



Broadwater Public School Behaviour Support and Management Plan

Overview

Broadwater Public School, located in the village of Broadwater, is a small and vibrant school known for its strong sense of values and commitment to student achievement. The school's core values – caring, achieving, and respect – guide its mission to foster a positive and inclusive learning environment where every student is engaged and empowered to thrive.

The school prioritises the development of safe and respectful learners within a caring community, underpinned by principles of positive behaviour support, trauma-informed practice, inclusive education, and social-emotional learning. High expectations for student behaviour are established through effective role modelling, explicit teaching, and tailored responses to individual needs, all aimed at ensuring that each child, regardless of background or ability, is encouraged to reach their personal best.

Broadwater Public School has implemented a Behaviour Support and Management Plan to maintain a safe, respectful, and inclusive learning environment. Every student is known, valued, and cared for, with staff providing a personal approach to quality education in a supportive atmosphere.

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

- [Berry Street](#)
- [Positive Behaviour for Learning](#)

The school firmly rejects all forms of bullying, including cyberbullying, and is dedicated to creating a safe and respectful environment that enhances student wellbeing. A supportive school culture is built on respectful relationships and a shared commitment to anti-bullying. All members of the Broadwater community actively contribute to nurturing a welcoming environment that values diversity and fosters positive relationships. The dedicated staff employ evidence-based strategies to cultivate a positive climate, minimising bullying incidents and promoting a collaborative school spirit, ultimately inspiring students to develop a passion for learning and achieve their highest potential.

Partnership with parents and carers

The school and community partnerships are strong with our core body of P&C helpers eager to promote our educational programs and student achievements. Our staff actively promote opportunities for parents to work as partners in our school. Broadwater Public School will partner 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, consulting with the P & C and local AECG

Broadwater Public School will communicate 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.

Broadwater Public School will communicate these expectations by employing open communication methods, providing access to parenting and support workshops, and written confirmation of policy and procedures, including the School Community Charter which informs parents and carers on how

to engage positively with our school. The school community charter can be accessed: [School Community Charter](#)

School-wide expectations and rules

Safe	Respectful	Responsible
Hands and feet to yourself	Treat all members of the school community with dignity	Wear the uniform with pride
Listen to and follow instructions	Respect all property	Attend school*
Use appropriate language	Wear the uniform with pride	Be prepared for every lesson
Take personal responsibility for behaviour	Value the interest, ability and culture of others	Be punctual

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.

Broadwater 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: 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 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:

- 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 students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Breakfast Club	School community run a breakfast club program that provides access to a free healthy breakfast and builds strong student-teacher connections. Currently this is available through Evans River but when back on site will be offered through Broadwater PS.	Staff, students K - 6
Prevention	Lunchtime Clubs and Interest Groups (e.g. Environment, Fishing)	Teacher run lunchtime clubs are offered to students to engage with. During this time, they participate in activities of interest.	Staff, Students K-6
Prevention/ Early intervention	Berry Street	School run program to support behaviour management for all students including those affected by trauma. This includes daily check-in circles during the morning routine.	All students, individual students K - 6, families, staff
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
Early Intervention/Targeted	Structured Play	Structured Play is offered during lunchtime to provide opportunities for students to develop their play and social engagement skills. A Teacher or Support Staff provides direction and may join in.	All
Targeted/Individual Intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All
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.	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	Individual students, staff

Care Continuum	Strategy or Program	Details	Audience
		behaviour support and risk management plans.	

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.

Broadwater 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 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 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.

Preventing and responding to behaviours of concern

Recognition and reinforcement of positive student behaviour

Broadwater 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 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:

- Broady’s Best (free and frequent) – for everyday use by all staff in all settings. Students are awarded a Broady’s Best ticket for exhibiting behaviours aligned with our school expectations of Respectful, Responsible and Safe. These tickets are entered into a weekly draw to win a canteen voucher.
- Merit Certificates (moderate and intermittent) – Students are awarded with Merit Certificates at assembly held each fortnight. These awards recognise student behaviour and effort.
- Presentation Night (significant and infrequent) – At the end of each year, students are recognised for positive behaviour where selected students are awarded with an end of year prize.

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.

Refer to Appendix One and Appendix Two to see the corrective responses for behaviours of concern, as well as the major and minor level behaviours identified at Broadwater Public School.

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
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.	Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP.
Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback	Principal/AP/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

<p>Tangible reinforcers include those that are:</p> <ul style="list-style-type: none"> • free and frequent (Broady’s Best) • moderate and intermittent (Good Deeds) • significant and infrequent (Merit Certificates) <p>Intermittent and infrequent reinforcers are recorded on the centralised recording system.</p>	<p>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.</p>	<p>determined by the context and nature of the incident.</p> <p>Principal/AP collects information and review the incident from multiple perspectives and determine next steps. Principal/AP records the incident School Bytes centralised recording system and contact parent/carer by email or phone. Principal/AP may consider further action e.g. formal caution/suspension.</p>
<p>Social-Emotional learning programs are taught daily through check-ins.</p>	<p>Teacher records on School Bytes by the end of the school day. Monitor and inform family if repeated.</p>	<p>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.</p>

Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded in School Bytes. These may include:

- review and/or document incident
- determine appropriate response/s and consequences, 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 (*actions that are taught to replace challenging or undesirable behaviours*) 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.
- 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](#).
- If a behaviour of concern is also a child protection matter use the [Mandatory Reporting Guideline Tool](#).

Reflection, 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.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection or restorative conversation (problem-solving) – What happened, what did you do, and what could you do instead next time. Involve all involved students where possible.	Class time and break times as required	Teacher/principal	Documented in school record system
Reflection with reflection conversation - a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	At lunch time on same day or next day. Student brings food to reflection and misses out on play at lunch time.	Teacher/Principal/AP	Student completes reflection sheet, which is added to wellbeing incident recorded on School Bytes. Parents contacted via letter/email or phone call.
Time Out – Teacher Directed or Self-Identified	10-15mins during break time or class time	Teacher, Student and Executive	Recorded as part of individualised behaviour plans where necessary and on School Bytes

Review dates

Last review date: Term 1 2025

Next review date: Term 1 2026

