

School Behaviour Support and Management Plan

Overview

At Narromine Public School it is our mission to provide our students with a quality education in a caring environment. Our school is student focussed and provides excellence in education across the following areas as determined by External Validation in 2024: Learning and Culture, Wellbeing, Curriculum, Reporting, Effective classroom practice, Data skills and use, Learning and Development, Educational leadership, School planning implementation and reporting, School resources and Managing practices and processes.

We pride ourselves on making a diverse range of co-curricular and educational opportunities available to all with equity and access. Staff, parents and the wider school community work in partnership to develop the whole child. Student wellbeing encompasses everything the school community does to meet the personal, social and learning needs of students. We develop and enhance a safe, caring school environment in which students are nurtured as they learn. We acknowledge and support differences within the school community and provide programs and support which incorporate these differences. Within our students' Personal Learning Pathways (PLP's), Individual Learning Plans (ILP's), Individual Education Plans (IEP's) and Personalised Attendance Plan (PAP) we acknowledge their strengths and set goals around aspiring to achieve at each individual's highest level of achievement. Narromine Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Our goal is to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop respectful, honest and responsible students in a caring and safe 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:

- Whole school initiatives such as Positive Behaviour for Learning, URSTRONG-Friendology and Zones of regulation programs.
- Targeted and individualised initiatives such as social skills groups, social stories and regulation programs.
- Our school draws on connections with Departmental, Non-Government Organisations and specialist practitioners to support students.

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Narromine 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 that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

Partnership with parents and carers

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

- Inviting parents/carers and student feedback through formal and informal means, such as the Tell Them From Me surveys, parent/carer interviews (PLP, PAP, IEP meetings), consulting with the P&C and local AECG.
- Clear communication will continue to be achieved through regular contact (phone calls, meetings, interviews) and data tracking on School Bytes.
- Sharing student success around behaviour through school systems, such as Postcards, regular communication of student points, invitations to reward events.
- Informing parents of current PBL focus areas through regular updates on the school Facebook page and Kalori school newsletter.
- Involving parents/carers in professional learning opportunities around behaviour management and antibullying strategies.
- Connecting parents/carers to support services through the Narromine Schools HUB.
- Using concerns raised through complaints procedures to review school systems, data and practices.

School-wide expectations and rules

Expectation – Be Respectful	Expectations – Be Honest	Expectation – Be Responsible
Follow Instructions	Tell the Truth	Move Safely
Speak Nicely	Care for ourselves and others	Do our best
Use Good Manners		Be Ready
Listen		Wear Uniform

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

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning	All staff at Narromine Public School participate in the teaching and rewarding of positive student behaviours at our school. This includes all teachers, administrative staff and support staff working within the school setting. Students are explicitly taught the expectations around behaviour in all school settings. Students are rewarded regularly for displaying the expected behaviours through the reward system.	All
Prevention	URSTONG - Friendology	URSTRONG Friendology program is a skills-based strategy that teaches child-friendly concepts, skills and language to help them build and maintain healthy friendships. Parents are given access to the parent website to assist them in supporting their child.	All
Prevention	Zones of Regulation	The Zones of Regulation is a framework designed to help individuals learn how to self-regulate their emotions. This framework is taught to all students K-6 and explicitly used to support targeted students.	All Outlined in specifics in targeted students Behaviour Management Plan (BMP).
Prevention	Positive Living Skills	The Positive Living Skills (PLS) program is an evidence-based comprehensive mental health and wellbeing approach based on a combination of social and emotional learning, preventative mental health, resilience and life skills.	All
Prevention	Mothers & Daughters / Fathers & Sons / Grand	Mothers and fathers are invited to the school to work with their child to participate in High Potential and Gifted Education interest activities to	All

Care Continuum	Strategy or Program	Details	Audience
	friends Program	foster adult care and interest in the schooling of their child.	
Prevention	Anti-Bullying Programs	Regular explicit teaching occurs around identifying, reporting and responding to bullying through programs such as social skills groups, PBL/PLS/Friendology lessons, engagement with Headspace, and awareness events such as Do it for Dolly. Students who are experiencing bullying form part of a professional solutions-based discussion at weekly muster meetings and are then supported by the whole staff, having regular check-ins with key staff members and chosen mentors.	All
Prevention	Transition	<p>Whole grade transition programs support students as they transition from preschool to school, between Year 2 and Year 3, and transition to high school.</p> <p>Individualised transition programs are implemented for high needs students when transitioning each year.</p> <p>Other transition supports include:</p> <ul style="list-style-type: none"> • Accessing regional supports • NGOs • Birth Certificates Centrelink Supports • Kindy Pack (Information for starting school and school hats to support positive start) • Stage One to Two transition – Sports shirt gifted to each student commencing 2025 	All
Prevention	Effective Classroom Practice	Teaching staff engage in professional learning around effective classroom practice to enhance student engagement and positive behaviour in the classroom. Professional learning occurs around PBL/PLS/Friendology/HPGE, brain	Teaching staff

Care Continuum	Strategy or Program	Details	Audience
		breaks, Zones of Regulation and trauma informed practice.	
Prevention	Royal Far West	Students identified by the Learning and Support team work with OT/Speech practitioners and in school therapists. Identified students receive regulation interventions with school practitioners. This is facilitated by Royal Far West.	Individual students K-6
Prevention	NDIS	Students identified by the Learning and Support team work with OT and Speech therapists funded by NDIS.	Identified students through LST
Prevention	Child Protection	Teaching child protection education is a mandatory part of the syllabus. Regular classroom lessons are delivered to students, professional learning is provided to staff, and FACS interventions and support procedures are in place.	All
Prevention	Human Sexuality	Students in Year 6 are exposed to specific content around health and hygiene, mental wellbeing and physical changes as delivered by NSW Health - Clinical Nurse Consultants.	Year 6 students
Prevention	Community Partnerships	Partnerships and consultation with the local AECG and Connecting to Country (DoE program).	AECG, Staff
Prevention/Intervention	Online Safety	Delivery of cyber safety and cyber bullying sessions by the Police Community Liaison Officer occur yearly.	Stage 3 students, Police Community Liaison Officer
Early Intervention	Sister Speak, Bro Speak/RAGE	Trained Aboriginal Education Officers at Narromine Public School and Narromine High School collaborate to deliver these programs to Aboriginal and Torres Strait Islander students in Stage 3.	Stage 3 students, AEO
Early intervention	Narromine Schools HUB	The LST refer students to the Narromine Schools HUB to access	Individual students, LST

Care Continuum	Strategy or Program	Details	Audience
		General Practitioners, Paediatricians and NGOs.	Coordinator, Principal
Early intervention	WHIN Nurse	Students identified by the LAST are referred to the WHIN Nurse for support.	Individual students, WHIN Nurse
Early/ Targeted/ Individual intervention	Hearing/Vision/ Dental	Hearing, vision and dental programs are offered to students to support active engagement in learning. Hearing, vision and dental screeners, follow up appointments and specialist supports are provided by the Brien Holden Foundation, Wellington Aboriginal Corporation Health Service, Narromine Dental, Hear our heart, Narromine Community Health, and Dubbo Paediatrics Clinic.	Identified Students
Targeted/ Individual intervention	DoE Hearing Team	One on one individualised in-school support is provided to students and their families who have identified hearing concerns.	Identified Students, DoE Hearing Team.
Early/ Targeted/ Individual intervention	Learning and Support	The LAST and LST coordinator works with teachers, students and families who require personalised learning and support. Students are referred firstly at a stage level, then at a whole school LST meeting, before being taken to the LST Executive meeting (Attendees - WHIN, School counsellor, LST coordinator, RFW Representative, Principal).	Teachers, LST coordinator and executive LST team.
Targeted/ Individual intervention	Attendance Support	Attendance is monitored by classroom teachers. Students with attendance concerns are referred to the attendance team involving a classroom teacher representative, Home School Liaison Officer, SLSO and Principal. Plans are put in place with students and families to improve attendance and address barriers. School Bytes is used to track attendance data, reward positive attendance and identify students who require supports such as PAPs.	All

Care Continuum	Strategy or Program	Details	Audience
Targeted/ Individual intervention	Individual Behaviour Support Plans	These may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans. Classroom teachers, the Learning Support Coordinator, parents/carers and students collaboratively design, implement and review these plans regularly. If required, for high needs cases, regional supports such as APPL are accessed.	Teachers, LST Coordinator, Parents/ carers, individual students
Targeted/ Individual intervention	High Potential and Gifted Education (HPGE) programs	HPGE programs are embedded across all classrooms and explicitly outlined in Individualised Education Plans to ensure all students are engaged in learning. Students are identified, provided with targeted opportunities and extended. Staff engage in evidence-based professional learning in this area.	All Individual students
Targeted intervention	Toileting/ Health and Hygiene plans	The LST refers students to the toileting, health and hygiene programs as required and outlined in the Individual Learning Plans	Individual students, LST team and coordinator
Targeted intervention	Medication	Administration of medication to support the learning needs of students by trained, experienced staff members, according to individual students' medical plans.	Individual students, LST team and coordinator
Targeted intervention	NGO Supports	The LST refers students to NGOs as required. Some of these services include but are not limited to; Mission Australia, Orana Support Services, Uniting Family, Burnside Brighter Futures, CAMHS, Dubbo Mental Health, Ability links, Care West, Lands Council, Centerlink, Narromine Pharmacy, Peak Hill Aboriginal Medical service, Wellington Aboriginal Medical Service, NDIS providers, Macquarie OT, Challenge Children Services, Life Without	Individual students, LST team and coordinator

Care Continuum	Strategy or Program	Details	Audience
		Barriers, Connect All, MSTCAN, STEPS, Marathon Health.	
Targeted intervention	Stewart House	The LST team and teaching staff identify students who would benefit from the Stewart House program. Students are supported for two weeks each year experiencing minor medical interventions and recreational opportunities.	Individual students, LST team, teaching staff
Individual intervention	High needs interventions and supports	When students are identified as requiring high needs intervention and supports the school will access support services, such as Team Around a School support services, behaviour specialists, SE01 and 2 for student services, Boys to the Bush, Main SSP, Yawarra SSP, Network Specialist, Barnardos, MAPA training, Critical Incident Reports, WHS structures, EAPS, the Injury hotline.	Principal, LST coordinator

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

Identifying behaviour of concern, including bullying and cyber-bullying

A behaviour of concern is challenging, complex and 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.

Narromine 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 cyber-bullying. Students who have been bullied will be offered appropriate support, for example through a counselling service.

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

- At school
- On the way to and from school – The school and the parents will work together to support the student.
- 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 – The school, the parents and where appropriate the local police will work together to support involved students.
- When using social media, mobile devices and/or other technology involving another students or staff member – Parents will be communicated with and supported to help their child make positive choices when using social media.

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 judgment 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 the teachers and in the classroom.
- **Executive managed** – Behaviour of concern is managed by the school executive.

- Safety and Security incident notification to occur when critical incidents/ near misses have taken place.

Corrective responses are recorded in the school’s behaviour and wellbeing system on School Bytes.

Corrective responses include:

- Rule reminder
- Re-direct
- Offer choice
- Error correction
- Prompts
- Reteach
- Seat change (classroom)
- Stay in at break to discuss/ complete work (appropriate for student ability)
- Walking with the teacher (playground)
- Conference
- Planning room
- Restorative practices
- Communication with parent/carer
- Referral to AP Welfare
- Police notifications

Narromine Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and expectations. The whole school Positive Behaviour for Learning program and supporting programs, as outlined above, 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 engaged by the same thing or in the same ways. 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 behaviour 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 to correct responses
- Enhance self-esteem and build an internal focus of control.

Preventing and responding to inappropriate behaviour and behaviour of concern

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed	Targeted/Individualised Responses to behaviours of concern are executive managed
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 emotional regulation visuals and/or supports so that the student can self-regulate.	1. Contact office to seek help from executive straight away if there is any risk to staff, student or peer safety. Otherwise notify students stage supervisor or executive ASAP and before the end of the school day personally and via School Bytes.
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, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Executive and classroom teacher 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>3. Tangible reinforcers include: SuperVals, Postcards, Class certificates, Class PBL rewards, Stage rewards, 100 point reward days, PBL discos, Principal awards, Gold Level, Behaviour level rewards, profile books.</p> <p>Positive behaviour data recorded on School Bytes System to inform end of year behaviour level.</p>	<p>3. Use direct responses e.g. expectation reminder, re-teach, provide choice, scripted interventions and/or student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied. If behaviour continues corrective responses are implemented (as outlined above).</p>	<p>3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on School Bytes and contact parent/carer by phone or email. Executive/principal may consider further action e.g. formal caution or suspension.</p>
<p>4. Social emotional learning lessons are taught weekly. Refer to programs in the care continuum section.</p>	<p>4. Teacher records on School Bytes under wellbeing – incidents, as soon as possible or by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the AP welfare if involving racism, violence or bullying.</p>	<p>4. Refer to the schools 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.</p>
Parents/Teacher Contact		
<p>Teacher contacts parents and carers to communicate student effort to meet expectations through phone calls, postcards, email and during parent/teacher interviews. Recognition rewards for positive individual and class behaviour are given out regularly. These include SuperVals, Postcards, class and assembly certificates, reward sessions and principal awards.</p>	<p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral Learning Support Team may be discussed.</p>	<p>Parent/ carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.</p>

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on the schools Behaviour system on School Bytes. These may include:

- Review and document incident
- Determine appropriate response/s, including supports for staff or students impacted
- Refer/monitor the student through the school learning and support team
- Develop and review individual student support plans, including teaching positive replacement behaviour and making learning and environmental adjustments
- Use of detention, 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, School Bytes parent portal, meetings)
- Formal caution of 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 – The school and the parents will work together to support the student.
- 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 – The school, the parents and where appropriate the local police will work together to support involved students.
- When using social media, mobile devices and/or other technology involving another students or staff member – Parents will be communicated with and supported to help their child make positive choices when using social media.

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](#).

Detention, reflection and restorative practices

Toilet and food breaks are always included when withdrawn from free choice play at either break planned as a response to behaviour. The maximum length of time will be appropriate to the age/development level of the student. Children participate in planned and directed activities during these sessions focused around identifying behaviour, identifying positive choices and planning for more appropriate responses aligned to the schools PBL expectations.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Principal A structured debriefing and planning after a crisis event.	As required dependent on crisis level of behaviour.	Principal and Assistant Principal Welfare	Documented in School Bytes Wellbeing, School Safety and Security directorate
Planning Room A structured debriefing and planning after a behaviour event with an individual student or group of students. This	Next 2 nd lunch session following the behaviour incident, usually	Assistant Principal Welfare	Documented in School Bytes Wellbeing

Strategy	When and how long?	Who coordinates?	How are these recorded?
session is designed for students to reflect on their behaviour choices.	day of incident or the next day. Further check-ins may be put in place if required.		
<p>Alternative Play Plan</p> <p>Withdrawn from free choice play and re-allocated to office, classroom or alternative play space following a breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices. This may also be necessary to keep students apart for a designated period. This may occur individually or in a group setting.</p>	<p>Next break. Further check-ins may be put in place if required.</p>	<p>Assistant Principal Welfare</p>	<p>Documented in School Bytes Wellbeing.</p> <p>Alternative play plans will be documented on Behaviour Management Plan if ongoing.</p>
<p>Restorative Practices</p> <p>Peer support groups including social stories, social skills groups, AEO support, quiet play spaces.</p>	<p>Scheduled as required.</p>	<p>Staffed as required.</p>	<p>Documented in School Bytes Wellbeing</p>

Consultation

Consultation occurred with members of the AECG and P&C on the ____.

Consultation occurred with staff on the 3rd February 2025.

Review dates

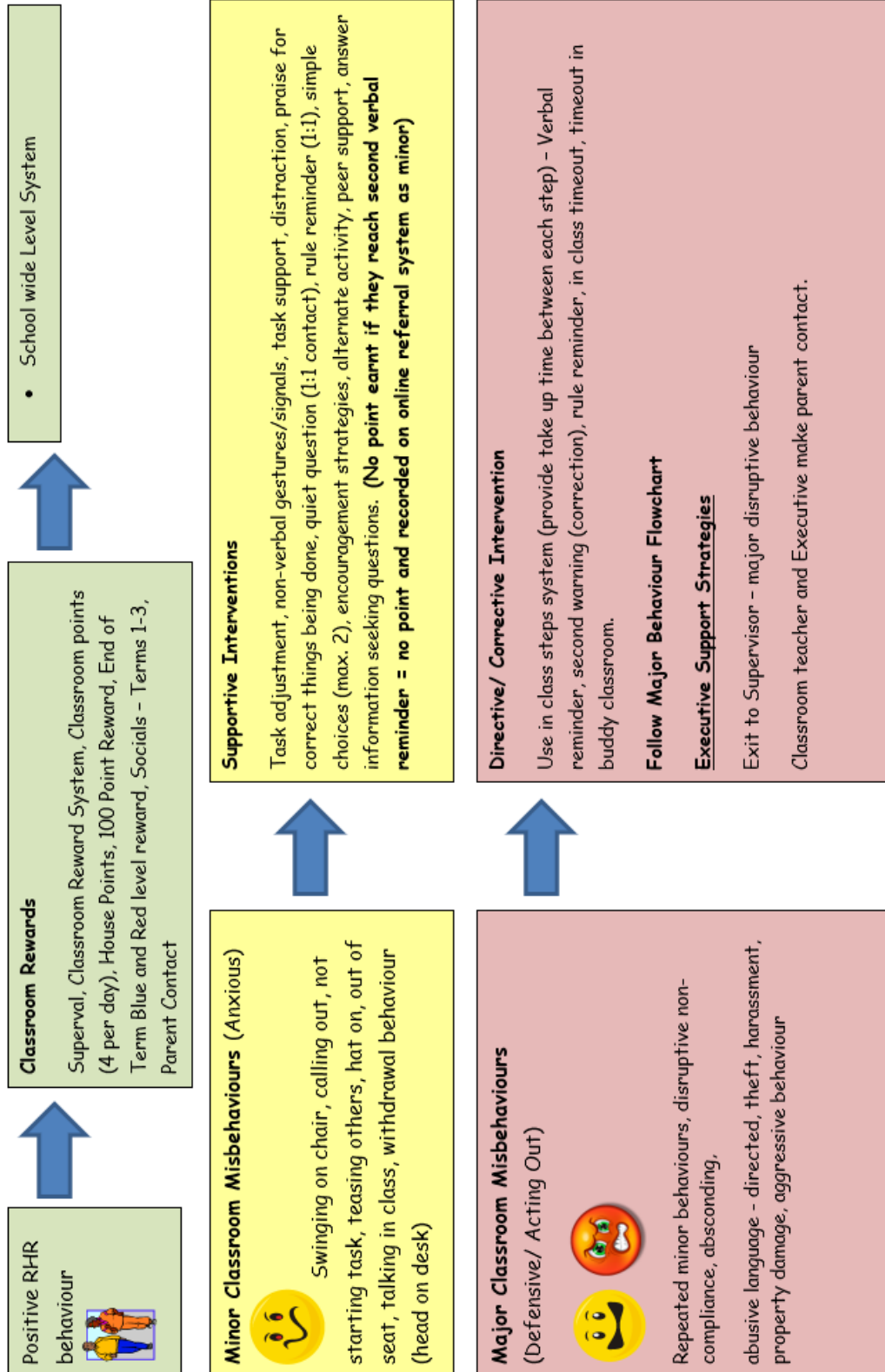
Last review date: 4th February 2025

Next review date: Term 3, 2025

Annual review date: 4th February 2026

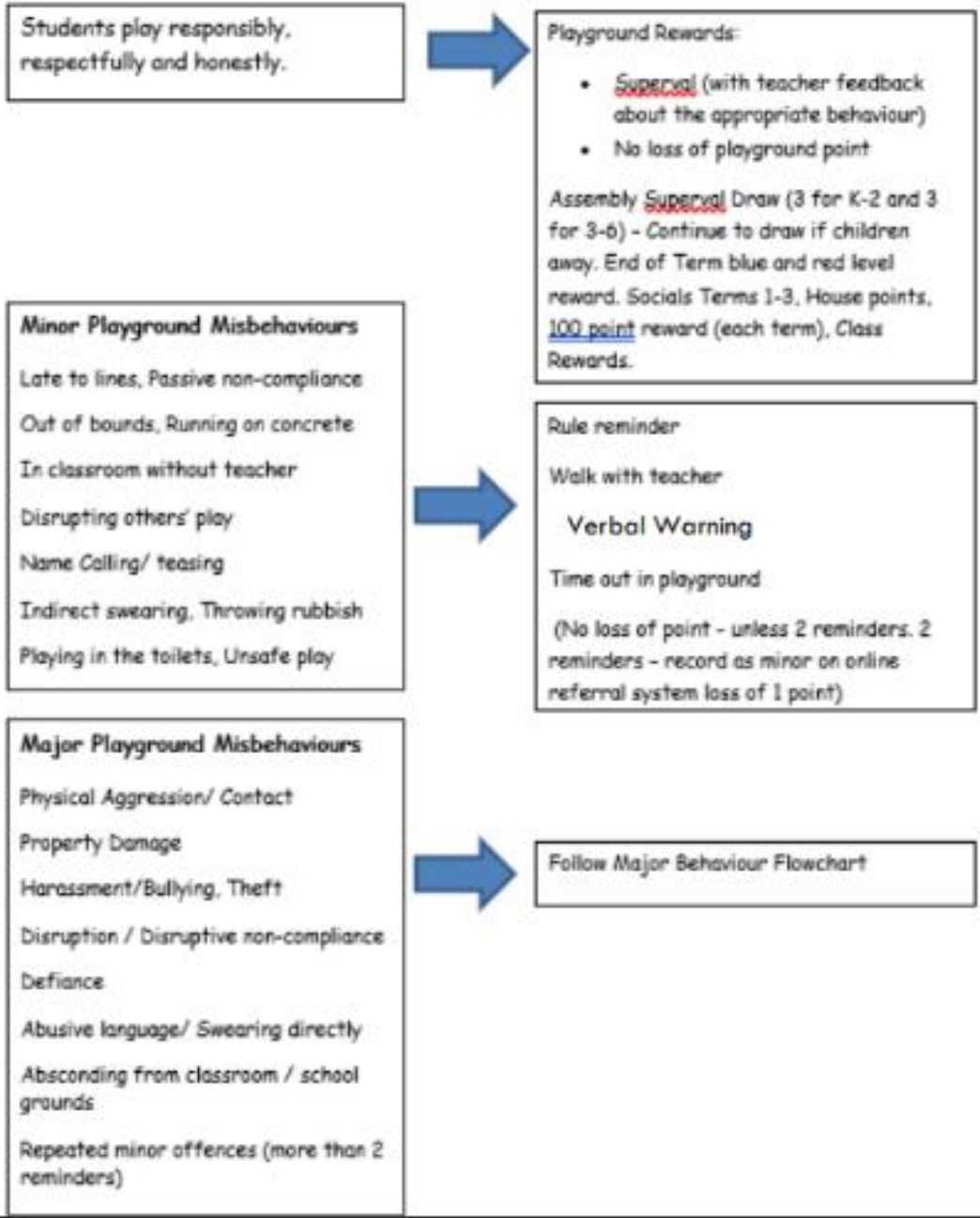
Appendix 1: Behaviour management flowcharts

Classroom Behaviour Management Flowchart

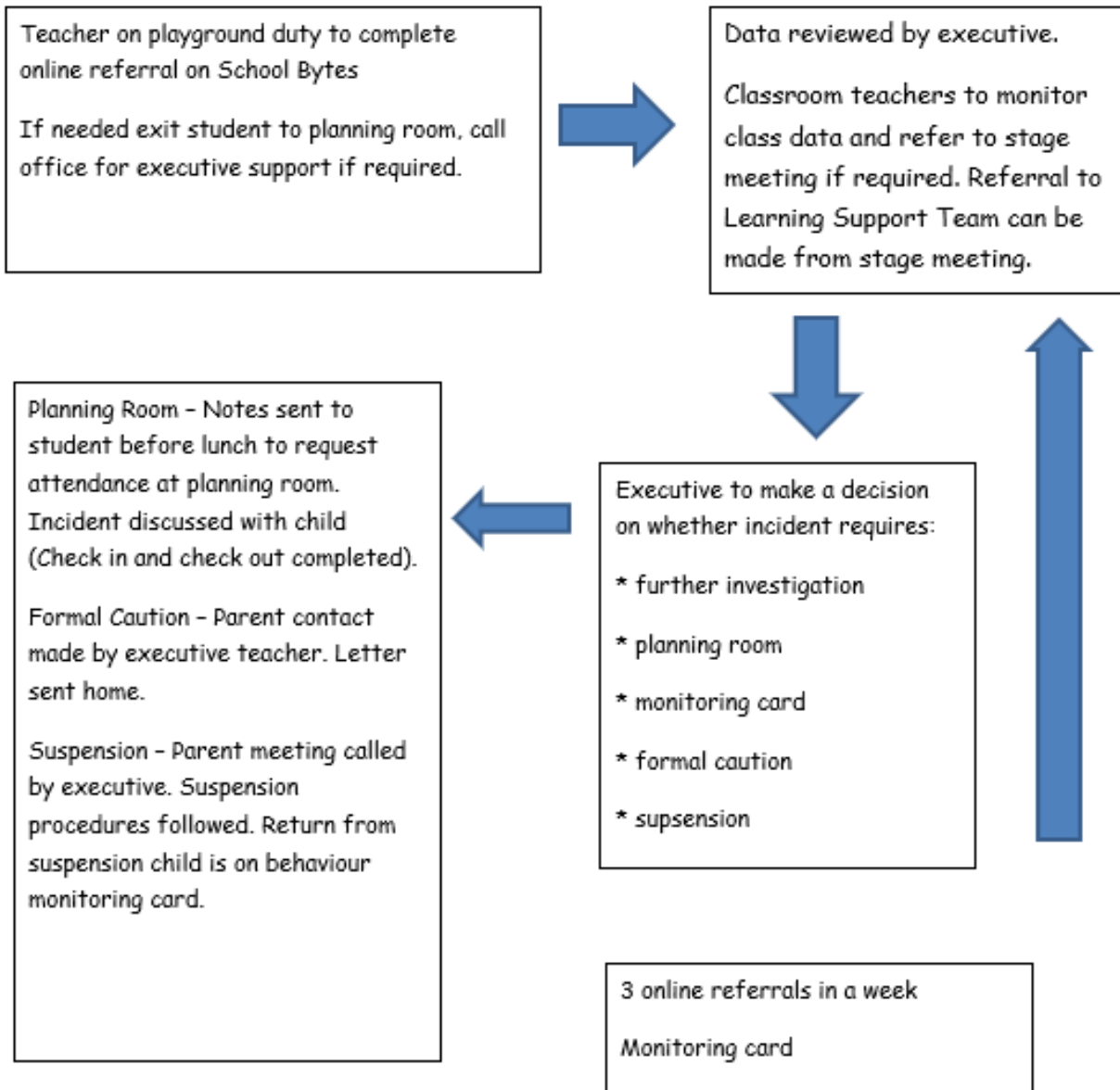


Playground Behaviour Management Flowchart

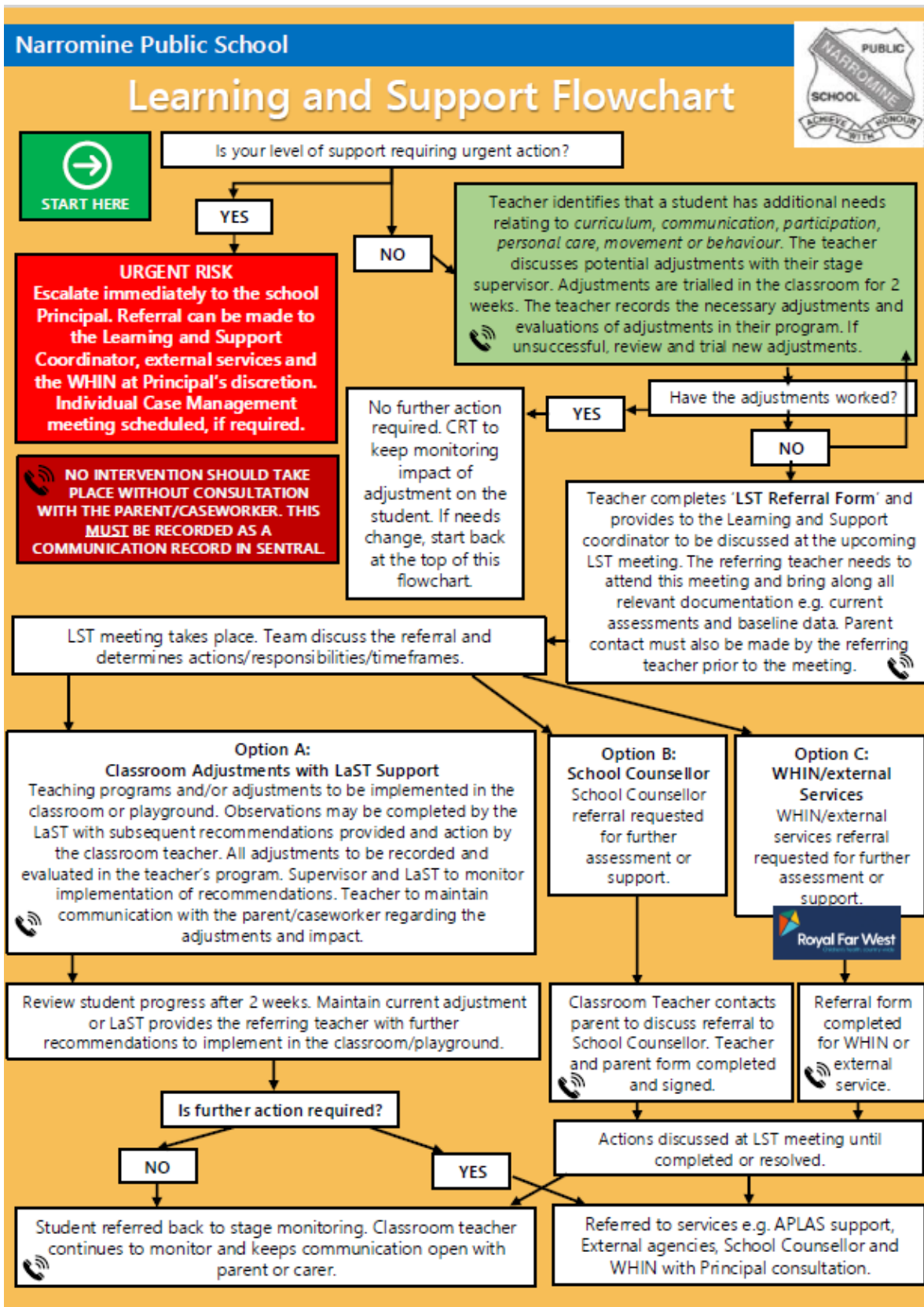
(It is important when talking with students to speak about consequences rather than punishment. Remember to use our Respect, Responsible, Honest language.)



Major Behaviour Flowchart



Appendix 2: LST Referral process





Adjustments prior to referral at Classroom and Stage Level.

Classroom Teacher

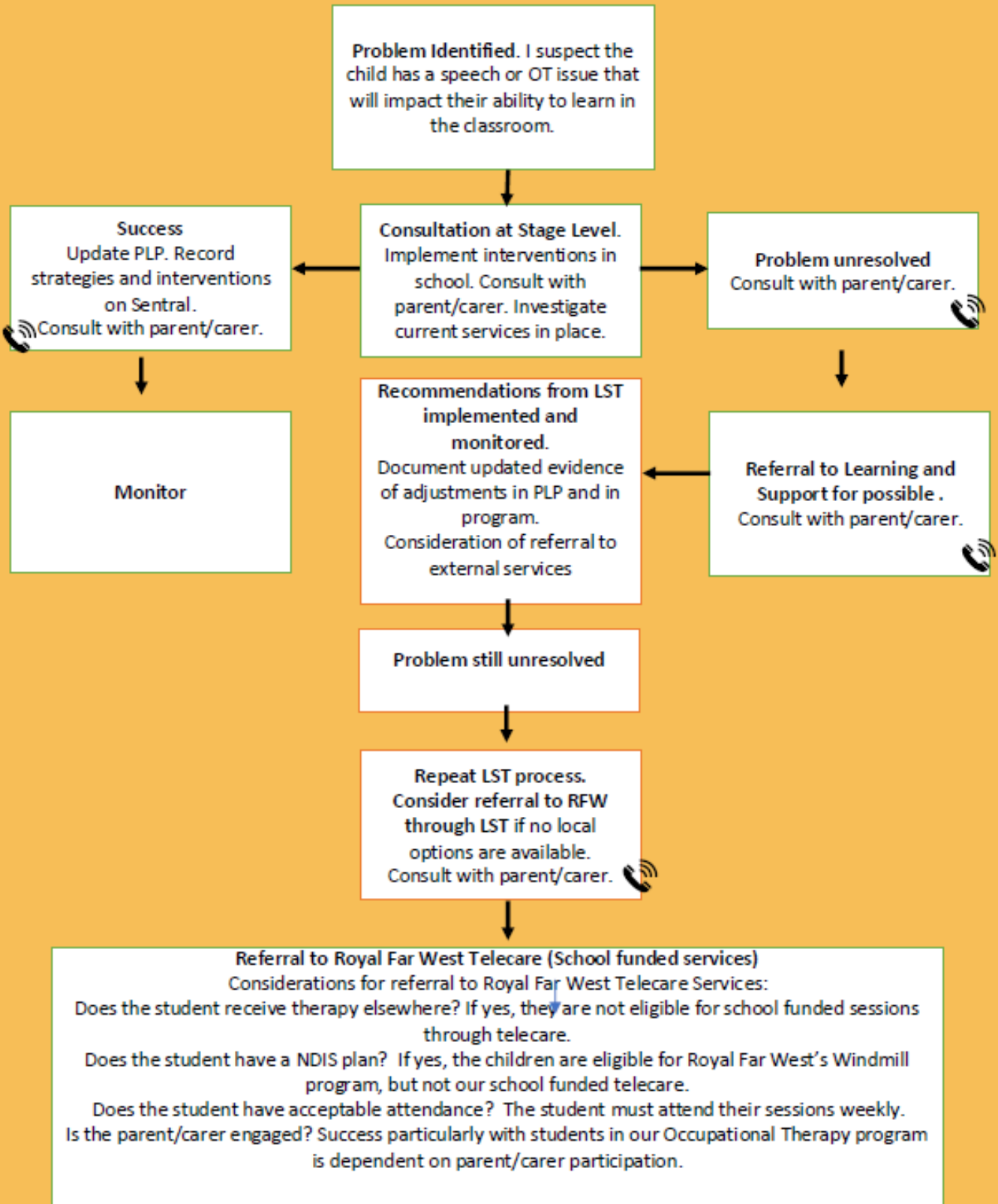
- Review of Pupil Record Card (PRC) for history of student.
- Discussion with past CRT for adjustment trialled and those that may have had success.
- Informal discussion with LaST regarding prior interventions or support.
- Regular contact with parent/carer regarding concerns. Supervisor, Principal or LaST to communicate with caseworker.
- Collect data including behaviour, academic and attendance.
- Research possible adjustments to trial, implement and evaluate impact.
- Referral to stage monitoring. Discussion of strategies as a team. Minuted by stage.
- Trial adjustments consistently for 1-2 weeks. Record adjustments trialled in program and evaluated.

Stage Supervisor

- Observation of student. Provide recommendations to implement for 1-2 weeks. Evaluate impact. New recommendations provided, if required.
- Model or team teach recommended strategies.
- Seek professional learning for CRT.
- Prompt regular contact with parent/carer regarding concerns. Contact caseworker to ensure consultation occurs.
- Recommendation of referral to Learning and Support if required.

NO INTERVENTION SHOULD TAKE PLACE WITHOUT CONSULTATION WITH THE PARENT/CASEWORKER. THIS MUST BE RECORDED AS A COMMUNICATION RECORD IN SENTRAL.

Referral to Royal Far West Telecare Services



Appendix 3: Bullying Response Flowchart



Appendix 4: Key Definitions

Term	Definition
Behaviour of concern	<p>A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions.</p> <p>It does not include low-level, developmentally appropriate behaviour.</p>
Bullying	<p>Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.</p>
Detention	<p>Detention and/or reflection is a disciplinary consequence that schools may use to address inappropriate student behaviour. Detention and reflection are applied as close as possible to the breach in behaviour. It allows the school to provide timely support to students to assist them to achieve the desired behaviour, to reflect on their behaviour and make positive choices. The student is always supervised by a staff member.</p>
School behaviour support and management plan	<p>An operational document that outlines school processes and practices for behaviour support and management. It must be published on the school website so it is available to all students, parents, carers and school staff.</p>
Time-out	<p>Teacher-directed time-out is a de-escalation strategy and occurs where a student is directed away from an educational activity or setting when they engage in behaviours of concern. It is used after other de-escalation strategies and teaching practices have been tried.</p> <p>Self-directed time-out enables a student to remove themselves from a situation or environment causing stress. It is a planned informal behaviour support strategy that may be used as part of a behaviour support response and documented as an agreed strategy.</p>

Appendix 5: Roles and responsibilities

Roles and responsibilities

Public schools, including Directors, Educational Leadership; and Delivery Support – Team Around a School:

- provide proactive and responsive specialist advice and support for schools in the development, implementation and monitoring of the School behaviour support and management plan (SBSMP).

Principals:

- lead the school community in developing, implementing and monitoring the SBSMP
- facilitate the annual review of the SBSMP
- ensure consultation with the school community, including school staff, students, parents or carers, in the development, implementation, and review of the SBSMP, as appropriate.

School executive, teachers, school learning support teams and school support staff:

- contribute to developing, monitoring and reviewing the SBSMP, as appropriate
- implement the processes and strategies within the SBSMP.

Parents or carers:

- work in partnership with the school to implement the SBSMP, supporting their child to abide by the [Behaviour code for students](#), resolving issues about their child's behaviour, and communicating with school staff and the school community respectfully and collaboratively consistent with the [School Community Charter](#)
- be involved in consultation with the school during the development, monitoring and review of the SBSMP, as appropriate.