

# Bellbrook Public School Behaviour Support and Management Plan

## Overview

Bellbrook 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 safe, respectful learners in a caring 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:

- **Positive Behaviour For Learning (PBL):** PBL is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.
- **Life Skills Go, Got it and Zones of Regulation programs:** Improve *all* students' self-regulation, relationships, wellbeing, growth and academic achievement with pedagogical strategies that incorporate trauma-informed teaching, positive education, and wellbeing practices. "Got It" program also has a parent learning component.
- **Bellbrook Public School, School Excellence Plan:** Our second strategic direction is supportive of our school behaviour support and management, our focus is to promote a safe, inclusive learning environment for all students through attendance.

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

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

## Partnership with parents and carers

Bellbrook Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as, information sessions, focus groups discussions, school surveys, consulting with the P & C and local AECG.
- using concerns raised through complaints procedures to review school systems, data and practices.

Bellbrook Public School will communicate these expectations to parents/carers through the school newsletter and the school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

## School-wide expectations and rules

**“Be your best at Bellbrook”** is our school wide expectation. We want students who are safe, respectful, responsible and learners.

Safe	Respectful	Responsible	Learner
Keep your hands and feet to yourself.	Listen to and follow instructions.	Be responsible for my actions.	Show pride in all you do.
Always move sensibly and safely	Speak politely to everyone.	Be honest, caring and pleasant towards others.	Collaborate and be a team player.
Be in the right place at the right time.	Respect personal space and property.	Always use your manners.	Show a can-do attitude.
Use equipment safely	Wear school uniform.	Practice self-regulation.	Be an active learner.

## 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.

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 or Program	Details	Audience
<b>Prevention</b>	<a href="#">Child protection</a>	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
	Positive Behaviour for Learning (PBL)	Positive behaviour for learning involves actively engaging in lessons, respectfully collaborating with peers, and embracing challenges with a growth mindset.	All
	National Week of Action (NWA)	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Staff, students K-6
<b>Early intervention</b>	Australian eSafety Commissioner <a href="#">Toolkit for Schools to prevent and respond to cyberbullying</a>	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
	Speech, Hearing and OT screening and program	Support students' communication skills, enhancing their ability to express themselves and understand others, fostering confidence and success in school and daily life.	Kindergarten and targeted students from Years 1-6
	<a href="#">School Counsellor</a>	School Counselling Service staff support students by providing a psychological counselling, assessment and intervention service. The School Counselling Service works directly with students to help them with issues related to learning, peer and family relationships, and managing emotions such as depression, anxiety, worry or isolation.	Individual students K-6

Care Continuum	Strategy or Program	Details	Audience
	“Got it” Program	This is a specialised early intervention program for students K-2 who display emerging conduct problems such as aggression, defiance, and disruptive behaviour. The program includes a family component.	Students, families and staff
<b>Targeted intervention</b>	<a href="#">Learning and Support</a>	The LST works with teachers, students and families to support students who require personalised learning and support	All
	<a href="#">Attendance support</a>	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance co-ordinator
<b>Individual intervention</b>	<a href="#">Team Around a School</a>	The Team Around a School works in partnership with principals and schools to provide support for students in the areas of learning and wellbeing, disability and inclusion, mental health, behaviour, attendance, Aboriginal student support and transition.	Individual students
	Behaviour Support Plans	Behaviour Support Plans are developed and implemented to prevent and respond to complex or challenging behaviours.	Identified students, parents and staff
	Functional Behaviour Assessments	Functional behaviour assessments are undertaken by teachers or specialists to identify the function of problem behaviour and to develop and implement appropriate interventions in response.	Individual students and Staff

## 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.

Bellbrook 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)

- 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. 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, 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.
- Corrective responses are recorded on Behaviour / wellbeing ITD system. These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> <li>• prompts</li> <li>• rule reminder, re-direct</li> <li>• reteach</li> <li>• seat change, calm classroom area (3-5 mins)</li> <li>• stay in at break to discuss/ complete work</li> <li>• reflection, restorative practices, detention</li> <li>• communication with parent/carer.</li> </ul>	<ul style="list-style-type: none"> <li>• prompts</li> <li>• rule reminder, re-direct</li> <li>• reteach</li> <li>• play or playground re-direction</li> <li>• walk with teacher</li> <li>• reflection, restorative practices, detention</li> <li>• communication with parent/carer.</li> </ul>

Bellbrook Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations through the implementation of consist 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 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.
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Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour	Responses to behaviours of concern
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 matrix 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 teacher 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 Behaviour / wellbeing ITD system.	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 Behaviour / wellbeing ITD system 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 (PAX GBG and Life Skills Go) weekly.	4. Teacher records on Behaviour / wellbeing ITD system by the end of the school day. Monitor and inform family if repeated. For	4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include

	some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	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 fortnightly 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

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

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- 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, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.
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- The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.
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### 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](#).
- Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety Guide](#)

### 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?
<b>Reflection</b> – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	On the day or next day at lunch or recess	Teacher or Principal	Documented on reflection sheet held in Principal Office
<b>Alternate play plan</b> – withdrawal from free choice play and re-allocation to 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)		Teacher or Principal	Documented in School Bytes wellbeing ITD system
<b>Restorative practice</b> – <a href="#">peer mediation</a> or <a href="#">circles</a> in groups	Scheduled for either lunch or recess break	Teacher or Principal	Documented in School Bytes wellbeing ITD system

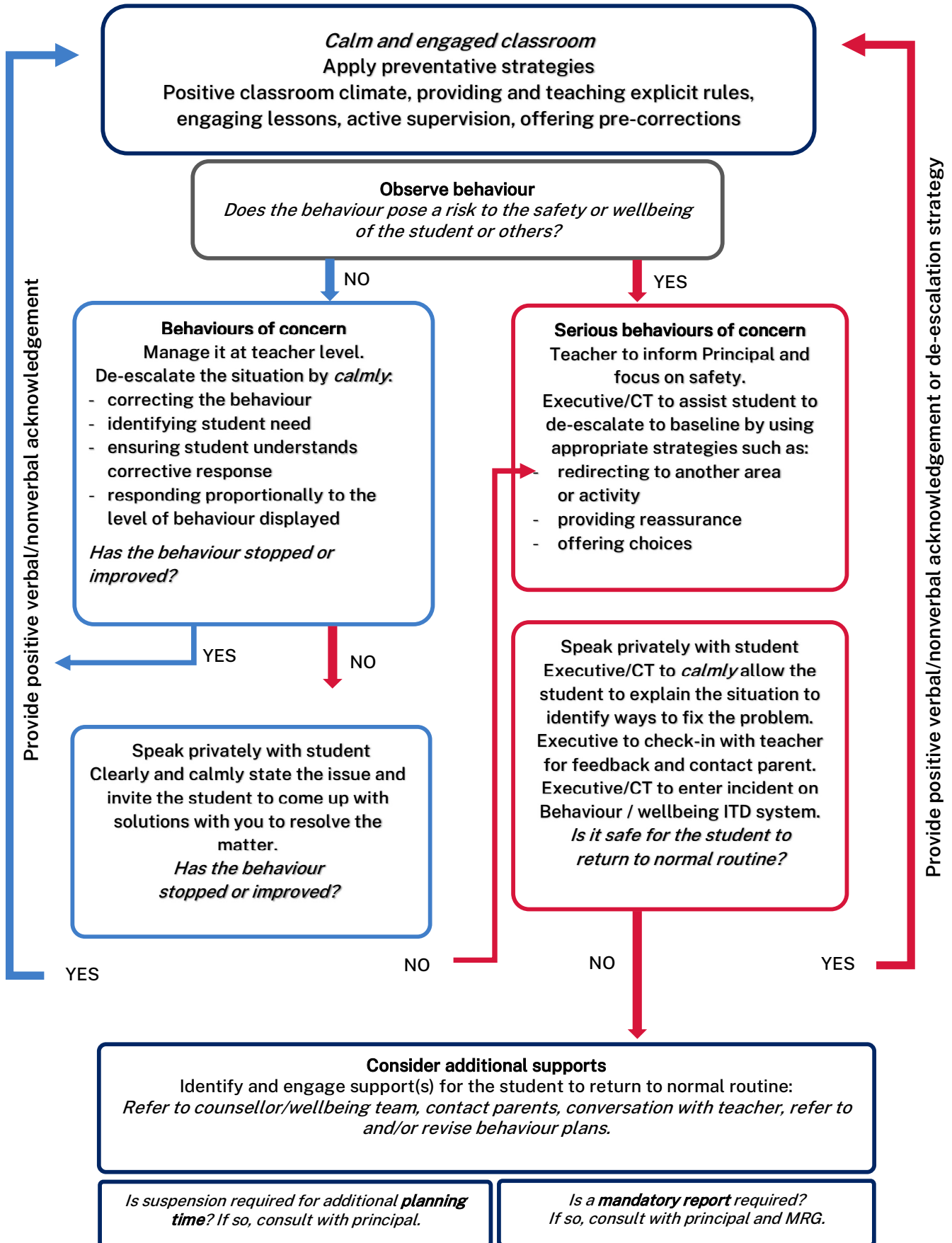
## Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026



Appendix 1: Behaviour management flowchart



## Appendix 2: Bullying Response Flowchart

The following flowchart explains the actions Frederickton 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.

