



BLUE HAVEN PUBLIC SCHOOL

Blue Haven Public School

School Behaviour Support & Management Plan

Principal: Dale Edwards Network: Tuggerah Lakes

Revised in 2025

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Overview

Blue Haven Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs are prioritised and valued by the school community to provide practices and strategies to help support and enhance pro-social behaviour. These strategies include promoting positive behaviour, prevention and early intervention strategies, providing targeted support for vulnerable student cohorts – and managing behaviours of concern. Blue Haven Public School will implement a whole-school approach to promote positive behaviour and social-emotional learning through prevention, early intervention, targeted intervention and individual intervention.

Blue Haven Public School implements school-wide Positive Behaviour for Learning (PBL) practices which focus on the core values of being Safe, Respectful and Responsible learners. The school uses PBL to reinforce positive expectations using a school-wide matrix, fast and frequent rewards and management flowcharts for all staff.

Blue Haven Public School conduct ongoing reviews of all existing wellbeing processes and policies including behaviour matrix, social-emotional learning, as well as PBL knowledge and understanding.

Expectations

At Blue Haven Public School, we are committed to providing a safe, comprehensive and supportive environment with a positive and inclusive school culture that promotes the wellbeing and success of all. Schools need to be safe and happy places for students and their teachers. Student welfare is enhanced when all members of the school community participate in the learning programs and life of the school. For this to occur, public schools need to be places where every student can learn and grow with confidence. Students develop best in schools where teaching and learning occur in the context of student welfare.

Working together in a positive school climate supports learning and wellbeing. The development of positive relationships and consistently high expectations enables all stakeholders to accept responsibility for their learning and wellbeing in a safe and supportive environment. The physical, social and emotional wellbeing of all students, staff and community members is supported in the school environment.

Behaviour code for students

The Department of Education's Behaviour Code for Students can be located [here](https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-strategy/the-student-behaviour-strategy) and is available on the Department's website. <https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-strategy/the-student-behaviour-strategy>

Whole School Approach

Care Continuum	Strategy or Program	Details	Target Audience
Prevention	Positive Behaviour for Learning (PBL)	School-wide expectations, Behaviour Management Plan (matrix), 'Fast & Frequent's' rewards (Donny Tokens), Weekly lessons based upon data and need.	All students
	Social Emotional Learning (SEL)	Weekly lessons aim to develop understanding and skills to: nurture a positive sense of self, promote respectful relationships, and build capacity to manage emotions, behaviours and interactions with others.	All students
	Classroom Adjustments	Differentiated, Supplementary, Substantial or Extensive (NCCD)	Identified students
	Quiet Play	Daily opportunity to support individual playground needs.	Identified students
	Rumbles Quest	Rumble's Quest provides primary school children with an opportunity to report their wellbeing across four domains central to their lives at this stage of development.	Year 1 -6
Early Intervention	Communication with Parents/Carers	Phone calls, emails, texts or Sentral Parent Portal contact.	Parents/Carers
	Learning & Support Referral/Caseload	Referral made by classroom teacher for additional support and advice.	Identified students
	Transition Program/s	Includes high school, kindergarten, new enrolments and support classes.	Identified students
	Staff Communication Meetings	Critical information sharing to inform staff of students to monitor.	Staff
	Behaviour Management Plan	Formal plan using the CPI Crisis Development scale for proactive behaviour management. Proactive approach for vulnerable students, ensuring a successful day when CT is absent.	Identified students
	Risk Management Plan	Formal plan when a student is presenting WHS risks in the school.	Identified students
Targeted Intervention	Playground Plan	For students who require playground support and/or very close monitoring for a limited amount of time, with frequent review.	Targeted students
	Buddy Class / Executive	For students who require a circuit breaker & time to reflect.	Identified students
	Reflection Room	Restorative Justice discussions are held with executive staff regarding behaviours of concern.	Identified students

	Social Groups (Tier 2 programs)	Intervention focusing on social/emotional wellbeing.	Identified students
	Functional Behaviour Assessment (FBA)	Completed in consultation with Learning and Support to assist with antecedent triggers.	Students with at-risk behaviour
	Zones of Regulation	Using the common language and scale to assist students in identifying emotions.	Students with at-risk behaviour
Individual Intervention	Monitoring Cards	Given to students after receiving an orange level or a warning of suspension (red), to support ongoing check-in with an executive.	Students with at-risk behaviour
	Allied Health Support	In-school support such as OTs and speech. As well as, supporting	Students with at-risk
		External Providers (organised by parents or carers).	behaviour
	Disability Confirmation Sheet (DCS)	A Disability Confirmation Sheet(DCS) to assist with recognised diagnosis.	Students with at-risk behaviour
	Access Request (AR)	Completed by the school for either Support Class placement or Integrated Funding Support.	Students with health needs (inc. NDIS) or a disability
	Learning & Wellbeing Officer	Provides advice and support to access non-school-based resources.	Students with complex behaviour
	Part Day Exemption	A formal plan to assist students with transition back to school.	Students with complex behaviour
	Formal Caution	Issued for concerning or repeated behaviours that meet a certain threshold.	Students with complex behaviour
	Suspension	Issued for behaviour which endangers others or is at risk or repeated major behaviours.	Students with complex behaviour
	Behaviour Specialist	Accessed through the LWO to assist with strategies for dealing with behaviour.	Students with complex behaviour

Supporting Students and Managing Challenging Behaviours

To remain consistent across the school, all classrooms have 7 coloured circles on the wall with each student having a named peg or picture next to the circles. All students start on “Good Choices” at the beginning of the day. Throughout the day, as they make outstanding choices, or need some reminders of our expectations, their pegs move through the circles. All students who end the day on “Outstanding” receive a BHPS “I was outstanding today” sticker to take home.

Behaviour Circles	
	<p>Outstanding - Moving the student's name next to Outstanding means that you have followed ALL of the school rules and ALL of your teacher's instructions.</p>
	<p>Good Choices - Having your name next to Good Choices, means that you are being Safe, Respectful and Responsible in class.</p>
	<p>Expectations Reminder - If your name is moved to Expectations Reminder, your teacher is telling you that you are not being Safe, Respectful or Responsible. This is a warning to remind you to follow the class expectations.</p>
	<p>Warning Move Seats - If your name is moved next to Warning Move Seats, this means that your teacher is asking you to move away from others and to think about your behaviour because you are still not following the expectations of Safe, Respectful and Responsible.</p>
	<p>Short Time Out - If your name is moved to Short Time Out, your teacher is telling you that you are still not choosing to be Safe, Respectful or Responsible. Once you are on Short Time Out, your name will remain there for the rest of the day. This means you will receive a short time out and there may be consequences such as loss of playtime.</p>
	<p>Long Time Out - If your name is moved to Long Time Out it is because after three warnings you have continued to not display our school expectations of being safe, respectful and responsible. Your parents will be called and you will complete a lunch and recess session in the Reflection Room the following day.</p>
	<p>Executive - If your name is moved to Executive it is because you have refused to receive a Long Time Out or you have continued to not display our school expectations of being safe, respectful and responsible after returning to class. Your parents will be called and you will complete 2 Reflection Room sessions and you will also be on an orange monitoring card.</p>



	Short Time Out	Long Time Out	Orange Level	Red Level- Formal Caution
Observe inappropriate behaviour PROMPT: Provide a verbal and/or visual cue to remind student of appropriate behaviour REDIRECT: Re-state the appropriate behaviour from the matrix RE-TEACH: State and demonstrate the matrix behaviour. Have student demonstrate and provide feedback	<ul style="list-style-type: none"> Refusal to follow a reasonable request Playing/disturbing others in toilets Out of bounds Disrupting others' games Excluding others Throwing food Rough play Late to class Climbing trees No hat and not playing in the shade Minor teasing /annoying others Inappropriate language / comments Spitting on ground Dropping litter Telling lies Calling out continually Classroom disruption Inappropriate comments Not handing in technology devices Drawing on self 	<ul style="list-style-type: none"> Continuing STO behaviour Refusing STO Absconding Throwing an object with intent Not following road rules Minor physical aggression (pushing/shoving) Repeating disruptive behaviours Instigating negative behaviour Aggressive language Intimidation (verbal/physical) Inappropriate language or gestures Going through the belongings of other students 	<ul style="list-style-type: none"> Bullying/coercion/harassment Continued non-compliance Deliberate destruction of school/others' property Discrimination – racial, sexual or religious. Refer to ARCO Offensive language and gestures about or towards a staff member, student or community member Physical aggression – with the intent to cause harm Chronic minor infractions <p style="text-align: center;">3 Long Time Outs Within 5 school weeks (teacher to monitor + enter on Sentral)</p>	<ul style="list-style-type: none"> Bullying/ cyber-bullying Continuing persistent behaviour posing unacceptable risk to another person's learning and/or wellbeing Destruction of property that poses unacceptable risk to health and safety Abuse (psychological, verbal, sexual, racial - Refer to ARCO) Racism or discrimination Misuse of technology Criminal behaviour (weapons, drugs, stealing and absconding) Aggressive behaviour Physical violence <p style="text-align: center;">3 Long Time Outs Within 5 school weeks after receiving Orange Level (teacher to monitor and executive to enter on Sentral)</p> <p style="text-align: center;"><small>An immediate suspension may be issued dependent upon the severity of the incident (Principal)</small></p> <p style="text-align: center;"><small>Repeated incidents involving this type of behaviour may result in a suspension (Principal)</small></p>
	When determining the consequence for a behaviour it is important to individually consider factors such as the frequency, intensity and duration of the behaviour when determining appropriate level due to the overlap of behaviours across the matrix.			
Consequence	<ul style="list-style-type: none"> Withdrawal time with the playground duty teacher/ teacher who logged incident administers light consequence as close as possible to time of incident E.g. apology & short time out (walk with the teacher, restorative justice, think and reflect time) Teach expected behaviour 	<ul style="list-style-type: none"> 1 visit to the Reflection Room for restorative justice discussion recess the following day Teach expected behaviour 	<ul style="list-style-type: none"> 2 recess visits to the Reflection Room for restorative justice discussion Cannot represent the school or participate in extracurricular activities for 2 weeks Further 3 LTOs will result in Red Level – Formal Caution Orange monitoring card 	<ul style="list-style-type: none"> 5 recess visits to the Reflection Room (3 visits restorative justice, 2 visits check-in – dependent on monitoring card) Cannot represent the school or participate in extracurricular activities for 5 weeks (Red & Suspension) Red monitoring card
Action	<ul style="list-style-type: none"> Enter on Sentral 	<ul style="list-style-type: none"> Enter on Sentral - enter following recess Reflection Room (<i>The teacher who issued the long time out</i>) Phone call to parents that day (<i>Classroom teacher, RFF or AP if CT is away, RFF teacher to communicate with CT prior to phone call</i>) 	<ul style="list-style-type: none"> Enter on Sentral - refer to Reflection Room for the following two recesses (<i>teacher</i>) Letter to parents the following day (<i>Executive</i>) Phone call/interview to parents (CT/AP) (<i>Executive</i>) Issue 2-day Orange Monitoring card (<i>Executive</i>) Discuss with Stage AP to trial and document strategies and put plans in place 	<ul style="list-style-type: none"> Enter on Sentral (<i>Executive</i>) - refer to Reflection Room for the following five recesses (<i>teacher</i>) Letter to parents (<i>Executive</i>) Phone call/interview to parents (<i>Executive</i>) Discuss with Stage AP to set up, review and document student plans (<i>teacher</i>) Refer to LST and/or DP (<i>teacher with AP support</i>) Issue 5-day Red Monitoring card (<i>Executive</i>)

Short Time Out- A Short Time Out (STO) is based upon demonstrated behaviours, identified in the matrix will spend time reflecting and re-teaching the appropriate and expected behaviours.

Long Time Out- If a student is constantly displaying inappropriate behaviours or are aggressive, they will receive a Long Time Out (LTO). A LTO will result in one day of Reflection Room, a phone call to parents and a letter sent home. There are 2 types of LTOs: Continued Disobedience (moving through the circles identified above) or Aggressive Behaviour requiring immediate action and consequences.

Orange Level- A student may be placed on Orange Level for: Continued Disobedience (3 Long Time Outs for any reason within 5 school weeks) or more serious Aggressive Behaviour requiring immediate action and consequences. An Orange Level results in a phone call to parents, a letter home, 2 visits to the Reflection Room, an orange monitoring card and being unable to participate in extracurricular activities for 2 weeks.

Red Level Formal Caution- A student may be placed on a Red Level and given a Formal Caution for: Continued Disobedience (3 Long Time Outs for any reason within 5 school weeks following an Orange Level) or very serious Aggressive Behaviour requiring immediate action and consequences. A Formal Caution results in a phone call or meeting with parents, a letter home, 5 visits to the Reflection Room (3 days reflecting, 2 days Reflection Room check-in depending on monitoring card), a red monitoring card and being unable to participate in extracurricular activities for 5 weeks. Students at this level should be referred to the Deputy Principal, Learning and Support and appropriate supports will need to be reviewed and documented.

Promoting Positive Student Behaviour

Blue Haven Public School implements school-wide Positive Behaviour for Learning (PBL) practices which focus on the core values of being Safe, Respectful and Responsible learners. The PBL framework ensures all students are explicitly taught the expected behaviours and establish clear and consistent boundaries. Staff take a proactive, preventative approach to ensure all students receive the appropriate level of support to help them to be successful at school. Tier 3 systems of support provide additional layers of support for students requiring access to intensive individual interventions to enable them to successfully engage at school.

Throughout the year, students earn Donny Tokens for displaying positive behaviour both in the classroom and the playground. They can use these to purchase rewards at various times. Some examples of rewards include:

BHPS DONNY TOKEN MENU

- 40 TOKENS**
 - Shoes off for a session
 - Sit next to a friend for a session
 - Teacher assistant for the day
 - Read a story to a teacher
- 60 TOKENS**
 - Ice block
 - Donny time in classroom (computer, art, reading, Lego)
 - Donny Break
- 100 TOKENS**
 - Donny Merchandise (wristband, stressball, pencils, rubber)
 - Choose a song to play in class
 - Donny photo
- 150 TOKENS**
 - Postcard home
 - Donny handball
 - 10 minute game with a teacher (recess/ lunch)
- 200 TOKENS**
 - Select the bell song
 - Mr Preston assistant
 - Recess with an Executive
 - Mufti (last day of term only)

BHPS DONNY TOKEN CHEAT SHEET

TOKENS	REWARD	TEACHER NOTES
40	Shoes off in class for a session	Shoes must be worn if leaving the room
	Sit next to a friend in class for a session	Not with a casual Consider personalities- not if there will be problems
	Teacher Assistant for the day	Ideas: answer phone, odd jobs, use the clicker for a lesson
60	Read a story to your favourite teacher	Classroom teacher to organise day and time (recess or lunch only)
	Ice block	Zooper Dooper in staff freezer
	Donny time in classroom (computer, art, reading, Lego)	10 mins at the end of the day To be used on a day which best suits the room and teacher
100	Donny Break	Choose a body break activity for the class for 10mins
	Donny Merchandise (wristband, stressball, pencils, rubber)	Kept in office Teacher will need to collect and distribute
	Donny photo	Fortnightly Needs to be booked with google form
150	Choose a song to play in class	Teacher to organise an appropriate time to play in class
	Postcard home	Send an email to Dale with specific comments about the student's work and who to address it to. Office to send to parents and check address and names
	Donny Handball	Kept in office. Teacher will need to collect and distribute
200	10 minute game with a teacher	Classroom teacher to organise day and time (recess or lunch only)
	Choose the bell song	Teacher to speak with bell roles and responsibilities
	Mr Preston's assistant	Google form to PBL team with details- team will communicate the time and day. Organised day once a fortnight at a specific time.
	Recess with an executive	Google form to PBL team with details- team will communicate the time and day. Organised day once a fortnight at a specific time.

Additional notes:

- Resets each year
- Class teacher to manage on spreadsheet when tokens spent
- Hand in and calculate tokens Fridays- tally on spreadsheet
- Teacher to collect rewards or speak with staff member this effects to agree on a time
- Rewards to be taken or given at a time which suits the class- does not have to be on the day
- Tokens to be collected and stored at teacher discretion

Additional School Supports

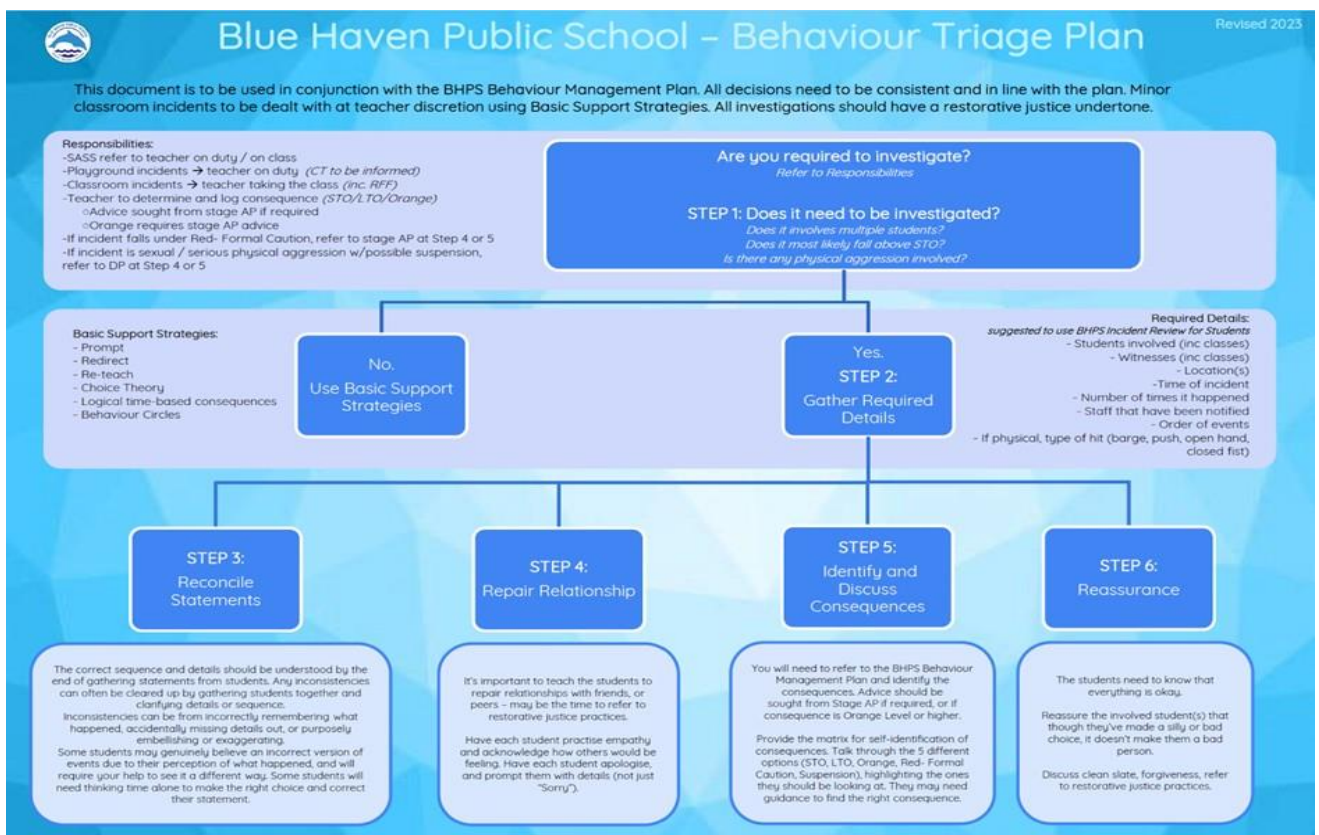
Blue Haven Public School identify a Anti-Racism Contact Officer (ARCO) every year. This is a teacher or executive staff member who has been nominated by the principal to support anti-racism education in the school. Our school's ARCO is: Mrs Carolyn Fletcher (Learning & Support Teacher).

In 2025 we have introduced an Anti-Bullying Contact Officer (ABCO). This is a teacher or executive member of staff who has been nominated by the principal to support anti-bullying education in the school. They are instrumental in working with individuals and groups of students who have engaged in bullying behaviours as well as supporting students who have been the victims of bullying behaviour. They are also a conduit for our parents to have access to a staff member for support and information. Our school's ABCO is: Mrs Jordyn Smith (Stage 3 class teacher).

Restorative Conversations

The Blue Haven Public School Behaviour Triage Plan and Investigation Support document is to be used in conjunction with the School Behaviour Support and Management Plan. All decisions need to be consistent and in line with the plan. Minor classroom incidents are to be dealt with at the teacher's discretion using basic support strategies. All investigations should have a Restorative Justice undertone.

The way we question, and prompt students can have a major impact. When investigating, we take a Restorative Justice approach to work with students, rather than doing things to or for them. Consideration is given to ensure the student has regained their emotional control before discussing the incident. Restorative Justice is a teaching and learning approach that promotes self-regulation and encourages behaviour that is empathy-based, supportive and respectful. It puts the onus on individuals to be accountable for their behaviour and repair any harm caused to others because of their actions.





The way we question and prompt students can have a major impact. When investigating, try to take on a restorative justice approach that works with students, rather than doing things to them or for them.

Consider if the student has regained their emotional control prior to commencing discussing the incident.

Restorative Practice is a teaching and learning approach that promotes self-regulation and encourages behaviour that is supportive and respectful. It puts the responsibility on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions.

Questions that promote discussion about consequences and encourage personal reflections have the potential to elicit empathy, remorse and learning. When working restoratively with young people, it is important to:

- ask specific questions that encourage reflection and problem-solving
- use active listening skills
- avoid interrogation or asking "Why?", which can cause a defensive response
- recognise that in some situations there are no 'quick fixes' and it may require further intervention or support to see positive behaviour change.

What happened? When did it happen? Who else has been affected? Why did it happen? Is this the first time this has occurred?	<ul style="list-style-type: none"> • Value the student's voice and perspective. • Focus on the timeline of events without blame. • Understand and identify triggers.
What were you thinking about at the time? What could you do differently next time?	<ul style="list-style-type: none"> • Develop emotional literacy by linking thoughts, feelings and actions.
What have your thoughts been since?	<ul style="list-style-type: none"> • Assess reflection following the incident when emotions have de-escalated.
Who has been affected by what happened?	<ul style="list-style-type: none"> • The key question to trigger empathy and remorse. • Think beyond those directly involved to see the 'ripple effect' of actions and consider the personal impact.
In what way have they/you been affected?	<ul style="list-style-type: none"> • Name or describe the impact and acknowledge the consequences.
What do you think you need to do to make things right?	<ul style="list-style-type: none"> • Devise agreed, realistic and meaningful resolutions to heal the harm.
If the same thing happened again, what would you do differently? What can we do to help you when you feel distressed?	<ul style="list-style-type: none"> • An opportunity for learning and verbalising alternative strategies. • There is also an opportunity to ask what the student would like us not to do during these moments.
I appreciate you talking to me. Do you agree with the statement/ plan we just discussed?	<ul style="list-style-type: none"> • Give back responsibility, provide support and encouragement to rebuild the rapport.

Professional Learning

Course	Who	Purpose	How often
PBL	All staff	Tier 1 Classroom systems of support Tier 1 School-wide systems of support Tier 2 Targeted systems of support Tier 3 Individual systems of support	As needed throughout each year.
Crisis Prevention Institute CPI Safety Intervention (Verbal strategies only)	All staff	This training provides skills to build a culture of safety. CPI Safety Intervention training is designed to build knowledge and skills required to recognise and manage crisis behaviours using verbal strategies only.	Every two years (even years)
Crisis Prevention Institute CPI Safety Intervention Trainer Course	Deputy Principals Selected Assistant Principals	This training provides the critical skills to train other staff in CPI Safety Intervention training. Participants are taught verbal and non-verbal strategies to prevent the development of a crisis situation.	Every two years

Disability Standards for Education e-learning	All staff	A package of e-learning lessons on the Disability Discrimination Act 1992 (DDA), with a focus on the Disability Standards for Education 2005 (the Standards), has been developed to provide	Every 3 years
		professional learning for teachers. These lessons are now a compulsory element of professional learning for principals, DELs and school executive staff as part of changes implemented under the department's Disability Strategy in 2020.	
Online Training Modules (various)	All staff	<ul style="list-style-type: none"> ● Supporting Student Wellbeing and Mental Health ● Understanding Autism Spectrum Disorder ● Speech, Language and Communication Needs ● Understanding and Supporting Behaviour ● Understanding Attention Deficit/Hyperactivity Disorder ● Anti-Racism Contact Officer Training 	As needed
Code of Conduct	All staff	The Code of Conduct describes standards of professional conduct that promote adherence to the department's and NSW public sector's values. All employees are expected to exercise sound judgement and live up to both the content and spirit of the Code.	Yearly
Child Protection	All staff	This training course focuses on recognising and responding to suspected risk of harm to children and young people resulting from problematic and/or harmful sexual behaviour. It also clarifies staff obligations under the reportable conduct scheme in NSW to ensure appropriate, caring and supportive relationships between adults (working in schools) and students. It aims to develop skills and understanding.	Yearly

Reviewing dates

The following are published on our school's website

- School Behaviour Support and Management Plan

Date Completed:	4th February 2025
Completed by:	Dale Edwards and Kristy West
Position(s):	Principal and Deputy Principal
Next Review date:	Term 1, 2026

Next Review date with community input:	Term 1, 2026
Principal Name:	Dale Edwards
Principal Approval date:	4th February 2025