

Balgowlah North Public School

Behaviour Support and Management Plan

Balgowlah North Public School is committed to creating an inclusive learning environment where our students are able to challenge themselves, create connections and contribute positively to our world. Our school is a place of quality teaching, quality learning and quality behaviour. We pride ourselves on ensuring every student is known, valued and cared for.

Balgowlah North Public School embeds positive behaviour approaches, safe practices and inclusive education. Our school implements inclusive and positive student behaviour support and management approaches that are aligned to the Behaviour Code for students.

2.1 Promoting and reinforcing positive student behaviour and school-wide expectations

Our school is committed to establishing and maintaining:

- support for students to take responsibility for their own learning and behaviour which are key features of our **Positive Behaviour for Learning (PBL) program**.
- opportunities for students to build friendship skills and an understanding of how to establish and maintain positive relationships through the explicit skills program **URSTRONG**.
- an active **Diverse Learners Team** who monitor student academic, social, emotional and behavioural development and works with families, external agencies and students to ensure students are supported to thrive.
- well-managed, nurturing and inclusive **teaching and learning environments** with opportunities for support and enrichment for all learners of a diverse range of capabilities.
- professional learning for staff that focuses on identifying and **catering for the individual learning needs** of all students.
- prevention-focused and positive approaches to behaviour support for all students.

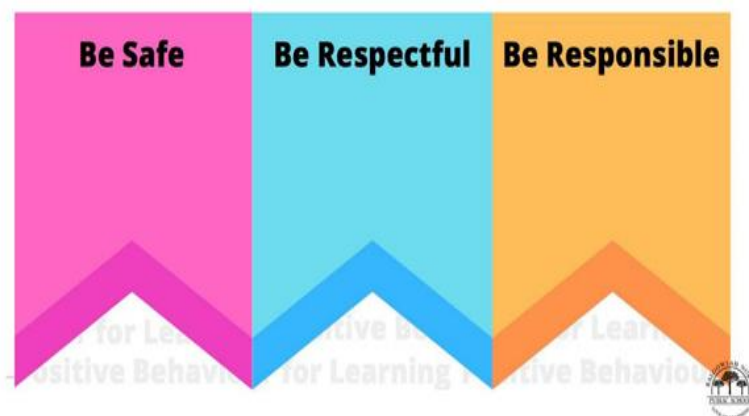
- integration of targeted **social and emotional skill development groups** for students identified as requiring additional support in developing these areas of their development and wellbeing.
- frequent opportunities for teachers, students and parents to engage in **meaningful dialogue** around student learning, behaviour and progress through parent-teacher interviews, student reports and regular communication.

Our school behaviour expectations are underpinned by our shared belief that all children and young people have a right to an education where students can access and fully participate in learning in a calm, safe environment. We believe that all members of our school community have:

- the right to learn
- the right to be safe
- the right to be treated with dignity and respect, and
- the responsibility to uphold these rights for others

Balgowlah North Public School expectations are:

- Be Responsible
- Be Respectful
- Be Safe

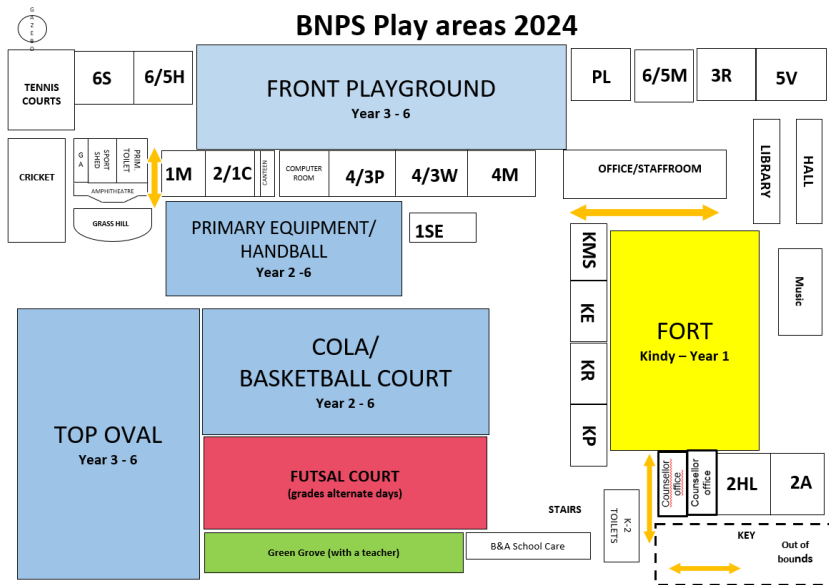


Matrix of Behaviour Expectations

	All Settings	Classroom	Outdoor areas	Canteen	Hall	Office	Toilets	Excursions	Library	Digital Spaces
Safe	Move safely at all times	Move sensibly at all times	Stay in boundaries	Line up in 2 lines	Walk quietly	Enter with permission	Use toilets and toilet paper correctly	Stand away from the road	Only enter with permission	Use internet sites appropriately
	Look where you're going	Keep our hands and feet to ourselves	Wear the school hat		Cross your legs when sitting		Report any problems immediately	Enter and exit the bus carefully	Use resources appropriately	Use appropriate language when communicating with others
	Be aware of others	Be in the right place at the right time	Be aware of others and share the space					Remain seated	Inform teachers of any inappropriate use	Keep personal information to yourself
		Follow instructions and directions promptly	Use school equipment correctly							
Respectful	Speak kindly and politely using manners	Put your hand up to speak	Include and listen to others	Wait your turn	Listen carefully to others	Enter quietly	Allow people privacy	Show pride in our school	Quietly wait for your turn to borrow	Care for all technological equipment
	Follow directions promptly	Wear full school uniform with pride	Promptly follow teacher instructions	Speak politely, say "please" and "thank you"		Wait your turn	Keep clean	Speak quietly	Greet the librarian when entering	Respect of your own privacy and the privacy of others
	Respect the property of others	Include everyone	Communicate/interact with kindness	Clap appropriately	Say please and thank you	Be aware of others (incl peers and general public)	Handle the books and equipment with care	Log off at the end of each session		
	Wait your turn									
Responsible	Care for others	Be equipped, prepared and ready to learn	Play fairly and follow game rules	Buy your own food	Look after school property	Follow instructions carefully	Play outside	Take care of our own belongings	Put books back to correct place after reading	Use the device assigned to me and only access my files and websites suggested by my teachers
	Care for the environment	Take pride in all our work	All rubbish in bins	Spend your own money		Are clean and wash our hands	Put rubbish in the bins	Return your books on time	Put devices away in the correct place and plug in to charge	
		Try our very best	Look after the environment							Use only when directed by the teacher
		Ask for help when needed								Follow Digital Citizenship Agreement
		Allow others to learn without distraction						Use how you are directed to by the teacher		

BNPS Playground Areas 2024

Playground	Students	Rules
General	All	Walkways are not for playing. Please walk carefully and quietly on the paths. If you see a stop sign, you're out of bounds so move back into the playground. Keep in sight of the teacher at all times.
Fort	Kindy to Year 1 ½ 5 peer mediators	Out of bounds: <ul style="list-style-type: none"> Stairs to Futsal court Grass area next to 1ES Keokwapa and behind the bathrooms Behind the Kindergarten classrooms Play equipment: <ul style="list-style-type: none"> Kindy to Year 1 only play equipment. Monkey bars – one direction only (starting from library side). If the student can't reach bars, they can't use the monkey bars yet. Students without hats go to the deck outside 1ES.
Front	Year 2-6	Out of bounds: <ul style="list-style-type: none"> Tennis courts Behind ½ 6 classrooms/Gazebo Library/Hall passage Behind the Pl room and Year 3/4 classrooms Staff car park Hedge/path beside the staffroom. 5V, 5R and 4HL- Move away from the balcony once students have put their lunchboxes away and go into the playground. No running or playing on the balcony. Only handball, no large ball games (move to the top oval instead). Students without hats go to COLA.
Lower and Top Oval (incl. COLA/ Basketball court/ Play equipment/ Futsal Field)	½ 2-6 (Year 1 can use the futsal field on their rostered days.)	Out of bounds: <ul style="list-style-type: none"> Behind 2/1P Around shipping container Behind ½ 4 classrooms Bike racks Keokwapa Stairs to Fort playground In and behind Green Grove (with a teacher) House fences Around slip bin on the top oval Cricketer nets Play equipment: <ul style="list-style-type: none"> Years 2-6 only using a rostered system. No chasing/tip games on equipment Futsal Field: <ul style="list-style-type: none"> Year 1-2 use the futsal field using a rostered system. Sandpit: <ul style="list-style-type: none"> Sandpit only to be used with safe behaviour and the sand stays in the pit, not in the surrounding area. Students can play in the amphitheatre if in sight of the teacher and sit on top of grass; hit, no rolling down. Students without hats go to COLA.





Self Regulation

The most powerful form of recognition is feedback that empowers a student to feel supported in making positive choices about their behaviour. We all like to be told we've done a good job. This is our most powerful tool and we work hard to recognise students in all areas of school life.

Individual Class Systems

Teachers develop and use systems designed to suit the needs of individual students and the unique qualities of each class. These are all underpinned by the BNPS school expectations of being safe, responsible and respectful. Teachers acknowledge or reinforce a particular behaviours with the intention of adding value to, and strengthening, that behaviour. Teachers use a wide variety of reinforcements including:

- Verbal feedback to promote self-regulation and intrinsic behaviour choices
- Stickers, stamps and other reward systems
- Displaying achievement to other teachers and students

School Wide Award System

Balgowlah North Public School also operates a formal recognition system. Our merit system encourages a continuity of positive behaviour based on our PBL program as students move from grade to grade throughout their school years.

Assemblies are hosted every fortnight, where students have the opportunity to receive Merit Certificates for excellent progress in their learning and demonstration of the school's PBL expectations. Whole-school assemblies to celebrate students who have achieved Principal's awards, Banners and Medals are held in weeks 5 and 10 of every term.

Mini merits

Students are recognised for their efforts to be safe, respectful and responsible learners using mini merits. The mini merits remind students of our expectations. When a student has collected 10 mini merits they are exchanged for a merit certificate.



Merit certificates

Our school uses merit certificates to recognise students. Merits certificates are issued when students collect 10 mini merits or by teachers in K-2 and 3-6 assemblies.

Principal's Award

When students collect 5 merit certificates they are eligible for a Principal's award. These are issued twice per term at a K-6 assembly.

Banners

When students collect 2 Principal's awards they are eligible for a Banner. These are issued twice per term at a K-6 assembly.

School Medal

The Balgowlah North Public School Medal is awarded to any student who has achieved or performed at an outstanding level, over a period of time, indicated by the accumulation of 2 School Banners. This medal will be presented by the Principal at a K-6 assembly.

Citizenship Award

Citizenship awards are an important part of our PBL program. This award is presented to outstanding students who consistently exhibit our PBL values and behaviours. The Citizenship award is presented twice per term at a K-6 assembly to a student in Kindergarten to Year 2 and a student in Year 3 to Year 6.

Managing Behaviour Incidents

The school uses a range of approaches to work with students who display behaviours of concern. Behaviour management interventions may include:

- reflection time
- teacher conferences
- mediations
- restitution

The school operates a formal behaviour expectation program Kindergarten to Year 6. This allows all students to recognise that engaging in behaviours of concern will result in formal consequences. When a student has not followed the school's expectation of being safe, respectful and responsible, they are asked to reflect on their actions and behaviour, its impact on others and how they could make more appropriate choices in the future. Underpinning this is our own PBL program and all consequences are designed to encourage students to choose safe, respectful and responsible behaviour.

For more serious behaviours parent contact and parent interviews may be required. The PBL team consistently reviews the strategies for supporting students who have difficulty demonstrating our school values.

Behaviour support and management interventions are implemented in line with the Australian Professional Standards for Teachers and the Disability Standards for Education in that they must be fair, equitable, inclusive and proportionate, and take into consideration the diverse learning and wellbeing needs of students, including developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and circumstances.

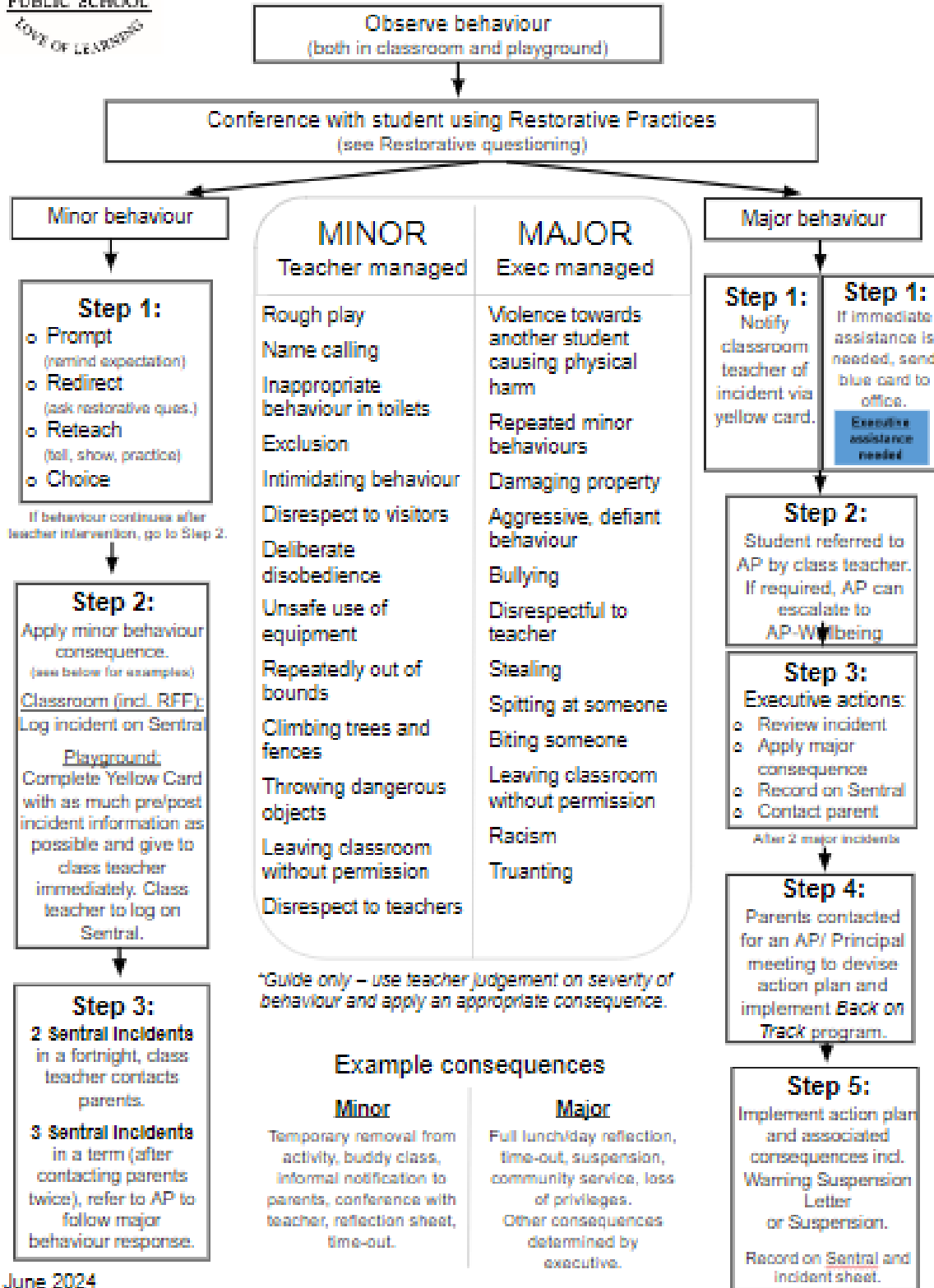
Recording Behaviour Incidents in School Wellbeing System

Minor and major behaviour incidents are logged on our wellbeing tracking system. This allows us to monitor ongoing behaviours of concern to identify trends and implement support and strategies as required to prevent the behaviour from occurring again or escalating.



Managing Behaviours of Concern

Safe | Respectful | Responsible



June 2024

Individual Behaviour Plan

Repeated behaviour incidents may lead to some students being identified by the Diverse Learner's team to need an Individualised Behaviour Support Plan. The aim of an Individualised Behaviour Plan is to provide the student with explicit support to assist them in modifying their behaviour. This plan will be developed in conjunction with the Class Teacher, Stage Assistant Principal, student and their parents or carers.

In very rare occasions, where there are significant ongoing concerns about a student's behaviour and school-based behaviour plans are not effective, the Diverse Learner's Team may seek support from the Department of Education through the assistance of the Assistant Principal Learning and Support (AP LaS).

2.2 Behaviour Code for Students

Behaviour Code for Students in NSW Public Schools

2.3 Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Interrelate	Stage Three program that focuses on personal development and sex education.	Stage 3 students
Prevention	Child Protection	All students participate in child protection annually to proactively identify their safety network and identify self-protection strategies.	Whole school
Prevention	Life Education workshops	Specialised programs that develop students' self-awareness around positive self-care choices and harm minimisation strategies	Whole school
Prevention	You Can Do it	This program provides opportunities for students to engage in explicit learning in resilience, motivation and social-emotional regulation to empower their learning and development.	Whole school
Early Intervention	URSTRONG	An early intervention program that aims to provide students with the understanding of social skills to recognise healthy, positive relationships and develop strategies to effectively manage conflict in friendships.	Whole school
Early Intervention	PBL Tier 1	Positive Behaviour for Learning (PBL) Tier 1 Schoolwide and classroom systems of support that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture.	Whole school
Targeted Intervention	Diverse Learners Team (DLT)	The DLT work with teachers, students and families to support those students who require personalised learning and support. This Includes instructional leadership, the development of risk assessments and the development of short- and long-term goals.	Individual students, families, staff
Targeted Intervention	MiniLit	A specialised early intervention program for	Stage 1 students

Care Continuum	Strategy or Program	Details	Audience
		students in Stage 1 requiring additional support in literacy. Students undertake the MiniLit program run by our Learning and Support Teacher (LaST).	
Targeted Intervention	School Learning Support Officers (SLSO)	SLSOs support students who have received funding for special needs or specific purposes by the Department of Education. They assist staff in the implementation of individualised learning plans and differentiation in the classroom.	Individual students, staff
Individual Intervention	Back on Track	A positive behaviour intervention program for students. Linked on school website: Back on Track Program	Individual students, families, staff
Individual Intervention	Leadership Opportunities	Structured opportunities for students to learn about the responsibilities of leadership through Peer mediation, Student Representative Council and Year 6 School Leader Program.	Stage 3 students
Individual Intervention	HPGE	Enrichment opportunities for students that extend the curriculum and modify complexity. Policy link: High Potential and Gifted Education Policy BNPS HPGE processes for identification can be found on our school website.	Individual students, families, and staff

2.4 Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Back on Track Program Back on Track Program	Students who have recorded 2 wellbeing incidents on Sentral in a week, or 3 across a term	Principal and Classroom Teacher	A copy of the program is kept by the classroom teacher, Principal and Assistant Principal.

2.5 Behaviour that poses unacceptable risk to others

In circumstances where a behaviour of concern poses an unacceptable risk to others or to teaching and learning, more significant interventions will be employed by the Principal.

Formal Caution

Formal cautions provide an opportunity for the student and their parents or carers to understand the impact of the student's behaviour or behaviours of concern and to engage in positive behaviour supports and strategies to address the behaviour or behaviours.

Suspension

Suspension can be a critical safeguard that principals may use as a behaviour management intervention when a behaviour poses an unacceptable risk to others or to teaching and learning. The purpose of suspension is to allow the school to implement appropriate supports to address the student's complex and challenging behaviours, mitigate any unacceptable risks to students and staff and enable the student's return as soon as is appropriate.

Expulsion

In the most serious of circumstances, where behaviour management interventions including suspension and other risk management strategies have not been successful in managing serious behaviours of concern, expulsion is an option that will be implemented with procedural fairness.

Further information can be obtained from the [Suspension and expulsion procedures](#).

2.6 Partnership with parents/carers

Balgowlah North Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies. The school is encouraging:

- a teaching and learning community that values shared goals and works cohesively towards desired outcomes.
- a culture that celebrates life-long learning and the ongoing pursuit of excellence.

- community that is strong enough to reflect upon its current challenges and use them as opportunities for future growth.
- an active parent community who are engaged with the school and participate in the life of the school.
- a dynamic P&C and AECG that are valued voices within the school community.
- streamlined communication platforms that allow parents to stay informed and connected with school issues.
- a collective commitment to building a sense of belonging for students, teachers, parents, and the community.

[School Community Charter \(nsw.gov.au\)](https://www.nsw.gov.au/school-community-charter)

Balgowlah North Public School will communicate these expectations to parents/carers by the school website and newsletter.

2.6 School Anti-bullying Plan

[BNPS Anti-bullying Plan](#)

Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

2.7 Reviewing dates

Last review date: Term 1 2024

Next review date: Term 1 2025