

Belair Public School

School Behaviour Support & Management Plan



OVERVIEW

Belair Public School promotes positive student behaviour through the explicit teaching and modelling of behaviour expectations. Expectations of students are clear and consistent and are reflective of our school behaviour values: Respect, Responsibility and Resilience.

A whole school approach ensures that a consistent language is used to promote positive behaviour and support conversations regarding behaviour choices.

The Det Student Behaviour policy can be found here: <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316>

NSW PUBLIC SCHOOLS 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.

All students in government schools are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools.

Belair Public School takes strong action in response to behaviour that is detrimental to self or others or the achievement of high-quality teaching and learning.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW public schools is a high priority for the Department of Education. The Behaviour Code for Students can be found here:

<https://education.nsw.gov.au/content/dam/main-education/policy-library/associated-documents/pd-2006-0316-01.pdf#:~:text=expected%20to%3A&text=Not%20bully%2C%20harass%2C%20intimidate%20or,high%20quality%20teaching%20and%20learning>

At Belair PS, we implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Being kind
- Respecting yourself
- Respecting others
- Respecting peoples' boundaries
- Respecting the decisions teachers make
- Respecting the environment
- Respecting our general assistants and cleaners by packing up the playground
- Respecting visitors to our school

Responsibility

- Being responsible for your actions
- Being responsible for equipment and toys- looking after them and packing them away
- Being the right place at the right time
- Being a positive role model for others
- Taking care of yourself and your friends
- Making safe choices in our play
- Using things in a safe way
- No hat, COLA or shade sail play

Resilience

- Character
- Thinking
- Coping
- Control
- Contribution
- Courage

Safety

- Model and follow departmental, school and class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

BELAIR PUBLIC SCHOOL CORE VALUES

Our core values of Opportunity, Excellence, Inclusivity, Community, Equity, Collaboration, Quality Education, Innovation, High Expectations and Lifelong Learning underpin all aspects of school life.

PROMOTING POSITIVE STUDENT BEHAVIOUR

At Belair Public School we explicitly teach, recognise and reinforce positive student behaviour and to manage it using the following systems:

- Back to School Wellbeing Programs – these are taught to each stage at the start of the school year and include themes such as friendship, anti-bullying, cooperation, care and respect.
- Zones of Regulation, Catastrophe Scale and Restorative Practice
- Playground Passport
- Student Representative Council
- Behaviour Code for students

- Belair Language of Resilience
- Grow Your Mind K-6
- Cyber Safety Education (Whole School Community)

SCHOOL WIDE EXPECTATIONS – HOW WE REINFORCE POSITIVE BEHAVIOUR

All conversations with students about behaviour are linked to our school values behaviour of respect, responsibility and resilience. Systems that support this are:

- Recognition of student behaviour through awards systems – Merits, Principal Awards, Kids Care Award, Gold Awards and Extra-Curricular Awards
- Upstander Awards – promotion of anti-bullying practices
- GOTCHAs – reflective of school values, awarded in class or on the playground to recognise positive behaviour. A draw is held at weekly assembly's where 10 students K-6 receive a canteen voucher.
- Zones of Regulation, Catastrophe Scale and Restorative Practice
- Grow Your Mind K-6
- Belair Blitz – a whole school weekly focus that is discussed with students at assembly and then reinforced throughout the week in classrooms and the playground.

CARE CONTINUUM

Students may require different types of intervention delivered in different ways along a continuum of need to best fit their needs. This is called the Care Continuum. The care continuum includes intervention for:

- **All students** – creating a safe and respectful learning environment
- **Some students** – providing early intervention and targeted support for students at risk of developing negative behaviours
- **A few students** – support students with complex and challenging behaviour needs through intense, individual interventions.

The care continuum is a whole-school system that can assist schools to adopt a prevention focused approach and help to address the full spectrum of student needs including:

- Prevention
- Early intervention
- Targeted intervention
- Individual Intervention



WHOLE SCHOOL APPROACH

Below is a summary of the programs and strategies Belair Public School uses that support student behaviour at each stage of the care continuum.

Care Continuum	Strategy or Program	Details	Audience
Prevention Strategies	Communication with parents/carers	Communication with parents regarding school expectations.	Parents/carers and staff
	Restorative Practice	Build, maintain and restore positive relationships through restorative conversations.	Students and teachers
	Behaviour Core Values	Explicit teaching and modelling of respect and responsibility. Language of resilience.	Students, parents/carers and staff
	Classroom and playground management	Strong teacher/student relationships and visible rules for classroom and playground.	Students and teachers
	Teaching and Learning	High quality, differentiated teaching with appropriate learning, social and emotional adjustments included in IEPs.	Students, parents/carers and teachers.
	Social and Emotional Learning	Includes catastrophe scale, Zones of Regulation, Language of Resilience and Grow Your Mind.	Students, parents/carers and staff
	Student Goal Setting	Each student sets one behaviour goal as part of goal setting process.	Students, parents/carers and teachers
	Student Representative Council SRC	2 students per 3-6 class are selected from the SRC along with Year 6 leaders. Meetings are held twice each term.	Students, teachers, community
Early Intervention	Classroom Management	Explicit teaching and modelling of specific skills. Buddy class system. Use of social stories.	Students and teachers
	Weekly Meetings	Discussion of student wellbeing is an agenda item on both whole staff communication meetings and stage meetings. Collegial conversation regarding student behaviour and a 5-week intervention plan established.	Teachers, Assistant Principals and Principal.
	IEP Review Process	Behaviour goals within IEPs reviewed and	Students, parents/carers and teachers.

		communicated with parents.	
	Communication with parents/carers	Use of individualised communication books where relevant.	Parents/carers and teachers
	Learning Support Team Processes Tier 1	Following 5 week intervention by classroom teacher, referral to LST through Sentral.	Class teacher and Assistant Principal
	School Counsellor Consultation	Recommendations of strategies to classroom teacher.	Students, Parents/carers and teachers
	Anti-bullying Policy	Procedures and guidelines for handling incidents of bullying.	Parents/carers and staff
	Planning Room	Students referred to planning room as per flowcharts for inappropriate behaviour. Restorative conversations and positive behaviour plan.	Assistant principal and parents/carers.
Targeted Intervention	Transition Strategies	Class to playground, lesson to lesson, grade to grade, school to school with personalised support.	Students, parents/carers, staff and colleagues
	Learning Support Team Processes Tier 2	Review student information and provide recommendations for teachers of students who require adjustments	LST, School Counsellor, Principal, APs, Teachers, SLSOs and Parents/carers
	Modified Individual expectations and goals	Risk management plans and behaviour plans that focus on positive behaviour with targeted support.	Students and teachers
	Playground Passports	Supporting positive behaviour choices in the playground.	Students, teachers and assistant principals
	Communication	Engagement of internal and external support agencies such as APLaS, IST-B and LWO. Whole staff support and understanding of student needs.	Teachers, assistant principals, principal and parents/carers
	School Counsellor Intervention	Support students to thrive and succeed. Observations and recommendations.	Students, parents/carers and teachers.
Individual Intervention	Learning Support Tier 3	Review student information and provide recommendations for teachers of students who require adjustments	LST, School Counsellor, Principal, APs, Teachers and Parents/carers

	Delivery Support Team	Other stakeholders and external agencies.	Wellbeing personnel and external agencies.
	Specialist Allied Health Services	Support from other stakeholders e.g. OT, psychologists.	Specialists
	Access Requests	Access requests to access individualised funding to support student or special placement.	Teachers, APs, principal, school counsellor and parents/carers
	Check-in Check-out	Daily communication, conversations and/or signals.	Identified trusted adult and student.
	Partial Attendance Plan	In consultation with DoE policy and procedure.	Parent/carers, Principal, DEL and LWO.
	Restrictive Practices	Details included in relevant student plans e.g. risk management and health care plans. Practices include: seclusion, chemical, physical, environmental, or mechanical.	Teachers, APs, principal, school counsellor and parents/carers

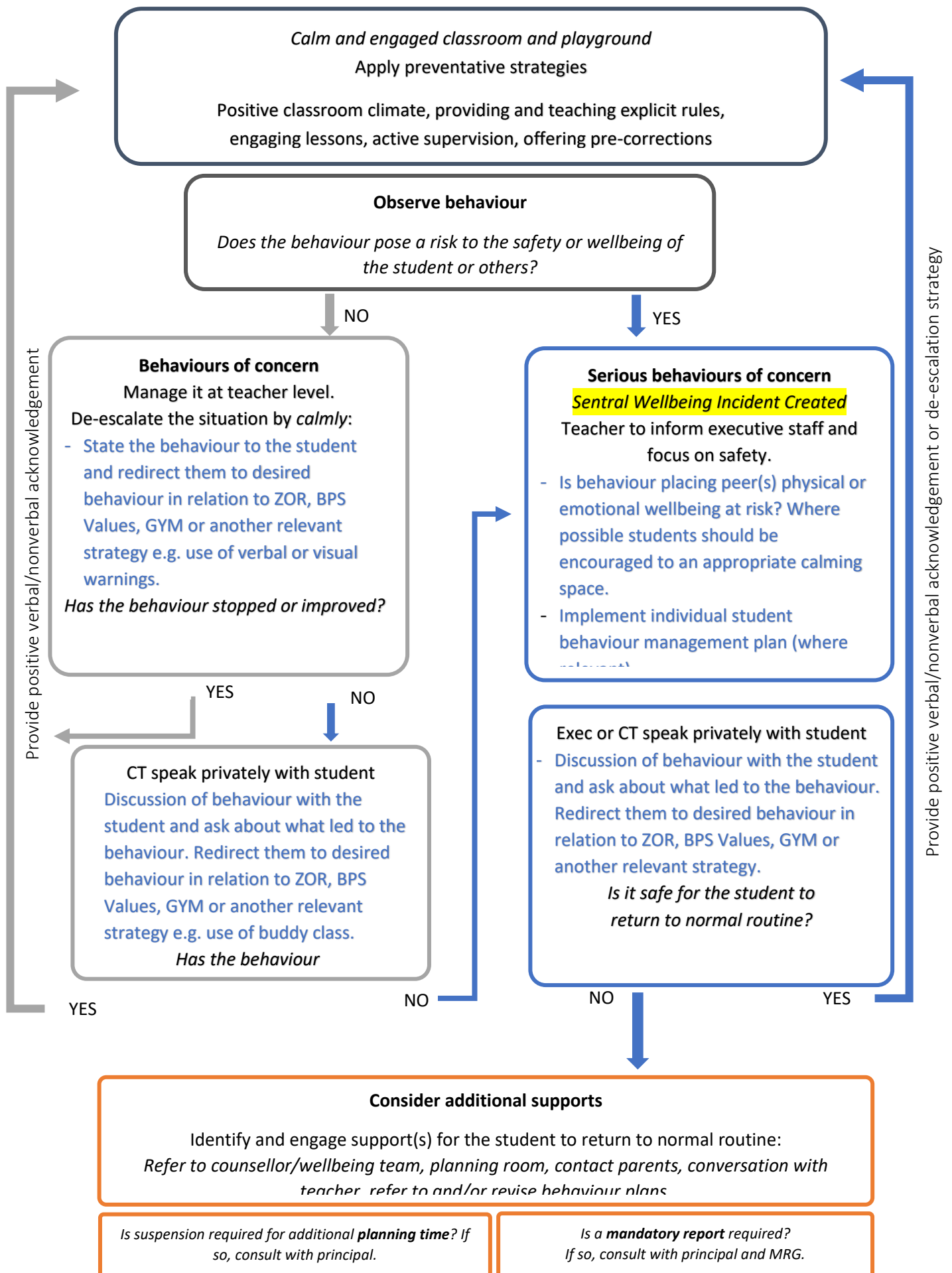
SCHOOL DISCIPLINE PROCEDURES

The staff at Belair Public School aim to implement a consistent approach in line with the Department of Education policies and procedures. Refer to the flow charts on the following pages for the procedures used to manage inappropriate behaviour in the classroom and the playground. Please note, Sentral is an internal school management platform that is used to record and monitor each student's positive and negative incidents.

The School Behaviour Support and Management Plan includes the following information about detention and reflection processes at Belair PS:

- details of when they will occur; Class and playground incidents are recorded on Sentral. Stage leaders and exec are notified and review incidents. Incidents are referred to planning room (reflection meeting) as needed.
- the maximum length of time appropriate to the age/developmental level of student and conducted in 30 minute break sessions
- food and toilet breaks;
- the teachers authorised by the principal to facilitate them;
- the school will record the incidents on Sentral and followed up with communication (phone call and/or paper copy) with families;

BPS Behaviour Management Flowchart



PARTNERSHIP WITH PARENTS/CARERS

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

- Communicating with parents/carers about positive and negative behaviour of their children
- Inviting parents to develop individual behaviour management plans in consultation with teacher when appropriate
- Sharing Positive Behaviour Plans with parents as part of the planning room process
- Learning Support Meetings – Parents invited as required

Belair Public School will communicate these expectations to parents/carers through telephone and written contact. Flowcharts of consequences for inappropriate behaviour in the classroom and the playground will be shared with the community through regular publication in the school newsletter.

SCHOOL ANTI-BULLYING PLAN

The Belair Public School Anti-Bullying Plan outlines the processes for preventing and responding to student bullying in our school and reflects the *Bullying: Preventing and Responding to Student Bullying in Schools Policy* of the NSW Department of Education. The Belair Public School Anti-Bullying plan is made available to the school community via the school website. Alternatively, a link is provided [here](#).

REVIEWING DATES

Last review date: March 7 2025

Next review date: February 2026



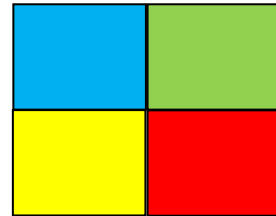
My Positive Behaviour Plan

Name _____ Class _____ Date _____

Who helped me with my plan? _____

What happened?

Which zone were you in?



What feelings put you in this zone?

What behaviour choices did you make?

Who has been affected by the choices you made? In what way?

Have you apologised for your choices? Yes / No

How did you/should you apologise? _____

What choices could you make next time to remain respectful and responsible?

-
-
-

I have discussed my plan with my parent(s) and I am ready to uphold Belair PS values. It is my responsibility to return this plan to my planning room teacher.

Signed: _____ (Student) _____ (Parent)



Restorative Justice

1. What Happened?



Describe _____

2. What were you thinking/feeling at the time?



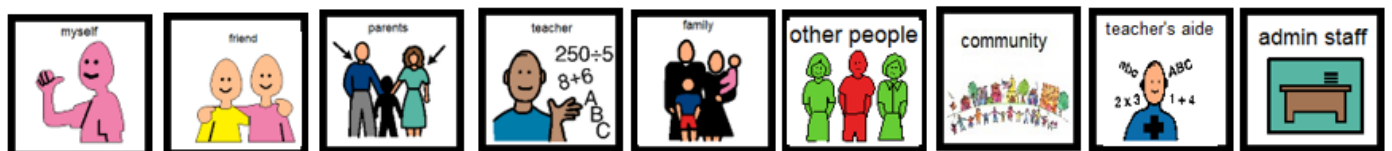
Describe? _____

3. What have you thought about since?



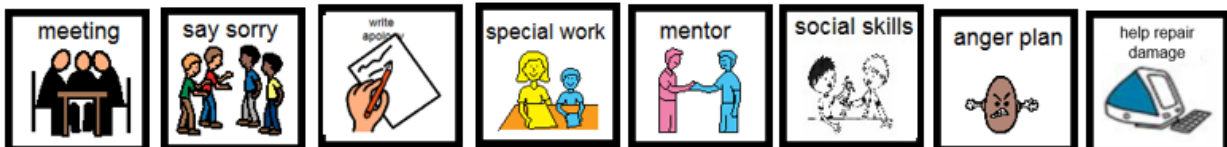
Describe? _____

4. Who has been affected? How?



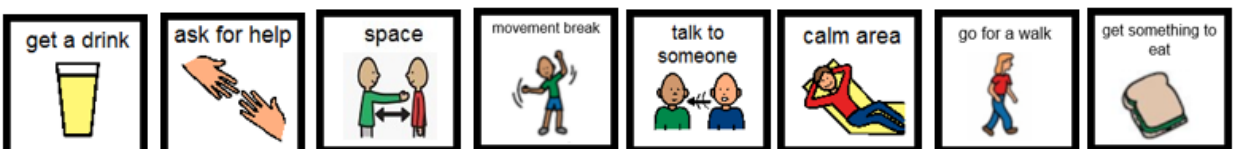
What are their names? _____

5. What do you think you need to do to make things right?



Other ideas _____

6. What could you do next time?



Other _____



Anti-Bullying Plan 2025

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

Resources

The NSW anti-bullying website: <https://antibullying.nsw.gov.au/> provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour

Belair Public School's commitment

Our 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. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

1. School Culture and Inclusion

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 will actively respond to student bullying behaviour. Our school engages in the following practices to promote a positive school culture:

1.1 Student assemblies - Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Dates	Communication Topics
Weekly	Behaviour code for student addressed through a shared culture and vocabulary of expectations
Needs based	Explicit teaching of student wellbeing values as required by class teacher
Weekly	Personal development lessons focused on respect and safety for self and others
Weekly	Student assemblies to celebrate positive behaviour and demonstration of school values.

1.2 Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

Dates	Communication Topics and Professional Learning
Daily	Sentral data reviews to monitor wellbeing and behaviour incidents
Needs based	Communication with parents and carers around student wellbeing concerns (Class Teacher/Assistant Principal/Principal)
Weekly	Learning and Support meetings to monitor student wellbeing and behaviour K-6
Weekly	Stage meetings – AP provides strategies and recommendations for wellbeing and behaviour

1.3 New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways:

The principal or delegate will communicate all relevant information when inducting new staff. All new and casual teachers and SLSO's will be provided with access to a folder containing up-to-date policy documents, as well as our school's Student Behaviour Support and Management Plan and our school's anti-bullying policy. The principal or delegate will speak to new and casual staff about our school's expectations and values during the induction process.

New and casual staff will be supported to implement our procedures for dealing with behavioural issues and bullying behaviour should they occur.

2. Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

2.1 Website

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school's website:

☒ School Anti-bullying plan

2.2 Communication with Parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

Dates	Communication Topics and Professional Learning
Needs based	Communicate with parents/carers about behaviour/bullying/wellbeing concerns
Monthly	P&C Meetings held which promote a positive school culture and provides information about wellbeing
Beginning of each school year	Stage parent information evenings – information about expectations for student behaviour and anti-bullying plan shared
Mid-year	Link to anti-bullying plan sent to parents and families through newsletter

3. Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs. Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE). Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following:

-Reinforcement of our school values of respect, responsibility and resilience through a weekly 'Belair Blitz' and recognition through our GOTCHA initiative.

-Students identified through Learning and Support Team referrals receive support through a range of adjustments provided by class teachers and support staff. LST meetings are held to develop personal support plans.

-Student Representative Council for years 2-6, run by Year 6 leaders

Completed by: Sarah Jardine – Relieving Principal

Signature: 