

Bangalow Public School Behaviour Support and Management Plan

Overview

At Bangalow Public School, we prioritise the explicit teaching and modelling of positive behaviour, ensuring all students are actively engaged in their learning journey. Our Behaviour Support and Management Plan aims to establish a safe, respectful and inclusive school environment that fosters both academic success and personal development for every student.

Our everyday practices are underpinned in the principles of positive behaviour support, inclusivity, trauma-informed care and social-emotional learning. We uphold high standards for student conduct through strong role modelling, explicit instruction and well-considered, planned responses.

Supported by our school-wide core values of **Be Safe, Be Respectful** and **Be a Learner**, our plan seeks to direct student behaviour, foster positive social interactions and offer a systematic approach to addressing behavioural issues. These guidelines are designed to create a harmonious and supportive school environment where every student feels secure, treated with respect and actively involved in the community. By adhering to these principles, we aim to cultivate an atmosphere of mutual respect and accountability, ensuring that students not only meet behavioural expectations but also thrive in their social and academic endeavours.

Our ongoing commitment to ensuring positive student wellbeing practices are maintained and supported at our school by being embedded in our Strategic Improvement Plan through our Strategic Direction #2: Engagement for Wellbeing, with the goal of achieving a comprehensively planned, whole-school approach to collective wellbeing, focusing on creating a safe environment, ensuring connectedness, engagement and promoting social and emotional skills.

In compiling this plan, our school contributors have consulted with the following Department of Education policies and supporting documents: Student Behaviour Policy (updated 2023), Wellbeing Framework for Schools (2018), Behaviour Code for Students (2023), School Community Charter (currently being reviewed), Inclusive Education Statement for Students with Disabilities (updated 2022), Bullying of Students – Prevention and Response (2022).



Promoting and reinforcing positive student behaviour and school-wide expectations

Bangalow Public School has implemented the following school-wide core values and expectations:

- **Be Safe** – We encourage students to play safely, use school equipment in a safe manner, wear approved school hats in the playground, travel safely to and from school by bus or private transport modes, and follow teacher instructions to ensure a secure environment for everyone.
- **Be Respectful** – we encourage showing respect to others by listening and valuing their opinions, using polite language, maintaining a clean environment, taking responsibility for one's actions and treating everyone with kindness and empathy.
- **Be a Learner** – we support students to actively engage in the positive learning culture of our school by developing and strengthening our schools BPS 5 Ways Learner Dispositions: adventurous, connected, driven, perseverant and reflective in all settings, learning and activities.

The Bangalow Public School Behaviour Support and Management Plan is underpinned by the following fundamental beliefs, aligned with the principles of the NSW DoE Wellbeing Policy:

Safety and Predictability – Both students and teachers have the right to work in a safe and predictable environment where they feel physically and emotionally secure. This ensures an optimal setting for learning and teaching.

Trust and Respect – Trust is a core principle of our policy, forming the foundation of a nurturing and inclusive environment. Mutual respect is essential for fostering positive relationships and a harmonious school community.

Integrity and Positive Relationships – Throughout all interactions, the integrity of staff and students is crucial to building positive and productive relationships. Honesty, fairness, and respect are at the heart of all school activities and communications.

Clear Expectations and Accountability – Students must be aware of the expected standards of behaviour and the consequences of not adhering to these expectations. Clear communication of these standards helps students understand their responsibilities and the impact of their actions.

Consistency and Fairness – All staff are required to maintain consistency when upholding the expected standards of behaviour. This ensures fairness and helps students understand that rules apply equally to everyone.



Connection and Accountability – Consequences for inappropriate behaviour aim to establish connection and accountability. Restorative practices are employed to help students understand the impact of their actions, repair harm and restore relationships.

Student Wellbeing and Support – We prioritise the wellbeing of our students by providing support systems and resources to help them thrive. This includes access to counselling, social-emotional learning programs, and interventions tailored to individual needs.

Inclusive Practices – Our approach is inclusive, recognising and valuing the diverse backgrounds, abilities, and needs of all students. We strive to create an environment where every student feels valued and supported.

Collaboration with Families and Community – We believe in the importance of working collaboratively with families and the community to support student wellbeing and positive behaviour. Open communication and partnerships are key to our approach.

Continuous Improvement – Our Behaviour Support and Management Plan is regularly reviewed and updated to ensure it aligns with best practices and the evolving needs of our school community. We are committed to ongoing professional development and improvement in our strategies.

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

- Individualised planning and support through our Learning and Support team/Wellbeing team approach
- Support from DoE School Services personnel including, but not limited to: APLaS, ACLO, LaWO, school counsellor service, HSLO, APH, APV, EI, AAO
- Social Skills/Values Education programs including: The Anxiety Project, Rock & Water, Zones of Regulation, explicit teaching of expected behaviours.
- Staff Professional Learning including: Online Learning Training, The Anxiety Project Teacher Training, Regulation in the classroom, De-Escalation of Students professional development.
- Child Protection/Drug Education Programs
- Social Media workshops
- School Leadership Training/Peer Support Leadership Program
- PB4L Gotcha Tokens and OBA Award System

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, but are not limited to:

- Stating and explicitly teaching classroom and school-wide expectations;
- Establishing predictable routines and procedures that are communicated clearly;
- Encouraging expected behaviour with positive feedback and reinforcement;
- Actively discouraging inappropriate behaviours;
- Providing active supervision of students;
- Maximising opportunities for active engagement with learning.

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 [here](#). This document translated into multiple languages is available here: [Behaviour Code for Students](#).

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning Lessons	Weekly lessons focused on teaching of positive behaviours reacting to data analysis and school-based needs. Positive Behaviour for Learning (PB4L) 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.	All students K-6
Prevention	LifeSkills Go Program	An evidence-based program designed to support a whole school program approach to wellbeing. This is achieved through curriculum-aligned, social, emotional and physical learning for students and educators. The lessons focus on developing skills for resilience, self-awareness, managing anxiety, self-management, and social awareness.	All students K-6
Prevention	School support officer - Zones of Regulation in classes	Students participating in a stage group program to develop awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This curriculum provides us an easy way to think and talk about how we feel on the inside and sort these feelings into four coloured Zones, all of which are expected in life.	All students K-6
	Rock and	An evidence-based program designed to support a whole school program	

Prevention	Water Program	approach to wellbeing. This is achieved through hands-on activities to promote self-awareness, increased self-confidence and social functioning for students and educators. The lessons focus on developing skills for self-confidence, self-respect and self-reflection, reducing bullying and negative self-concept.	All students K-6
Prevention	The Anxiety Project	Delivery of a wellbeing program that helps students build their emotional resilience through simple and effective exercises to help students stay calm, relaxed and focused, and be able to learn more effectively during their day. Delivered by all teachers school wide, with Implementation Coach expertise support.	All students K-6
Prevention	Child Protection	Delivery of mandatory Child Protection program K-6 and Bravehearts Program K-2.	All students K-6
Prevention	Professional Learning	Delivery Professional learning to provide practical strategies for use in the classroom and across the school. Delivered by APLS through the use the OLT platform targeting specific disabilities and de-escalation of students. SLSOs to complete professional development on understanding ASD behaviours in students.	Staff
Prevention	National Week of Action	Our school acknowledges the annual National Week of Action against Bullying and Violence in August every year.	All students K-6
Prevention	Digital Citizenship	Delivery of Digital Citizenship lessons on a yearly basis, and annual permission from parents and caregivers and agreement by students on the appropriate use of digital devices.	All students K-6
Early Intervention	Stage Support	Early identification at team stage meetings and with stage Assistant Principals for individuals and groups requiring support for learning and/or behavioural matters.	All staff
Early Intervention	PB4L Tokens and whole school PB4L reward system	Token system to encourage and support positive student behaviours. Classroom and playground systems that see class rewards set and worked towards as tokens are collected. A whole school reward is achieved when whole school Token Towers are filled.	All students K-6
Early Intervention	PB4L OBA Awards	Implementation of school wide PB4L OBA Awards, sees students move through bronze, silver and gold levels with the accumulation of daily rewards. Designed to recognise and reinforce positive student behaviour and expectations. The implementation embraces the same structure of Tier 1 PB4L principles. Implemented by all staff.	All students K-6

Care Continuum	Strategy or Program	Details	Audience
Targeted Intervention	Learning and Support Team & Referral System	Referral to our learning Support meetings for discussion and processing to ensure relevant staff are aware of pertinent details to support students or groups of students as required. Support may include referral to LST, School Counsellor or other DoE schools services and personnel, including HSLO, ACLO, APLS, Early Intervention etc.	All staff
Targeted Interventions	One-on-one Interventions	One-on-one targeted intervention program to support students with Individual Behaviour Plans to develop the skills, practice and support to use coping strategies to reduce the symptoms of anxiety and stress. Delivered by trained staff.	Individually targeted students as required.
Targeted Intervention	Learning and Support Program	The extended Learning and Support Team made up of teachers and SLSO's, support teachers, students and families of students requiring personalised learning and support. LST staff develop and maintain IBPs, Health Care Plans, Student Profiles, PLP's and Escalation Plans in collaboration with teachers and parents to establish any risk assessments, and short/long term goals. Team approach supported by our APLS with clear guidelines and processes.	LST, Individual students, families and staff.
Targeted Intervention	Attendance Support	Stage teams discuss Attendance matters regularly, and refer to the Executive and Principal for follow up. This includes follow up with home contact for attendance concerns. HSLO attendance data and attendance monitoring processes. HSLO to support Principal with parent meetings and/or additional follow up	Identified students
Targeted and Individual Intervention	School Counsellor Support	Specific individual counsellor support for students as required. Students are referred through the in-school system for support.	Individual students and families
Targeted Intervention	School support officer - LEGO Social Skills	Identified students participating in a small group program to develop awareness of feelings and social skills, while exploring a variety of tools and strategies. individual counsellor support for students as required.	Identified students
Targeted and Individual Intervention	Reflection Room Process	Students exhibiting behaviour choices contrary to the Behaviour Code for Students may be referred to our Reflection Room Process. Here they engage in restorative justice practices to encourage them to consider their choices and how their actions can impact on others, including how they can make things better. Assistant Principals oversee this process.	Individual or groups of students.

Detention, Reflection and Restorative Practices

Bangalow Public School employs a restorative method for managing behaviour. This strategy encourages students to acknowledge their actions, comprehend the consequences of their behaviour and cooperate with staff to develop solutions. Rather than being punitive, this approach focuses on restorative justice practices, fostering open dialogue and collaboration among students, families and staff. By doing so, it ensures that every member of our school community feels respected and committed to each other's wellbeing.

We aim to reduce exclusions, disruptive behaviours, conflict, bullying, and low-level disruptions. By fostering a supportive and inclusive environment, we strive to create a positive school culture where all students can thrive academically and socially. We aim to improve positive behaviour, learning opportunities for all, student attendance and educational outcomes.

We endeavour to develop honesty, personal responsibility, accountability, empathy, emotional literacy, conflict resolution skills, positive learning behaviour and independence.

Action	When and how long?	Who co-ordinates?	How are these recorded?
Tier 1 – Minor Behaviours Across all settings: back chatting, name calling, class disruption, non-compliance, exclusion, careless incidents resulting in harm to others, out of bounds without permission. 3 Minor Behaviours in a 5-day period, results in a Major Behaviour Process. <u>Classroom Behaviour Management is the core business of all Teachers.</u>	Teacher Restorative Practice - One-on-one teacher/student conference - Parent communication/check in, - Classroom Plan developed, - Consequences include:- Time off playground or another area to play, Buddy class, Library to finish unfinished task, Walk with teacher, Removal of privileges.	Classroom Teacher	Recorded by Teacher in program/ diary

Action	When and how long?	Who co-ordinates?	How are these recorded?
Tier 2 – Ongoing Minor and Moderate Behaviours Across all settings: Repeated Tier 1 behaviours, deliberate minor hands-on others, inappropriate language, ongoing non-compliance, and minor discrimination.	Stage AP Support - Stage Meeting Referral - AP follow up and intervention plans - AP contact with parents Reflection Room Process - Reflection at Recess Time with Executive - Reflection Room Think Plan - Record in School Bytes - Think Plan sent home to parents for review	Teacher & Executive Member	All records kept in School Bytes Wellbeing module
Behaviour reported to parents by an executive with a reminder of school expectations and at-risk behaviours that may lead to exclusion from school activities for safety reasons.	- 3rd Reflection Room in a Term = Meeting with Parents - Ongoing Reflection Room - LST referral. - Principal informed for suspension plan. Referral to Learning Support (APLS) - Referral to Learning Support meeting - Individual Behaviour Plan developed in partnership with parents and school counsellor - Ongoing intervention and monitoring by LST	Teacher & Executive Member	All records kept in School Bytes Wellbeing module
Tier 3 – Major Behaviours Across all settings: major hands-on and discrimination incidents, negative social media behaviour, bullying & violence.	Principal Managed Behaviour - Principal determined next steps - Liaise with Team Around a School for additional support or advice. - Multiple reflection rooms in succession - Formal Caution of Suspension Letter - In school Suspension	Executive and Principal	All records kept in School Bytes Wellbeing module
Suspension of student in line with the DoE policy	Suspension - The NSW Department of Education Student Behaviour policy and Suspension and Expulsion Procedures apply to all NSW public schools.	Principal	All records kept in School Bytes Wellbeing module



Partnership with parents/carers

Bangalow Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by liaising with staff, community, Bangalow Public School Student Representative Council, Bangalow Public School P&C Association, and the Arakwal elders.

Bangalow Public School will communicate these expectations to parents/carers by employing open communication methods (interviews/meetings, newsletter, website, text/email, phone), providing access to parenting and support workshops, open classrooms, community events and written confirmation of policy and procedures, including the School Community Charter which informs parents and carers on how to engage positively with our school.

School Anti-bullying Plan

Bangalow Public School offers a comprehensive and enriched curriculum within a nurturing and collaborative environment. Our dedicated and experienced staff promote a culture of lifelong learning. We encourage students to reach high academic standards, cultivate self-discipline, build healthy self-esteem, and pursue personal excellence guided by positive values. The school is also distinguished by its highly engaged parent community.

At Bangalow Public School, every student has the right to learn in an environment that addresses their individual learning needs and ensures they feel safe and acknowledged. We strive to create a supportive atmosphere where students are valued for their unique abilities and contributions. This commitment to inclusivity and recognition helps foster a sense of belonging and encourages students to actively engage in their education.

At Bangalow Public School, processes have been developed to address behaviours of concern, including bullying and cyberbullying, underpinned by our school values (Be Safe, Be Respectful, Be a Learner) and guidelines from the Student Behaviour Policy and other Department of Education support resources. A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. Bullying behaviour involves the intentional misuse of power in a relationship, in ongoing and repeated and involves behaviour that can cause harm.

Our school is committed to:

- Minimising all forms of harassment in the school.
- Establishing a climate supported by staff, students and parents of respect for and caring for others.



Our Anti-Bullying procedures require **staff** to:

- Be observant to signs of distress or reported incidents of bullying.
- Make efforts to minimise incidents by actively patrolling during supervision.
- Take steps to help all students without placing emphasis on individuals.
- Report incidents to appropriate staff members.

Our Anti-Bullying procedures require **students** to:

- Be proactive in helping others (buddy bench).
- Use appropriate problem-solving strategies when they encounter disagreements.
- Encourage and involve all students in activities in the playground and classrooms.

Our Anti-Bullying procedures require **parents** to:

- Be familiar and supportive of the existing policies and procedures currently in place at school level.
- Have open and healthy lines of communication with their child's class teacher to address any issues or concerns in an appropriate way.

PROCEDURES (REVIEW)

In line with our whole School Behaviour Support and Management Plan, the following actions will be undertaken, as required, to address all inappropriate bullying behaviour.

- Bullying incident reported to teacher.
- The child whose behaviour is unacceptable is issued with a Reflection Card and/or conference with an executive staff member for follow up.
- Parents are notified of an incident and the incident is recorded on School Bytes.
- Investigating teacher discusses problem with students concerned.
- Procedures/policy is outlined to offending student/s with clear expectations set out.
- Attempt to have student acknowledge and accept responsibility for behaviour.
- Outline consequences of continued negative behaviour.
- Monitor behaviour, post interview.
- Follow up with student who has been subjected to negative behaviour.
- If student re-offends class teacher/stage supervisor/principal to arrange meeting with parents.
- Other actions in line with NSW DoE policy may be implemented including suspension of students.



Reviewing dates

Last review date: 18 November 2024

Next review date: Term 4, 2025

Appendix 1

Supporting Behaviour & Collective Wellbeing at BPS

At BPS we use the [PB4L- Positive Behaviour for Learning](#) approach.

PB4L is an evidenced-based, organisational framework for behaviour support to enhance respectful relationships and engagement of students in their learning. It encompasses a broad range of systemic and individualised strategies and agreed practices, for achieving important social and academic outcomes for all students.

This framework is an integral component of the *Bangalow Public School Collective Wellbeing* focus which forms part of our Strategic Improvement Plan. Our focus aims to ensure our school plays an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

PB4L provides students, staff and the community with a structure, processes, tools and a mindset for personal wellbeing and improvement in learning, including student voice. Through stakeholder input in 2020 our school values were defined as:

Be Safe

Be Respectful

Be a Learner

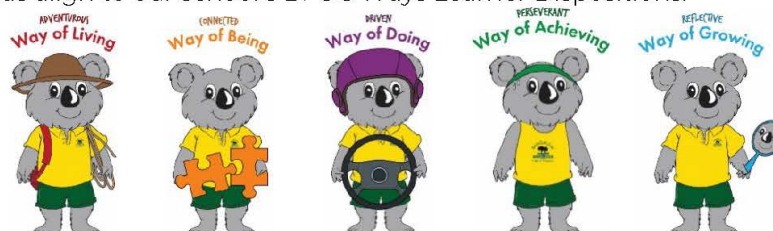
Each week we have a PB4L focus for an area in or outside the classroom to focus on. The expectations for behaviours that align to these school values are revisited and celebrated. This matrix of behaviours was developed in consultation with staff and students in 2020.

PB4L School Mascot

To support PB4L in and beyond the classroom we have our school mascot OBA, his name stands for our school motto – 'Our Best Always'. He is a helpful reminder of the PB4L values. OBA is a core part of the systems and processes we have in place to support and celebrate students engaging in positive behaviours for learning which links to our Gotcha Ticket system. These can be seen below.



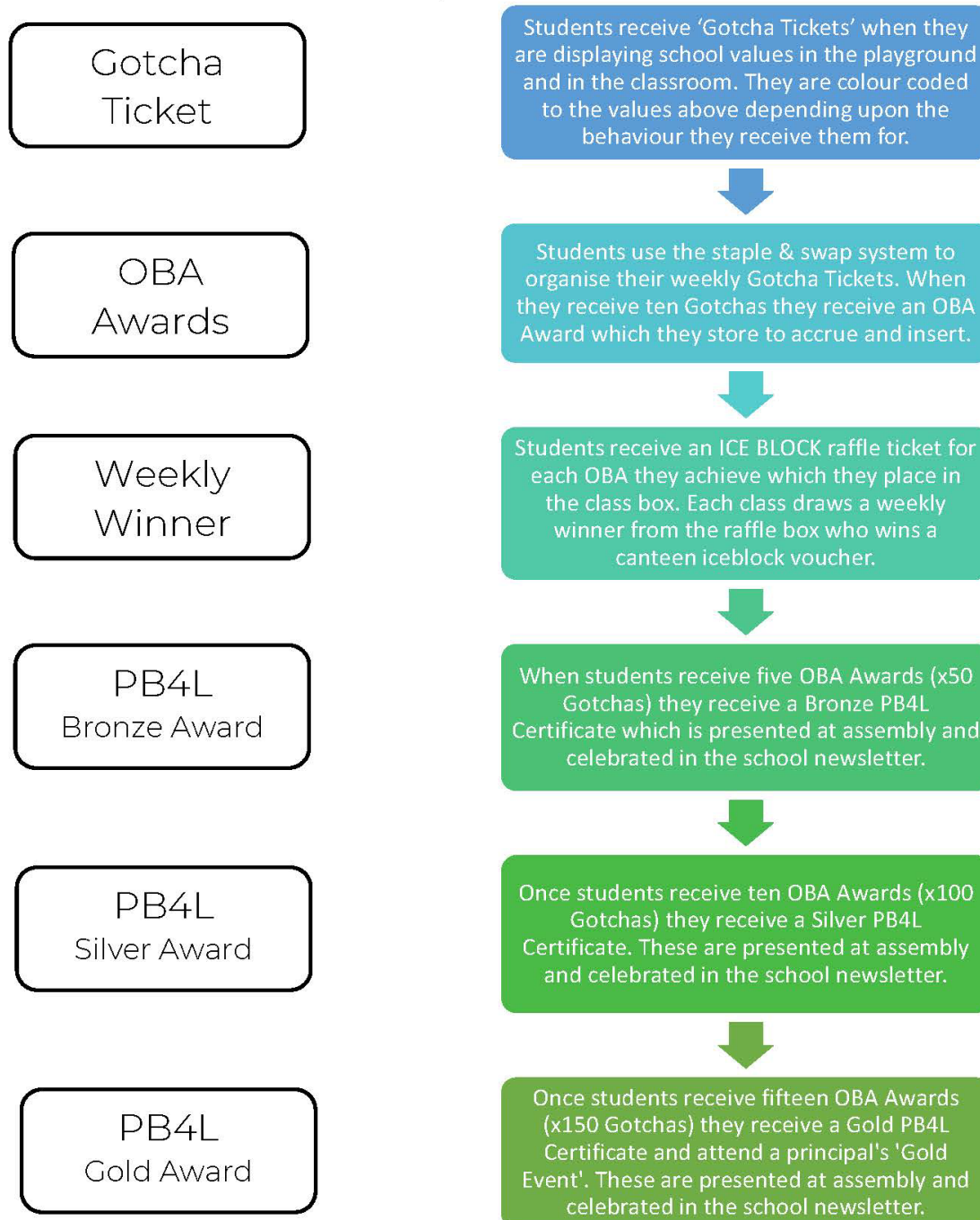
Learner Gotchas align to our school's BPS 5 Ways Learner Dispositions:



PB4L OBA Student System

Each student's OBA journey restarts at the commencement of each school year. Once students attain the required amount of Gotchas for each award level, they will receive their PB4L Award. Bronze and Silver certificates will be presented at stage lines and Gold certificates will be presented at assemblies.

In order to receive their Bronze or Silver Award at stage lines, the student must not be in Reflection Room for 2 weeks prior. To receive their Gold Award at assembly, the student must not be in Reflection Room for 4 weeks prior.

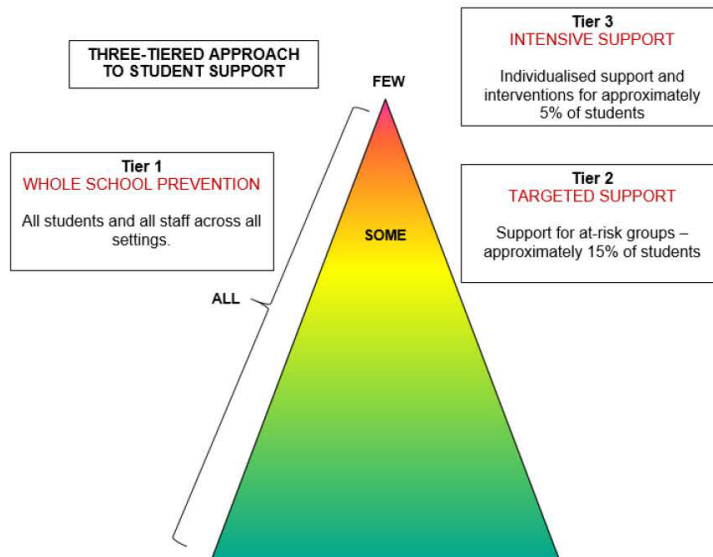


Our Stage 3 OBA Ministry collects the Gotcha ticket data from each class each week. They collate how many Gotchas were awarded for each of the school values from each classroom's tallies for the week.

We have a PB4L cylinder display in the front office where every 5 gotchas is represented by a colour coded disc. When the three cylinders are full the whole school celebrates with a school reward- this could be extra play, a disco or other idea discussed and determined by the student SRC which has representatives from each class.

PB4L Tier System

The multi-tiered system of social behavioural support provides three levels of intervention, which is matched to our students need. Tier 1 is where we explicitly and implicitly teach both the School Wide Positive Behaviour Framework (PB4L) which is for all students and is designed to promote pro-social behaviour. Tier 2 (secondary or targeted interventions) is for students who are at risk of developing a more serious problematic behaviour. Tier 3 (tertiary or intensive) supports are for students who engage in serious challenging behaviour that has not responded to other efforts.



Tier 2 Targeted interventions systems:

- build upon Tier 1 Universal Prevention systems
- match students to interventions
- monitor and review to decide whether to fade, maintain or intensify interventions
- communicate with staff and families

Tier 2 Targeted interventions practices can include:

- check-in check-out
- social skills groups
- check and connect
- mentoring
- Zones of Regulation
- Be You
- Life Skills Go

Tier 3 intensive individualised systems include:

- coordinating planning and progress monitoring with the team that supports targeted group interventions
- communicating and collaborating with families and carers
- working closely with other service providers
- using data to monitor and evaluate student progress and overall program effectiveness

Tier 3 intensive individualised practices include:

- conducting Functional Behavioural Assessment (FBA) procedures
- collecting relevant data sources (observations)
- developing, implementing and monitoring behaviour/learning plans

Appendix 2

