbeing	Students Parents Staff
Targeted Intervention	Communication books	Communication with parent/carer and, where relevant, communication books	Students Parents Staff
Targeted Intervention	Transition strategies	Class to playground, lesson to lesson, grade to grade, school to school.	Students Parents Staff
Targeted Intervention	Aboriginal Education	Support programs aimed at connection to Country and community for Aboriginal and Torres Strait Islander young people.	Students Staff

Individual Intervention for students	Detention	Students are supported through a process of reflection and restorative practices aligned with The Berry Way values.	Students
Individual Intervention for students	School Learning Support Officers	SLSO support for implementation of modified individual expectations and goals. School developed programs to support behaviour and wellbeing	Students Parents Staff
Individual Intervention for students	Sensory assessment and supports.	Implemented as required in consultation with specialists and parents.	Students Parents Staff
Individual Intervention for students	Negotiated playground programs.	Implemented as required in consultation with specialists and parents.	Students Parents Staff
Individual Intervention for students	Phone Intervention Program	Dedicated School Administration Officer to monitor, follow up and record attendance issues.	Students Parents Staff
Individual Intervention for students	Delivery Support Team	Develop appropriate behaviour expectations and strategies with other staff members. Monitor the impact of support for individual students through continuous data collection. Provide consistent strategies and adjustments outlined within an individual student support plan.	Students Parents Staff
Individual Intervention for students	Specialist allied health services	Allied health services to ensure learning adjustments are appropriate and effective for students.	Students Parents Staff
Individual Intervention for students	Itinerant Support Teachers	Students with disabilities or significant support needs may access help from itinerant support teachers (hearing and vision, conductive hearing loss, early intervention and support teacher transition) who visit schools and work directly with the student to plan and develop personalised learning and support.	Students Parents Staff
Individual Intervention for students	Professional Learning	Professional learning relating to the specific needs of students.	Staff

## Responses to serious behaviours of concern

Principals can use suspension as a behaviour management intervention when a behaviour or behaviours of concern pose an unacceptable risk to others or to teaching and learning. When assessing grounds for suspension, principals should consider the diverse learning and wellbeing needs of students, including developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and circumstances.

Principals can suspend a student engaging in behaviour or behaviours of concern on grounds that could include but are not limited to:

- continued/persistent disobedience and/or disruptive behaviour
- malicious damage to or theft of property
- verbal abuse
- bullying and cyberbullying
- misuse of technology
- discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity.

Due to the immediate and/or significant risk of harm to students or staff, it is important principals consider issuing an immediate suspension to any student who engages in serious behaviour or behaviours of concern that could include but are not limited to:

- being in possession of, uses or supplies tobacco, vaping devices, alcohol and e-cigarettes
- being in possession of, uses or supplies a suspected illegal/restricted substance
- being in possession of, or using weapons including knives (excluding Kirpans, in line with guidance set out in Legal Issues Bulletin 22 – Knives in schools) and firearms
- using an implement as a weapon
- seriously threatening or engaging in physically violent behaviour
- engaging in serious criminal behaviour related to the school
- engaging in sexual harassment, sexual assault or other sexualised behaviour that may pose a risk of or has caused physical, psychological or emotional harm to others.

The principal or the relieving/acting principal makes the decision for proceeding with a suspension. The principal's decision to proceed or not proceed with a suspension will be based on information gathered including, but not limited to:

- considering the cause and impact of the behaviour
- considering whether possible and appropriate alternative behaviour support management and intervention strategies have been implemented or attempted, including reasonable adjustments for students with disability
- considering student factors such as the developmental age, trauma, child protection concerns and cultural considerations, disability and individual needs and circumstances
- reviewing information including, but not limited to, written reports from staff, school data and other witness statements
- providing the student who has, or is alleged to have, engaged in the behaviour/s of concern with the opportunity to respond.

- In line with duty of care obligations, the principal's decision to suspend can be made irrespective of any action by another agency, including NSW Police or the Department of Communities and Justice. This is to mitigate any unacceptable risks posed to teaching and learning, and the health, safety and wellbeing of staff and/or students.
- Parents/Carers are notified of behaviours of concern resulting in detention. Incidences are recorded in Sentral, the school based student management system.
- Students are supported through a process of reflection and restorative practices aligned with The Berry Way values.

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 procedure](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

## Detention, reflection and restorative practices

Berry Public School prioritises reflection, learning and restorative practices in our approach to behaviour support and management.

The developmental level of students and context of each situation is considered in our response.

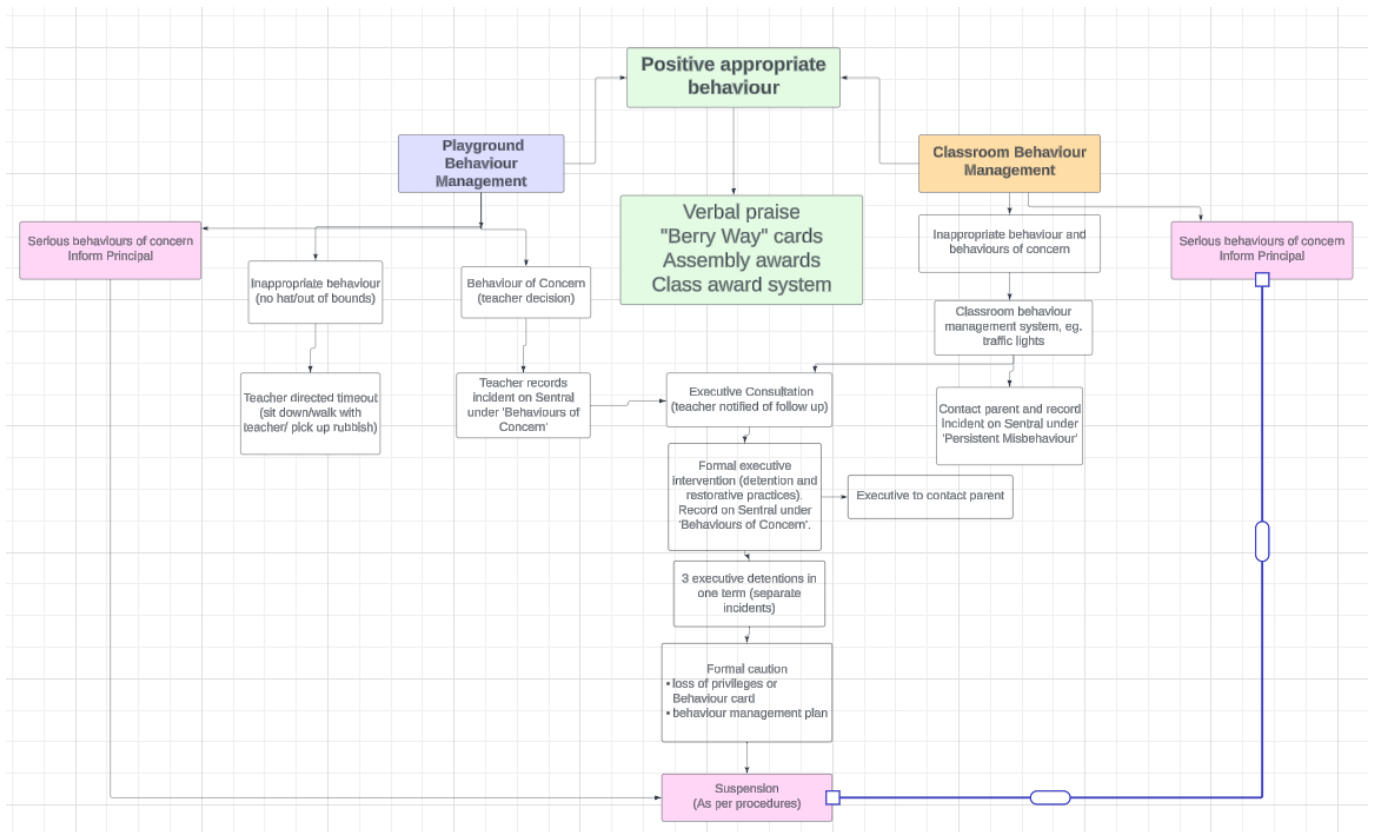
It is important to note that teachers may occasionally provide additional personalised learning support and time to complete tasks, this support does not constitute “detention”.

Parents/Carers are notified of behaviours of concern resulting in detention. Incidences are recorded in Sentral, the school based student management system.

Students are supported through a process of reflection and restorative practices aligned with The Berry Way values.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Classroom issue detention, reflection and restorative practices.	As required (students must have an opportunity to eat and visit bathroom)	Classroom Teacher	Teacher diary Sentral
Playground issue detention, reflection and restorative practices	As required (students must have an opportunity to eat and visit bathroom)	Assistant Principals	Sentral
3 detentions for behaviours of concern results in; a formal caution, further loss of school privileges, and a behaviour management plan.  A formal caution is valid for up to 50 school days from the date the caution is issued.	As required (students must have an opportunity to eat and visit bathroom)	Assistant Principals	Sentral

## Behaviour Response Flow Chart



### Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026



## Appendix 1: Bullying Response Flowchart

