

Bellingen Public School Behaviour Support and Management Plan

Overview

Bellingen Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are Positive Behaviours for Learning.

Partnership with parents and carers

Bellingen Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by presentations at P&C meetings, newsletter inserts and the distribution of BPS Student Wellbeing Policy.

School-wide expectations and rules

SAFE	RESPECTFUL	RESPONSIBLE
We are in the right place at the right time	We follow instructions	We ignore distractions
We walk on hard surfaces	We speak politely and with kindness to others	We are on time
We walk quickly, quietly, directly and on the left	We are fair; we share and have fun	We allow others to learn
We keep our hands, feet, mouth and objects to ourselves	We include all and show empathy to others	We are ready and prepared
We care for property and equipment	We respect ourselves, others and the environment	We take ownership of our learning
We sit quietly and wait	We are kind and caring	We 'have a go'
	We are active listeners	We accept and learn from our mistakes
	We put our rubbish in the bins	
	We wear our school uniforms	

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 in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying behaviour where a student uses DET resources.

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 learners.

Care Continuum	Strategy Program or Details	Audience
Prevention	<p>Classroom Management</p> <ul style="list-style-type: none"> • Strong teacher/student/SLSO relationships. • Explicit teaching and modelling of specific skills including behaviour expectations and social skills. At BPS we use; 'Face it, Fix it, Forget it', 'Zones of Regulation' and 'Emotional Thermometers' • Communication with parents around school expectations, which follow the school's Behaviour Matrix • Class based systems of expectations and positive reinforcement. • Consistent teacher expectations, routines, modelling and responses to behaviour. • Liaison with previous teachers, pre-schools, external paraprofessionals through transition programs. • Curriculum links, (including respectful relationships), and personal and social capabilities in all syllabi. • Social skills programs, role play and drama activities, and circle time e.g Kindy links and Thera Games • Turn taking activities, board games, card games, picture talks and barrier games to develop expressive and receptive communication skills e.g. Games Hub every 	<p>Students</p> <p>Teachers</p> <p>SASS staff</p> <p>School Community</p>

Care Continuum	Strategy or Program	Details	Audience
		<p>lunch time.</p> <ul style="list-style-type: none"> Engaging parent involvement through newsletter, P&C meetings, Social Media, etc. Integrating mindfulness, movement breaks and social/emotional learning into teaching and learning programs eg. Tune Ups where required. High quality differentiated teaching that addresses individual learning needs of all students, where appropriate learning adjustments are documented in an individual student support plan and/or Personal Learning Pathways (PLPs). At BPS we use SENTRAL to store information for teaching and learning programs. A <u>restorative approach</u> that focuses on building, maintaining and restoring positive relationships eg Face it, Fix it, Forget it. 	
	Support programs for Aboriginal and Torres Strait Islander young people	<p><u>Partnership with the NSW Aboriginal Education Consultative Group Inc</u></p> <p><i>This resource provides further information about the partnership with the NSW Aboriginal Education Consultative Group Inc (AECG), including working in partnership with AECG, the Partnership Agreement, Connecting to Country, Healthy Culture, Healthy Country, professional development and local representatives.</i></p> <ul style="list-style-type: none"> Links with Bellingen High School to strengthen connections for young Indigenous students and their families BPS Aboriginal Advisory Committee - 'Baalijin Ngaawaygum' Student Aboriginal Leadership Team (SALT) 	<p>All students</p> <p>BPS Aboriginal Advisory Committee - 'Baalijin Ngaawaygum'</p>
	Professional Learning	<ul style="list-style-type: none"> PBL Tier 1 School wide and Classroom Systems – All teaching and SLSO staff Trauma Informed Practice – All staff trained Disability and additional learning and support Connecting to Country 	All staff
	Additional Supports	<ul style="list-style-type: none"> <u>Student Learning Support Officers</u> employed to enhance the wellbeing and learning outcomes of students. Academic and social supports. Accessing external providers to present sessions on cyber-safety, anti-bullying and other school-identified areas eg. Safe on Social & Toolkit Teachers reflect on practice to evaluate factors affecting behaviour through stage meetings, communication meetings and L&ST meetings. 	<p>School Learning Support Officers</p> <p>Classroom Teachers</p>
Early intervention	Classroom Management	<ul style="list-style-type: none"> Communication with parents, and where relevant, the use of communication books. Explicit teaching and modelling of specific skills including behaviour expectations and social skills. 	<p>Classroom Teachers</p> <p>Parents/CI as required</p>

Care Continuum	Strategy or Program	Details	Audience
		<ul style="list-style-type: none"> Playground routines and behaviours 	
	Social Stories, visual cues and strategies and routines	<ul style="list-style-type: none"> Curriculum links, particularly in PDHPE, History and English (literature) Restorative practices and circle time Drama and role play Self-regulation training – brain breaks, yoga, heavy work, weighted blankets and chickens Tune Up shed Sensory tools – rocker chairs, wobble stools, TheraBand’s, sensory tents and mini tramps 	Classroom Teachers Learning and Support Team SLSO’s
	Professional Learning	<ul style="list-style-type: none"> PBL Tier 1 School wide training PBL Classroom Training 	All staff Identified parents
	Additional Supports	<ul style="list-style-type: none"> Additional playground plans Buddy programs. Anti-bullying strategies including cyber-bullying and internet safety. <u>Anti-bullying research, advice and resources</u> <u>Evidence-based mental health and wellbeing programs for schools</u> – BPS currently use PBL and LifeSkills Go <u>Student Learning Support Officers</u> employed to enhance the wellbeing and learning outcomes of students. <u>School counselling service</u> – Bellingen has a counsellor 2.5 days a week. Culturally appropriate programs – school identified within local communities. Support programs aimed at connection to Country and community for Aboriginal and Torres Strait Islander young people. Referral to school Learning and Support Team and the Learning Support Teacher professional learning. Identified students 	All staff SLSO’s School Counsellor Learning and Support Team
Targeted intervention	Classroom Management	<ul style="list-style-type: none"> Communication with parent/carer and, where relevant, communication books. Targetted individual expectations and goals. Transition strategies – class to playground, lesson to lesson, grade to grade, school to school. Individual Behaviour Plans Visual Timetables 	Classroom Teachers Parents as required
	Delivery Support Team	<ul style="list-style-type: none"> <u>Delivery Support ‘Team Around a School’</u> – Learning and Wellbeing Officer, Assistant Principal Learning and Support, Senior Psychologist Education, Behaviour Specialist, Out of Home Care Teacher, Itinerant Support Teacher Early Intervention, Support Teacher Transition, Aboriginal Community Liaison Officer, Home School Liaison Officer, Aboriginal School Liaison Officer, Assistant Principal Sensory (Hearing 	‘Team Around a School’ as required.

Care Continuum	Strategy or Program	Details	Audience
		and Vision), Learning and Wellbeing Advisor, Learning and Wellbeing Coordinator NDIS Transition Coordinator, Networked Specialist Facilitator. Itinerant Support Teachers, Early Intervention where transition to school concerns are identified by the preschool or family.	
	Professional Learning	<ul style="list-style-type: none"> • PBL Tier 2 – Targeted Systems • Functional Behaviour Assessment eLearning • Classroom management PL • MAPA training 	Executive staff Learning and Support Team Classroom Teachers All staff
	Additional Supports	<ul style="list-style-type: none"> • School developed programs to support behaviour and wellbeing. • <u>Restorative practice resources</u>. Face it, Fix it, Forget it. • <u>Behaviour Support Toolkit</u> including behaviour support planning, de-escalation plan, behaviour response plan, student behaviour contract, target behaviour goals. • Police Youth Liaison Officers. • <u>Expert panel of Allied Health and behaviour support providers</u>. • <u>School counselling service</u> 	Learning and Support Team School Counsellor External Providers
Individual intervention	Classroom Management	<ul style="list-style-type: none"> • Communication with parent, and where relevant, the use of communication books. • Check-in/check-out. • Sensory assessment and supports. • Programs to explicitly teach social competence and interpersonal skills, and social-emotional skill development. • Negotiated playground programs. • <u>Attendance programs</u>. 	Classroom Teachers Learning and Support Team HSLO Officer Parents
	Delivery Support Team	The <u>Delivery Support team</u> will work in conjunction with the Learning and Support Team to: <ul style="list-style-type: none"> • develop appropriate behaviour expectations and strategies with other staff members • monitor the impact of support for individual students through continuous data collection • provide consistent strategies and adjustments outlined within an <u>individual student support plan</u>. 	Delivery Support Team
	Professional Learning	<ul style="list-style-type: none"> • PBL Tier 3 – Individual Systems • Understanding behaviour support planning eLearning 	Executive Staff Learning and Support Team

Care Continuum	Strategy or Program	Details	Audience
	Students with disability or significant support needs	<p>Students with disabilities or significant support needs may access help from <u>itinerant support teachers</u> (hearing and vision, conductive hearing loss, early intervention and support teacher transition) who visit schools and work directly with the student to plan and develop <u>personalised learning and support</u>. Itinerant support teachers will:</p> <ul style="list-style-type: none"> • work in partnership with the student, parents or carers, classroom teachers, the school’s learning and support team, and other support agencies or services • support the development of individualised, coordinated and systematic transition to school or to early intervention links with other agencies and the community • support the development of personalised learning and support for children in early childhood school settings and/or the first year of school. 	<p>Learning and Support Team</p> <p>Parents as required</p>
	Additional Supports	<ul style="list-style-type: none"> • Support from other stakeholders such as Delivery Support team members (Out of Home Care Teachers, Aboriginal School Liaison Officer, Aboriginal Community Liaison Officer, Home School Liaison Officer, Assistant Principal Learning and Support, Behaviour Specialists, Networked Specialist Facilitator), Refugee Student Counselling Support Team and external agencies such as paediatricians, psychologists or those involved in individual case management. • Engage specialist allied health services via the <u>Specialist Allied Health and Behaviour Support Provider Scheme</u>. • <u>School counselling service</u> including telepsych services. • <u>Mental health, social work and therapeutic interventions</u>. • <u>Restorative practice</u> resources. • <u>Application for integration funding support</u> through Access Request. • Emergency student support 	<p>Delivery Support Team as required</p> <p>School Counselling Service</p>

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.

See Appendix 1.

Bellingen 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 cyberbullying where a student uses DET online platforms or resources. Parents/carers have a responsibility to monitor their child’s online behaviour in accordance with the regulatory laws (including age restrictions) for various online platforms

Students who have been bullied will be offered appropriate support, for example through the 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 in accordance with the regulatory laws (including age restrictions), mobile devices and/or other technology involving another student or staff member.

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 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.
- Behaviours of concern are recorded on the schools Sentral register.

Classroom	Non-classroom setting
<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice 	<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice

<ul style="list-style-type: none"> • error correction • prompts • reteach • seat change • stay in at break to discuss/ complete work • conference • detention, reflection and restorative practices • communication with parent/carer. 	<ul style="list-style-type: none"> • error correction • prompts • reteach • play or playground re-direction • walk with teacher • reflection room • communication with parent/carer.
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Bellinghen Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning and Life Skills Go consist of evidence-based strategies used by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. 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 behavioural 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 for corrective responses
- enhance self-esteem and build an internal focus of control.

Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour are teacher managed.	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 a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.
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, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Executive/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.
3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on SENTRAL.	3. 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 low-level consequence is applied.	3. 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.
4. Social emotional learning lessons are taught (PBL) weekly.	4. Teacher records on SENTRAL by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	4. Refer to the school's 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.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at school 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 school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

Responses to serious 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.

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](#).

Detention, 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. The maximum length of time will be appropriate to the age/developmental level of the student.

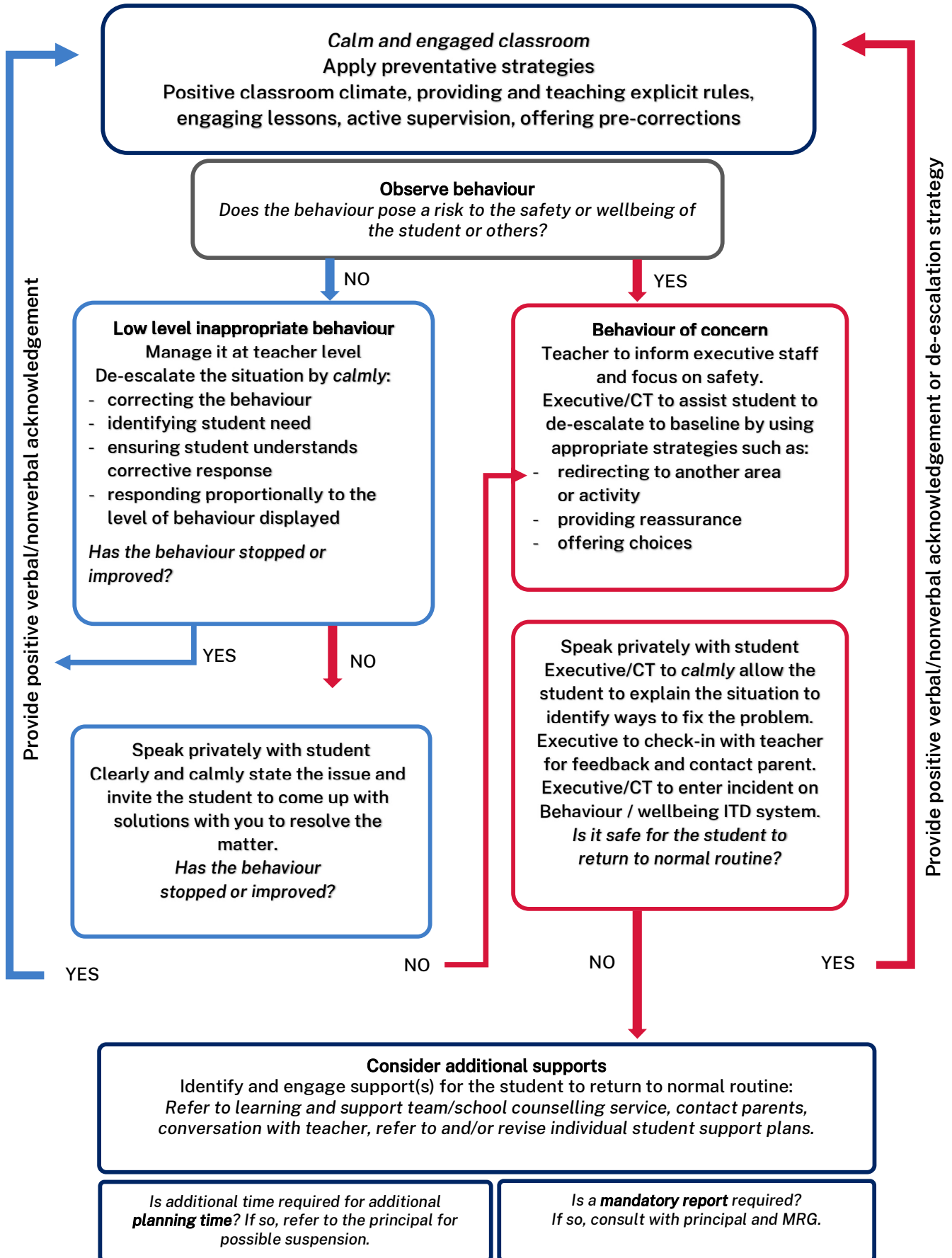
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at either lunch at break	Assistant Principal	Documented in SENTRAL
Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play 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 – individual or group (detention)	Next break	Assistant Principal	Documented in [Behaviour / wellbeing ITD system]

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart



Bullying Response Flowchart

The following flowchart explains the actions Bellingen Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

