

Balarang Public School Behaviour Support and Management Plan

Overview

Balarang Public School is committed to supporting all students to engage in their learning. We believe in an inclusive and caring school environment where safety and wellbeing are priorities for the whole community. Our school aims for excellence with a shared, high expectation culture. We explicitly teach, model and support positive student behaviour choices, through relational pedagogy and internal psychology. Knowing our students well is the foundation to planning early, targeted and individual interventions. Student wellbeing is the foundation of learning and is the responsibility of the whole school community. Belonging and feeling connected is integral to shaping who we are and instils a confidence in students. Opportunities to make sense of the world, and building a strong identity, allows children to develop the skills to meet the challenges of everyday life. Becoming successful and active learners supports students to build the skills to participate positively, actively and fully in our world. We value and strive to develop safe, respectful learners. Principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice.

To achieve our mission, key programs prioritised and valued by the school community are:

- [William Glasser's theory](#) Internal Psychology- 'Choice Theory'
- [Positive Behaviour for Learning \(PBL\)](#)

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

Balarang 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

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

- Implementing whole school wellbeing initiatives including Choice Theory, Basic Need Analysis, Learning Support Team, Wellbeing In-reach Nurse (WHIN) Coordinator, Senior

Constable Youth Officer, targeted support staff and links to internal and external support services.

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, meeting with parents and carers, and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Balarang Public School will communicate these expectations to parents/carers through information shared on School Bytes and on our 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

Balarang Public School has the following school-wide expectations and rules:

To be safe and respectful learners.

Safe	Respectful	Learner
Keep our hands, feet and objects to ourselves	Use manners and cooperate with others	Wear our school uniform with pride
Be in the right place at the right time	Treat one another with dignity	Attend school everyday
Use equipment correctly	Think of the impact before acting	Arrive at school and to class on time
Walk on hard surfaces	Celebrate the achievements of others	Try to solve problems and report if you need help
Model and follow behaviour expectations	Win and lose with grace	Be an upstander
Resolve conflict with empathy	Appreciate differences	Be your best
Take responsibility for our actions	Put rubbish in the correct bin	Prepare for learning and participate
Care for ourselves and others	Follow instructions	Strive for personal success
	Consider the space and property of others	

BALARANG BELIEFS – Our Window of Certainty

Excellence - We strive for personal achievement, through engagement, challenge, and fun.

Trust - Through honest, respectful communication and teamwork, we can make decisions in the best interest of our school community.

Care - Safety and wellbeing are our priority.

Responsibility - Student learning and success is the responsibility of our entire school community.

Fairness - We all have a voice and a unique identity. We learn when our individual needs are met.

Courage - We take learning risks and embrace our passions

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](#).

Attendance and School Uniform are focuses. Information can be found on our website.

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
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	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
Early Intervention	Internal Psychology-Choice Theory	Choice Theory helps students understand the reasons behind their actions and decisions, fostering intrinsic motivation. It encourages self-regulation and responsibility for personal choices, leading to increased engagement in academic activities.	All
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	Attendance support	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, staff
Individual intervention	Individual behaviour support planning	Student needs-based analysis is completed with staff, student and family. This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans. Coaching and mentoring and cultural support are a focus.	Individual students, parent/carer, LAST, AP

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.

Balarang 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. 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 School Bytes system. These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> • reminders of expectations and beliefs 	<ul style="list-style-type: none"> • reminder of expectations and beliefs • re-direct

<ul style="list-style-type: none"> • re-direct • offer choice • prompts • reteach • seat change • stay in at break to discuss/ complete work (part of break only, ensure toileting and eating/drinking) • conference • total behaviour talk (car talk), reflection and restorative practices • communication with parent/carer. 	<ul style="list-style-type: none"> • offer choice • prompts • reteach • play or playground re-direction • total behaviour talk (car talk), walk and talk with teacher • reflection and restorative practices (part of break, ensure toileting and eating/drinking) • communication with parent/carer.
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Balarang Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Choice Theory, Balarang Beliefs and PBL expectations, consist of 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. This empowers them to connect and make positive behavioural changes, understanding the impact of their actions and developing self-discipline in social behaviour.

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 Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
<p>1. Behaviour expectations and beliefs are taught and referred to regularly. We focus on students being Safe, Respectful Learners. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and behaving within the certainty of Balarang Beliefs.</p>	<p>1. Refer to school-wide expectations and/or emotional regulation visuals and charts, and/or supports so that the student can self-regulate. Balarang Beliefs-Excellence, Trust, Care, responsibility, Fairness and Courage.</p>	<p>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.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>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.</p>
<p>3. Tangible reinforcers include those that are: free and frequent (STAR Cards), moderate and intermittent, significant and infrequent. Intermittent and infrequent reinforcers are recorded on Behaviour/wellbeing School Bytes system.</p>	<p>3. Use direct responses e.g. expectation reminder, re-teach, provide choice, scripted interventions, student conference (car talk). Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.</p>	<p>3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Behaviour/wellbeing School Bytes system and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.</p>
<p>4. Social emotional learning lessons are taught through regular PBL/Choice Theory sessions.</p>	<p>4. Teacher records on Behaviour/wellbeing School Bytes system that day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or executive.</p>	<p>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.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Teacher contact through School Bytes or phone calls home. Teachers communicate school expectations and beliefs. Recognition awards for positive individual and class behaviour are given at scheduled school assemblies.</p>	<p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful. This may also occur in a face-to-face meeting. Individual planning and referral to Learning Support Team may be discussed.</p>	<p>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.</p>

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing School Bytes system. 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
- 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.

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion Procedures](#) apply to all NSW public schools.

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](#).

Reflection and restorative practices-A learning experience.

Choice Theory and Reality Coaching. Executive or specified staff lead these sessions to assist students to understand the reasons behind their actions and decisions, fostering intrinsic motivation. They encourage self-regulation and responsibility for personal choices, leading to increased learning engagement and social success. Students leave with a personal plan of strategies that can be used for future success. 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.

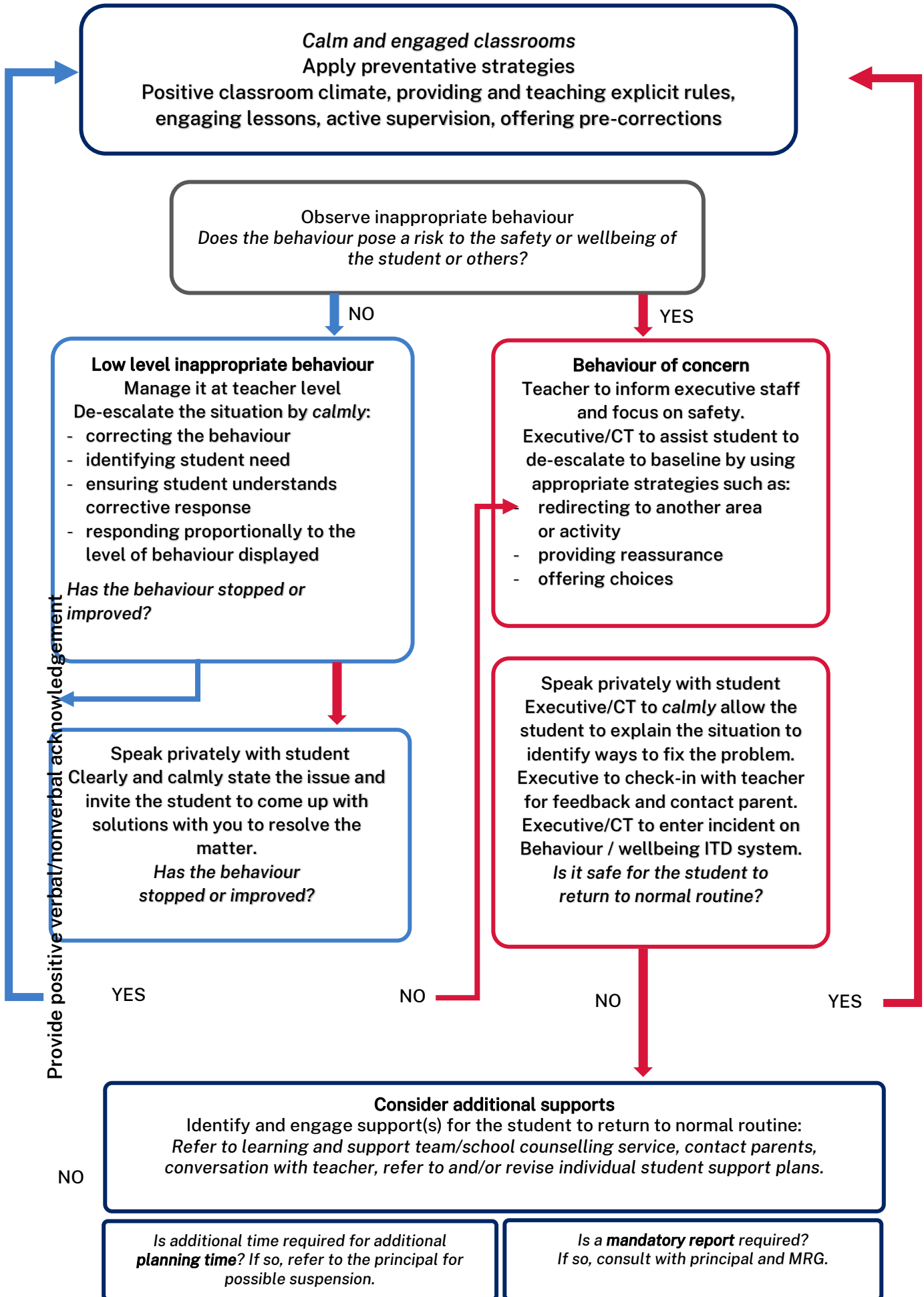
Strategy	When and how long?	Who coordinates?	How are these recorded?
<p>Reflection space (administration meeting rooms) structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection) Choice Theory and Reality Coaching, (part of break where safe, ensure toileting and eating/drinking)</p>	<p>Same day or next day at break time.</p>	<p>Assistant Principal or Principal</p>	<p>Documented in [Behaviour / wellbeing School Bytes system]</p>
<p>Alternate play plan – withdrawal from free choice play and re-allocation to office, specified playground space 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. This is often monitored by support staff. Plan continues with support until student success and safety.</p>	<p>Next break</p>	<p>Assistant Principal</p>	<p>Documented in [Behaviour / wellbeing School Bytes system]</p>

Review dates

Last review date: [31/01/2025, Term 1]

Next review date: [Day 1, Term 1 2026]

Appendix 1: Behaviour management flowchart



Bullying Response Flowchart

The following flowchart explains the actions Balarang 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.

