

Balgowlah Heights Public School

Behaviour Support and Management Plan

Overview

Balgowlah Heights Public School is committed to creating an inclusive learning environment. We aim to create a positive school environment where all students, regardless of their abilities, needs or challenges, are valued and respected members of our community. Balgowlah Heights Public School is dedicated to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. To achieve our mission to empower all students to thrive academically, socially and emotionally, key programs and initiatives prioritised and valued by the school community are:

- Positive Behaviour for Learning (PBL)
- The Resilience Project
- Smiling Mind
- Be You
- Bounce Back
- Peer Support
- Dojos
- Zones of Regulation.

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

Balgowlah Heights PS 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.

Partnership with parents and carers

Balgowlah Heights Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies. We will encourage parent/carers and student feedback through formal and informal means, such as Tell Them from Me surveys, school surveys, consulting with the P&C and local AECG.

Balgowlah Heights Public School will communicate these expectations to parents/carers through the school newsletter, parent information nights, Seesaw, school website and through presentations at P&C. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

[Parents and carers \(nsw.gov.au\)](https://nsw.gov.au)

School-wide expectations and rules

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

EXPECTATION	BEHAVIOURS IN ALL SETTINGS
RESPECT	• Be polite and kind to others • Be an active listener • Encourage and allow others to learn • Follow instructions
RESPONSIBILITY	• Be accountable for your own behaviour • Show leadership by being a good role model • Care for property belonging to yourself, others, and your school • Consider others and behave safely
PERSONAL BEST	• Be the best you can • Be an active learner • Have a positive attitude towards challenges • Learn from your experiences

Balgowlah Heights Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- PBL Lessons
- Thumbs up Tokens
- PBL Celebration Days
- Mini Merits – Bronze, Silver and Gold awards
- Lucky's Dip Rewards
- Wellbeing Weeks
- Classroom management systems
- School Assemblies K-2 and 3-6

- Recognition Assemblies.

Behaviour Support Toolkit

[Behaviour support toolkit \(nsw.gov.au\)](https://www.nsw.gov.au/behaviour-support-toolkit)

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

[Behaviour code for students \(nsw.gov.au\)](https://www.nsw.gov.au/behaviour-code-for-students)

This document translated into multiple languages is available here:

[Behaviour code for students \(nsw.gov.au\)](https://www.nsw.gov.au/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 desired 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	PBL	Positive Behaviour for Learning (PBL) Tier 1	Whole school

Care Continuum	Strategy or Program	Details	Audience
		Schoolwide and classroom systems of support that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture.	
Prevention	PBL	PBL targets (determined by PBL Big 5 data) outlined in weekly lessons and assemblies alongside Lucky's Dip rewards.	K-6
Prevention	Wellbeing Weeks	First 2 weeks of school dedicated to getting to know students and week 8 each term.	K-6
Prevention	Establishing Class rules	Class rules and expectations devised with students in first week of school each year.	K-6/ Teachers
Prevention	PL for teachers	PBL training.	Teachers
Prevention	Therapy Support Dog	Buddy is our trained Therapy Support Dog working with individuals and classes as required.	Individual students and classes
Prevention	Wellbeing Teacher	Working with grades with identified needs, based on PBL data.	Identified grades/ classes and individual students
Prevention	National Week of Action (NWA)	Our school participates in the annual National Week of Action against Bullying and violence (NWA) in August each year.	K-6
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	K-6
Prevention	Presentations for students	Students participate in Cyber Bullying Police Talks.	5-6
Prevention	Presentations for parents and carers	Parent information nights offered centering around Wellbeing.	Parents
Prevention	Resilience Project	Implemented K-6.	K-6
Prevention	Peer Support	Term 3 Program K-6.	K-6
Early Intervention	Social stories	Targeted students receive social story when transitioning to new year.	Identified students
Early Intervention	Circle Time	Implemented as needed in classrooms.	K-6
Early Intervention	Proactive communication	Implemented as needed between teacher/ carers.	K-6
Early Intervention	School Counsellor	Referrals through L&ST.	K-6
Targeted Intervention	L&ST	The Learning and Support team, work with teachers, students, and families to support those students who require personalised learning and support. Involvement of AP Learning and Support and others to develop risk assessments and short/ long-term goals.	K-6 students, families, staff AP Learning and Support

Care Continuum	Strategy or Program	Details	Audience
Targeted/ Individual intervention	Attendance support	The L&ST discuss students with low attendance and formulate plans with students, families and teachers to improve attendance and set goals.	All
Targeted Intervention	Professional Learning	PBL tier 2 training, OLT courses to target additional needs.	Teachers
Individual Intervention	Check in/ check out	Established with targeted students.	DPs Wellbeing teacher
Individual Intervention	Student Support Plans devised	Individual student plans devised including risk management plans.	Targeted Students
Individual Intervention	Itinerant teachers	Sourced to provide personalised learning support as required.	Identified students
Individual Intervention	Leadership Opportunities	Structured opportunities for students to learn about the responsibilities of leadership through Peer Support, Student Representative Council and Year 6 School Leader program	Stage 3 students
Individual Intervention	HPGE	Enrichment opportunities for students through Math enrichment, Writing enrichment and school incursions (G.A.T.E.WAYS).	Identified students

Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying.

Planned response to behaviour that does not meet school expectations are either teacher or executive managed. Staff follow the Behaviour Flow Chart.

Minor and Major behaviours are logged on our wellbeing tracking system on SchoolBytes. This allows us to monitor ongoing behaviours of concern to identify trends and implement support strategies as required to prevent the behaviour from occurring again or escalating. Tracking this data allows us to create targeted fortnightly PBL lessons

Low level inappropriate behaviour is managed by teachers in the classroom and the playground. This may include:

- expectation reminders
- re-direction
- offer choice
- prompts
- reteaching
- seating changes
- conferences

The use of verbal and nonverbal 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 response
- enhance self-esteem and build an internal focus of control.

For students with additional needs, an Individual Behaviour Support Plan (IBSP) will be created in collaboration with parents/ cares, teachers, School Learning Support officers and other professionals (where applicable).

Responses to serious behaviours of concern

Responses for continued behaviour and serious behaviours of concern, including students who display bullying behaviour, are recorded on SchoolBytes. Staff follow the managing inappropriate behaviour flow chart.

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

To provide a consistent framework for managing behaviour across the school we have developed a Behaviour Flow Chart.

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

When students are withdrawn from free choice play (as a response from to behaviour), toilet and food breaks are always included. 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?
Debriefing– reflection sheet	Scheduled for either lunch or recess break	Assistant Principal/ Deputy Principal	Kept in DP office Recorded on 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	Next break	Assistant Principal/ Deputy Principal	Documented on SchoolBytes.

Review dates: Last review date: May 2025 Next review date: December 2026