



Bowden Brompton Community School

Behaviour support policy 2026

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Bowden Brompton Community School's behaviour support policy guides:

- Building positive, caring, and respectful relationships as central to school life.
- The inclusion of key foundational principles, Choice Theory, Trauma Informed and Positive Education into the school's practice.
- How staff will teach and model social and emotional skills, self-awareness, healthy relationships, and positive behaviours.
- The behaviour we expect of children and young people
- How staff, parents and carers will support positive behaviour
- The safe inclusion of children and young people.

Bowden Brompton Community School's policy aligns with:

- the Department for Education [behaviour support policy](#)
- Relationship and Wellbeing Guidelines Handbook
- SMART and BSEM practices.
- BBCS Pedagogical practice agreement

About behaviours

Children and young people's behaviours fall along a continuum. This means behaviour can range from safe to unsafe.

Range of behaviours

- Positive, inclusive and respectful behaviours.
- Developmentally appropriate boundary testing. This behaviour can interrupt learning but can be redirected.
- Behaviours that cause concern due to their severity, frequency and duration. This behaviour significantly interrupts learning and needs consistent guidance and support.
- Complex and unsafe behaviour which can place children, their peers and others in danger.

All along the continuum, the policy and practice approach is proactive, consistent, responsive and tailored to the child or young person's needs.

How we implement the department's policy

We will support the safe inclusion of children and young people in learning with these actions.

Promote

We will promote, model and support productive and positive behaviour.

- Build respectful professional staff student relationship.
- Promote a school wide positive behaviour approach that works to improve behaviour, wellbeing, and learning for our school community.
- Our school wide positive behaviour expectations are displayed in all classrooms and are shared with parents and carers.
- Use connecting habits to encourage and build positive relationships.
- Use positive feedback to acknowledge expected behaviours.
- Use the Teacher Individualised Classroom Skills (TICS) for class management.
- Use corrective feedback to address student behaviour that doesn't meet a behaviour expectation.

Teach

We will explicitly teach positive behaviour and expectations about behaviour.

- Create predictable structures and routines in the learning environment. This guides children and young people's in how to positively participate in learning.
- Teach children and young people self-awareness, self-management, social awareness, social management and pro-social skills.
- Teach children a Choice Theory Total Behaviour model for students to understand their behavioural choices.

Intervene

We will intervene to prevent, reduce or redirect behaviours of concern. We will use methods that are the least exclusionary possible.

- Staff use proactive strategies to co-regulate children and young people to prevent behaviours of concern.
- Staff will be calm, predictable and fair when interacting with students.

- Staff will use the appropriate Teaching Individualised Classroom skills for class management.
- Staff will use the Choice Theory Reality Therapy counselling and questioning model when working through issues with students.
- Cool-off spaces are provided for children and young people to use as needed. The Float teacher supports children and young people to feel safe and calm and assists them to develop a plan to enable them to behaviour in an acceptable manner – (return to their learning environment when they are ready).
- Follow the agreed behaviour support processes; Friendly, Formal, Think Time and Decision time. See RAW Guidelines

Work with others

We will work with children, their families, professionals and other key adults to understand the environmental, social and family context of a child or young person's behaviour. We will draw on these people to support positive behaviour change.

- Involve children and young people in the behaviour support process to gather their input and perspective.
- Engage children, young people, families and supports to gain a deeper understanding of the intended communication of a behaviour
- Students co-develop a personal social goal each term, which we explicitly teach.
- Use Care Group case management meetings held 3 times a term to coordinate, assess, plan, monitor and review behaviour interventions and personal and social goal progress.

Respond

We will respond to behaviour visibly and fairly. Responses will help grow confidence and trust.

- Follow the agreed behaviour support processes; Friendly, formal, Think Time and Decision time. See RAW Guidelines
- Encourage the use of the grievance procedure. Staff will investigate the concerns without disclosing personal information of the parties involved.
- Investigate concerns about behavioural incidents. Understand the nature of the incident and the experience of the incident by those involved.
- Apply accepted and evidence-based behaviour responses to ensure the safety of all at our school environment.
- Take measures to support the inclusion of children with disability, children in care and Aboriginal children who are at higher risk of exclusionary responses to their behaviours.
- We will ensure we involve families and communities to create culturally safe inclusive responses for Aboriginal children and young people.
- Document planned behaviour support responses in Student Development Plan, Behaviour Support Plans, Safety and Risk Management Plans, and Safety and Support Plans.
- Decision Time plans are documented on the Float board. Enabling clarity and transparency for students and staff.

Repair and restore relationships

We will repair and restore relationships harmed by behaviours of concern when we have assessed that it is emotionally and physically safe and in the best interests of everyone involved.

- Children and young people who have not met the behaviour expectations recognise the impact of their actions. They have the chance to help repair the harm caused.
- Students are supported to plan for how they could act differently next time and develop their skills for safe and respectful behaviour.
- Students are supported to repair and restore relationships. This includes the method of shared concern or support group method when appropriate.

Create safety and wellbeing

We will create safety and wellbeing for people involved in behaviour incidents.

- Provide strategies to reduce the risk of harm to children, young people and staff following behavioural incidents.
- Use suspension and exclusion to restore a safe and supportive environment for all students and staff and the community.
- Refer children, young people, staff and others who have been harmed by unsafe behaviours to counselling or other support.
- Engage department supports when responding to serious incidents. For example the Social Work Incident Support Service.

Behaviours of concern

Behaviours of concern:

- are challenging, complex or unsafe behaviours
- are more serious, happen more often or last a long time
- can significantly interrupt learning for the child or others
- could put the child or others in danger
- need consistent guidance and support.

Behaviours that disrupt learning or safety will always receive a response that considers:

- the needs of the child or young person with behaviours of concern
- other people's rights to learning and safety.

How we respond to behaviours of concern

At Bowden Brompton Community School we use specific responses to behaviours of concern.

Educator responses

- Provide quality differentiated teaching practice. This is a way to meet each child and young person's learning styles and needs. For example, the teacher plans ahead to clearly teach values and safe and inclusive behaviours.
- Create plans that support positive behaviour change for wave 2 and 3 students (link to Positive Behaviour Support Planning in RAW). Partner with parents, carers and others to do this.
- Use the Teaching Individualised Classroom skills for class management.
- The teacher and Float will work collaboratively to coordinate behavioural change and to develop plans associated with that change.
- Explicitly teach pro-social and interoception skills. Support students to self-regulate using an interoception or cool-off space.
- Provide time and space for students to self-regulate with appropriate support and supervision.
- Interrupt behaviours of concern. Name and describe behaviours to help students understand what they are doing that is problematic. Redirect students to the preferred behaviour. Support students to develop and practice the skills required to maintain the preferred behaviour.
- Offer students choices that allow them to stay regulated and participate. For example, offering brain breaks and cool-off time during lessons.
- Use natural consequences related to the behaviour. For example, if a student made a mess, they clean the mess before going on their afternoon subject
- Follow the directions of the site leader, Head of Campus during a behavioural incidents and a critical incidents.

Leader responses

- Monitor behaviour. Act on any reports about behaviour of concern. This includes incidents that happen out of hours or off-site that impact relationships at Bowden Brompton Community School.
- Monitor behavioural incidents and manage accordingly. The Head of Campus is the lead during incidents and will direct staff where and when needed.
- Work collaboratively with the teachers, Float staff and key staff members to resolve behaviours of concern and behavioural incidents.
- Consider the use of suspension and exclusion from school to support safety. This is after we consider all other options to reduce danger.
- Report criminal offences to the police.
- Work with the Education Director and Department for Education staff to plan whole of site communications about serious behavioural incidents.
- Provide leadership and / or external assistance to facilitate restorative processes (including re-entry meetings) where staff and children or young people directly involved require impartial assistance to resolve the issues.
- Work with curriculum staff to ensure that pro-social skills are explicitly taught and are part on the whole school curriculum.

Department level responses

- The Education Director will assist the Principal if a suitable school placement cannot be arranged for a student who has been excluded as a strategy of last resort to support safety.
- Negotiate other learning options away from school to make sure the school community is safe. This is after we consider other options to reduce danger.
- Department staff support schools and Local Education Teams to respond to behaviour incidents.
- Support staff and local leadership in how they respond to a child or young person.

Responsibilities

Children and young people

- Treat others with kindness, respect and inclusiveness.
- Make sure their actions are safe, respectful and inclusive. This includes verbal, physical and online actions.
- Seek help from adults to intervene when they see behaviours of concern in person or online.
- Report behaviours of concern to their care group teachers or to any trusted adults on campus.
- Support their friends and peers to seek help from trusted adults. Do this if their friends are experiencing behaviours of concern.
- Support their friends to behave in safe, respectful and inclusive ways. Do this if their friends are engaging in behaviours of concern.

Parent and carer

- Report any child or young person's concerning or unsafe behaviour to their care group teachers.
- If an incident happens, work collaboratively with us to resolve concerns.
- Follow the complaint resolution process to deal with concerns. A copy of the complaint resolution process is on our website or in our front office.
- Show and encourage safe, respectful and inclusive relationships with: their own children; other children and young people; other parents and carers and staff.
- Support their children to develop safe behaviours at home. Check on and supervise their children's social interactions, including online.
- Seek support from our staff to create consistent responses to behaviours of concern. This includes at home and at our site.
- Take part in learning opportunities about safe and inclusive behaviour. Find out how we work with parents, carers, children and young people.
- Know about our behaviour support policy and procedure. Know how to identify and report behaviours that are concerning or unsafe.
- Talk to their children about safety issues, including unsafe behaviours. Help them understand what it is, why it's harmful and how to respond. Use the same messages that Bowden Brompton Community School promotes.
- Make sure their children keep coming to our site while a behaviour issue is being resolved. This is in a child or young person's best interest. If you feel that your children coming to our site is not in their best interest, talk to us.
- Seek external professional support for their children when needed.
- Do not approach other children or parents about behaviours of concern. Report this to us for follow up.
- Understand that, because of confidentiality, we cannot share information about other children.
- Support their children to stay off-site during suspension, exclusion or expulsion. A child can still come on-site if they have the leader's written approval.