

# Ungarie Central School Behaviour Support and Management Plan

## Overview

Ungarie Central School is dedicated to creating a safe, nurturing environment where every student can engage with their learning. By focusing on wellbeing, we aim to develop students' self-confidence, social skills, and resilience. We will do this by explicitly teaching and recognising positive behaviours and consistently applying effective strategies and practises to manage student behaviour.

The school community 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. School staff actively respond to student bullying behaviour.

## Partnership with parents and carers

Ungarie Central School will partner with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including for responding to bullying behaviour by:

- inviting families and student feedback through formal and informal means, for example, through Tell Them From Me Surveys, school surveys, consulting with the school's P & C Association and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Ungarie Central School will communicate these expectations to parents/carers through parent handbooks, the school newsletter, website and provide links to information and resources in the [Behaviour support toolkit](#).

## School-wide expectations and rules

Respect	Responsibility	Learning
Use manners and appropriate language	Right place, right time	Be resilient
Allow students to learn and teachers to teach	Keep yourself and others safe	Be prepared
Look after the environment and property	Wear correct school uniform	Be your best
Be kind and tolerant	Take ownership of your actions	Be self-reflective
		Be a problem solver

## 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:

- explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive reinforcement and feedback
- discouraging inappropriate behaviour
- discussing with students their behaviour choices using reflective questioning and restorative practises
- actively supervising students
- maximising opportunities for active engagement with learning
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Friends Program	Weekly wellbeing lessons	Students K-6
Prevention	Wellio	Weekly wellbeing lessons	Students and teachers 7-12
Prevention	National Day of Action	Our school will participate in the annual National Day of Action against Bullying and Violence (NDA) in August.	Staff, students K-12
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K-6
Prevention	Cyberbullying	Online webinars	Students K-12

Care Continuum	Strategy or Program	Details	Audience
<b>Prevention</b>	PDHPE Curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students K-10
<b>Early intervention</b>	Life Skills Go	Daily check-in to identify students needing support	Students K-2
<b>Early intervention</b>	Pulse	Daily check-in to identify students needing support	Students 3-12
<b>Targeted intervention /</b>	Learning and Support	The Learning and Support Teacher (LaST) works with teachers, students and families to support students who require personalised learning and support.	All
<b>Individual Intervention</b>	Wellbeing and Health In-reach Nurse (WHIN)	The WHIN works to support and connect families with healthcare providers.	Students K-12, parents
<b>Individual intervention</b>	Attendance monitoring	Attendance is monitored fortnightly by Year Advisors and Classroom Teachers. Address barriers to improve attendance and set attendance goals.	Students, Year Advisor, School Executive, WHIN
<b>Individual intervention</b>	Individual behaviour support planning	This may include developing, implementing monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Students, parent/carer, LaST, HTSS, AP, Principal

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

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.	Contact office to seek help from HTSS/AP straight away if there is a risk. Otherwise notify executive ASAP and before the end of the school day.
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 e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	HTSS/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, determined by the context and nature of the incident.
Tangible reinforcers include those that are: - free and frequent (Fast n Frees) - moderate and intermittent significant and infrequent (Merits) - Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing ITD system.	Use direct responses e.g. rule reminder, re-teach, provide choice, student conference, verbal warnings. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.	Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Sentral and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
Social-emotional learning lessons are taught (Friends – K-6 and Wellio – 7-12) during fortnightly wellbeing lessons.	Teacher records in Sentral by the end of the school day. Monitor and inform the family if repeated.	Refer to the school’s Learning Support Team considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.
<b>Teacher/parent contact</b>	<b>Teacher/parent contact</b>	<b>Teacher/parent contact</b>
Student awards for positive behaviour are given at weekly assemblies.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by HTSS/AP/P to discuss any support and behaviour responses, including referral to the LST, school counsellor, WHIN, 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
  - 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
  - refer to the Wellbeing in reach Nurse (WHIN)
  - 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 procedure](#); [Student Behaviour policy](#) and [Suspension and expulsion procedures](#)

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.

## Detention, reflection and restorative practices

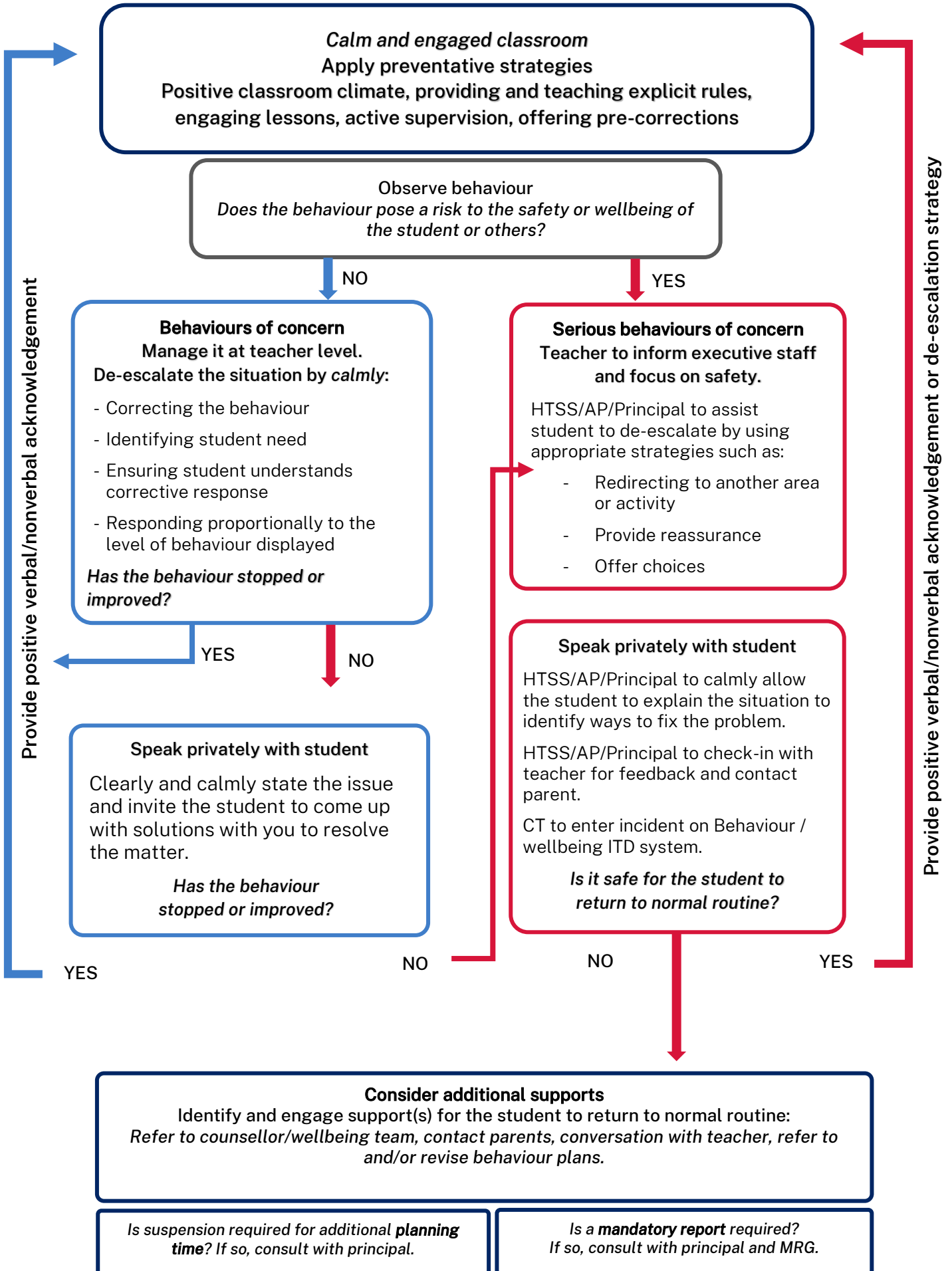
Toilet and food breaks are always included when students are withdrawn from the playground as a planned response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
<b>Alternate break plan</b> – withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices	1-3 days	School executive	Documented in Sentral
<b>Restorative practice</b> – <a href="#">peer mediation</a> , <a href="#">circles</a> or restorative conversations in groups	Scheduled as soon as all involved are available	Year Advisor/Classroom Teacher/HT/AP	Documented in Sentral
<b>Reflection conversation</b> – What happened, what did you do, and what could you do instead next time.	Class time and break times as required	Teacher/ school executive	Documented in Sentral

## Review dates

Next review date: Day 1, Term 1, 2026

**Appendix 1: Behaviour management flowchart**



## Appendix 2: Bullying Response Flowchart

