

Balranald Central School Behaviour Support and Management Plan

Overview

Balranald Central School is committed to explicitly teaching and modelling positive behaviour and supporting all students to be engaged in their learning.

Our goal is to inspire every child to participate positively in society. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to uphold our school values of respect, responsibility, care and personal best.

The 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.

Our processes are founded on the idea that students must learn to take responsibility for their own actions and to ensure all staff respond to these challenges consistently to support students to acknowledge harm and learn from their behaviour choices.

Through holistic information about students, we provide a dynamic, engaging and inclusive setting.

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

- Restorative Practice
- Life Skills GO
- The Resilience Project

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

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents involve interpersonal conflict or wrongdoing occur.

Partnership with parents and carers

Balranald Central School will partner with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including for bullying behaviour by:

- inviting families and student feedback through formal and informal means, for example, through Public Education surveys, school surveys and consulting with the school's P & C Association and the AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Balranald Central School will communicate these expectations to parents/carers through the school newsletter, website and provide links to information and resources in the [Behaviour support toolkit](#).

School-wide expectations and rules

Balranald Central School has the following school-wide expectations:

Responsibility	Care	Respect	Personal Best
Contribute positively to our school environment & culture	Be proud of achievements	Value others & their differences	Set SMART goals
Be ready to learn with correct equipment	Show kindness and compassion	Work together	Attempt all tasks to the best of your ability
Be accountable for your words and actions	Support the safety and wellbeing of yourself and others	Follow reasonable requests	Develop resilience and persevere to overcome challenges

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 \(nsw.gov.au\)](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01)

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies across the care continuum and responds to behaviours of concern, including bullying and cyberbullying behaviour. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents.

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:

- 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
- actively supervising 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
Individual intervention	Attendance monitoring	Address barriers to improve attendance and set growth goals	Students, DP, Year Advisor & CT, HSLO, CLO
Prevention / Early/ Targeted intervention	Australian eSafety Commissioner Toolkit for Schools	Toolkit resources to engage with the school community about creating & maintaining safe online environments to prevent cyber-bullying	Students 3-12 staff, families
Individual intervention	Daily achievement	Time on a daily achievement card to change a pattern of behaviour.	Students 7-12
Individual intervention	Individual behaviour support planning	Developing, implementing, monitoring & reviewing behaviour support and risk management plans	Students, family, HT Wellbeing, LST
Targeted / individual intervention	Learning and Support	LST works with teachers, students and families to support students who require personalised learning and support	Staff, individual students K-12, families
Prevention / Early/ Targeted intervention	Life Skills GO & wellbeing team LSG follow-up	Supports the implementation of the school's approach to wellbeing	Students K-12
Individual intervention	MESH	A program with a focus on building self-awareness and emotional intelligence for students	Individual students 7 - 12
Prevention	National Week of Action Against Bullying and Violence (NWA)	Our school participates in the annual (NWA) – Term 3 each year. The school creates a shared understanding about bullying behaviours and revises bullying programs, policy & strategies	Staff, students K-12
Prevention	Parent/carer communication	To increase parent's understanding of how our school addresses all forms of behaviour	Staff, students K-12, families
Prevention	PDHPE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions	Students K-12
Prevention/ Early / Targeted / & Individual intervention	Restorative Practice	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations	Staff, students K-12, families
Prevention / Early intervention	Student Wellbeing Officer	Supports the school's approach to wellbeing	Students K-12
Prevention	The Resilience Project	Whole school wellbeing program that teaches & supports positive mental health in the classroom, staffroom and wider community	Students 7-12
Prevention	Transition programs	Focusing on a safe & successful movement into all transition points (kindergarten, high school, stage 6 and post school pathways)	Pre-K to post-12 students at transition points
Prevention	URStrong	Students engage in social and emotional wellbeing lessons, which are reinforced by staff regularly, including morning lines and term assemblies	Primary Staff, students K-6 families
Prevention	VISI	To develop a consistent approach across all staff	Staff
Prevention	Social & Emotional Learning programs	SEL programs provide explicit instruction in social and emotional skills that promote positive behaviours & mental health e.g. Love Bites, Seasons of Growth, MESH, Elephant Ed, URStrong	

Prevention	Breakfast Club	Focusing on nutrition, morning mindfulness and overall wellbeing through daily Breakfast Club as a joint initiative with Good 360 & Maari Ma	All students
Prevention	Gym program	Engaging students in physical activities to foster resilience, teamwork and mental wellbeing	Students 7-12
Prevention	Structured play	Structured activities during breaks to encourage positive peer interactions & reduce conflict	All students
Prevention	Activities	Activities based on student interests to help build friendships, develop hobbies, and engage positively during break times including the kitchen garden, library and Dreaming Hub activities	All students
Prevention	Zones of Regulation	Teaches students self-awareness and strategies to self-regulate emotions using a structured framework	All students
Prevention	Merit system	Praise, rewards and incentives such as merit awards in assemblies, to encourage and reinforce positive behaviour	All students
Prevention	Headspace	On going connections with headspace, with face-to-face and telehealth options	All students
Prevention	Police Liaison Officer	A range of school intervention strategies, educational programs and local relationships which model respect and responsibility	All students
Prevention	Wellbeing Wednesday	Fortnightly wellbeing lessons	Students 7-12
Early Intervention	Brain Breaks	Short, intentional breaks during classroom time to reduce stress & mental fatigue, supporting students in maintaining focus & positive behaviour	Students showing early signs of stress or dysregulation
Early Intervention	Ready to Learn plans	Individualised plans that outline specific learning goals, strategies and accommodations to help students regulate, re-engage, and succeed academically	Students who need additional behavioural and learning support
Early Intervention	Family engagement	Regular communication with parents/carers, providing resources to support behaviour management at home and collaborating on individualised behaviour plans	Students needing additional support (family partnership)
Early Intervention	Modified enrolment programs	Provides flexible enrolment options, including part time or adjusted schedules for students struggling with full time attendance. This program supports students in reintegrating into school gradually and offers ongoing behavioural & academic interventions during the transition	Students needing modified attendance due to behavioural or wellbeing issues
Early Intervention	Stymie	Online platform accessible 24/7 for notification of students being bullied or harmed. A notification is automatically forwarded to school, and an investigative process is followed by wellbeing team	All students
Early Intervention	Therapeutic programs	Creative & therapeutic interventions, such as art or music therapy, provide students with an alternative way to express emotions/build coping mechanisms	Students requiring support with emotional & behavioural issues

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.

Balranald Central School 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
- notifications on Stymie

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 their year advisor or 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, where there is a clear and close connection between the school and students' conduct.

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 by teachers may include:

- rule reminder
- re-direct, offer choice or error correction
- prompts
- reteach
- detention, reflection and restorative practices
- communication with parent/carer
- seat change/play or playground re-direction
- stay in at break to discuss/complete work/walk with teacher
- conference

Balranald Central School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

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
1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students acknowledged for meeting school expectations	1. Refer to school-wide expectations	1. Contact front office to seek help from executive rostered on straight away if there is a risk. Otherwise notify AP/HT/DP 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 e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback	2. AP/HT/DP/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/frequent moderate/intermittent significant/infrequent	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the behaviour expectation before a low-level consequence is applied	3. AP/HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. AP/HT/DP/CT to record incident on Sentral and contact parent/carer. DP/P may consider further action e.g. formal caution/suspension
4. Social-emotional learning lessons are taught	4. Teacher records engagement in programs on Sentral. For some incidents, a referral is made to the ARCO; SWO; or HT Wellbeing	4. Refer to the Learning Support Team considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Parents are automatically notified through the parent portal when intermittent/infrequent reinforcers are recorded on Sentral Student merit awards for positive behaviour	Teacher contacts parents when a range of corrective responses have not been successful. Individual planning and referral to LST may be discussed.	Parent/carer contact is made by AP/HT/DP/P to discuss support & 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 Sentral. 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.

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.

Detention, reflection and restorative practices

Toilet & food breaks are always included when students are withdrawn from the playground as a planned response to behaviour. Maximum length of time appropriate to the developmental level of the student.

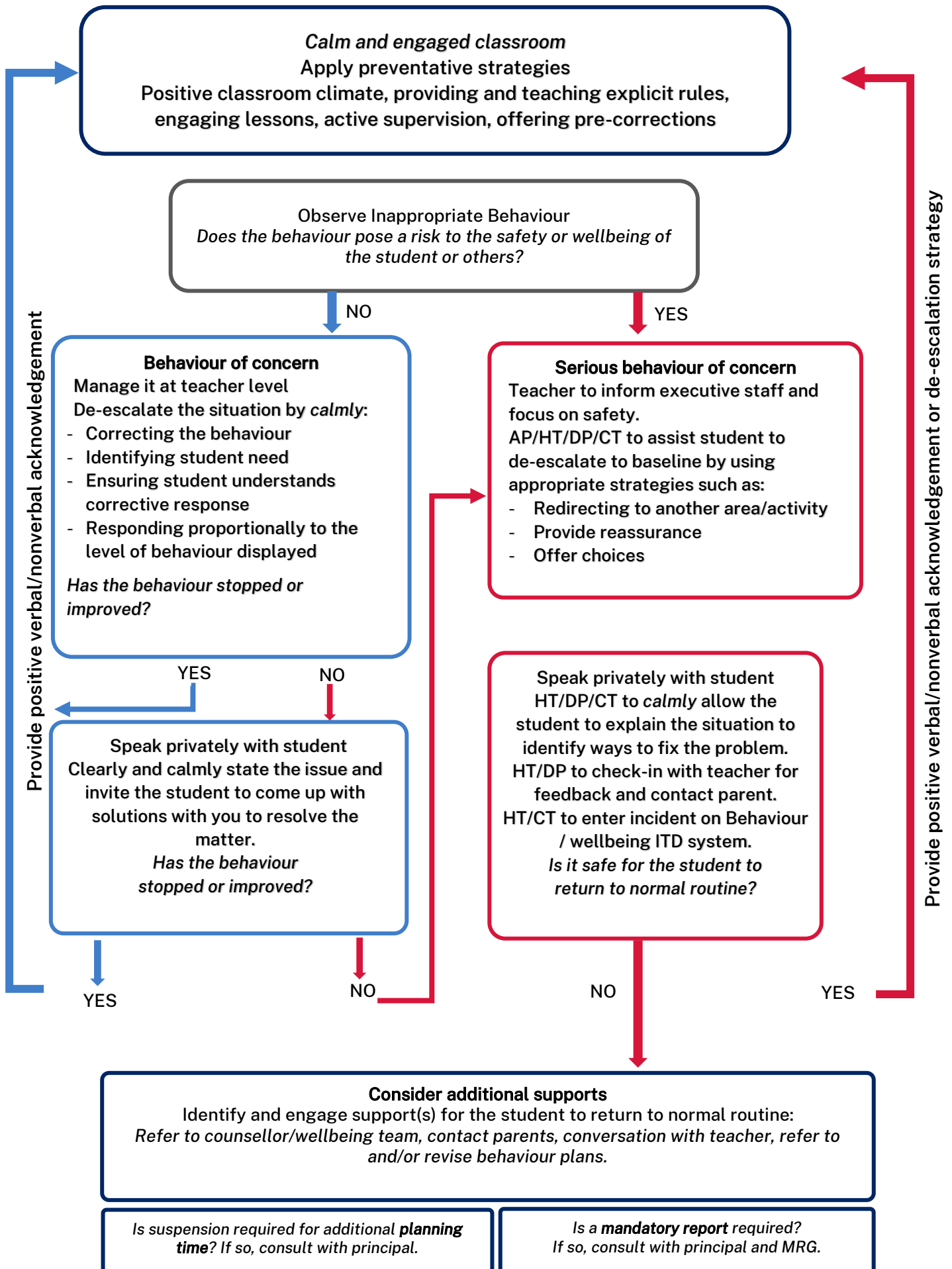
Strategy	When and how long?	Who coordinates?	How are these recorded?
Alternate break plan – withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	Next break	School executive	Sentral
Restorative practice – peer mediation or restorative conversations in groups	Scheduled when all involved are available	YA/AP/ HT Wellbeing	Sentral

Review dates

Last review date: 10 February: Day 1 Term 1 2025

Next review date: 9 February: Day 1 Term 1 2026

Appendix 1: Behaviour management flowchart



Bullying Response Flowchart

The following flowchart explains the actions Balranald Central 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.

