Belmore North Public School

School Behaviour Support and Management Plan

Overview

Belmore North Public School is committed to strengthening the wellbeing of all students at the school by creating an environment that supports students to connect, succeed and thrive at each stage of their development and learning. BNPS provides opportunities that are rigorous and meaningful in the context of individual and shared responsibility underpinned by productive relationships that support students to learn.

BNPS strives for excellence in teaching and learning, allows students to connect on many levels, and builds trusting and respectful relationships.

BNPS implements Restorative Teaching procedures to promote positive learning behaviours and provides students the opportunity to learn from mistakes and take the lead in solving social, emotional and learning challenges. Students are encouraged to reflect on the impact of their behaviour and to restore relationships.

Aims of the policy

1. To reflect the Core Rules in NSW Government Schools - regular attendance, adhering to the school's uniform procedures; behaving safely, considerately & responsibly; showing respect; caring for property

2. To reflect the Values in NSW Public Schools - Integrity, Excellence, Respect, Responsibility, Care, Cooperation, Participation, Fairness & Democracy)

3. To reflect the Anti-discrimination Act & its mandate of inclusivity

4. To reflect the school's Anti-Bullying, Attendance, School Leadership, Uniform & Learning Support Team procedures within our Student Welfare framework

Core rules of students in NSW government schools

Respect other students, their teachers, 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
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	Resolve conflict respectfully, calmly and fairly

Behaviour Code for students – *Appendix 1*

Purpose

1. To reflect the shared values of BNPS
2. To set clear rules and expectations for conduct
3. To set explicit procedures if behaviour falls below set expectations (*Appendix 2*)

Positive behaviours shown by students are acknowledged and negative behaviours are dealt with in a consistent manner underpinned by the **Restorative Practice** approach. Proactive lessons that build strong relationships, vocabulary of emotions and equip students with knowledge of expectations, are to be implemented throughout the school day.

BNPS Teachers will:
- explain behaviour expectations
- build respectful relationships with all stakeholders
- model appropriate behaviours
- explicitly teach emotional literacy and vocabulary so all students can participate in restorative conversations
- act swiftly to eliminate disruptions
- create safe and inclusive learning environments for all stakeholders
- work in partnership with students, parents and the leadership team to set consequences for student behaviour
- lead student participation in restorative conversations
- engage in Professional Learning to develop their capacity to implement Restorative Teaching practices

Commitment to Achievement

BNPS will communicate expectations and procedures clearly to students and parents. To ensure parents are clear about their responsibilities, BNPS will work with them at all stages of student behaviour management.

Parents

Parents have a clear role in supporting BNPS with the implementation of the behaviour support and management plan and helping their child to thrive in an educational environment. The *Commitment to Achievement* (*Appendix 6)* has been developed and shared with parents. It reflects the expectations of the school, parents and the students.

Students

All students are explicitly taught the contents the *Commitment to Achievement* document*.* At the start of each academic year, all stakeholders receive a copy of the document and agree to commit to the achievement norms.

Students are expected to follow the Department of Education Discipline Code, school rules, classroom rules and to comply with staff directions.

Students are expected to show respect to teachers, fellow students, other staff and school visitors. Harassment, victimisation or intimidation in physical or virtual workspaces will not be tolerated. Where necessary mediation and disciplinary action will occur. Restorative Practice underpins mediation, problem solving and setting fair consequences.

Adjustments

Students with additional needs such as expressive, receptive, cognitive, social and/or emotional profiles may require adjustments to the BNPS Behaviour Support Management Plan. Such adjustments include visuals, social stories and tailored wellbeing programs.

Staff training, implementation and monitoring

A commitment to training staff in the theory and processes involved in Restorative Practice are embedded in the School Improvement Plan.

Each teacher is required to develop and embed a reward and behaviour tracking system that is suited to the needs of their class and individual students. This is done in collaboration with the stage assistant principal and learning support team where necessary. Teachers lead their class to collectively construct classroom room rules, behaviour tracking norms and Restorative Practices.

All staff must understand their role in the administration of rewards, support and prevention strategies outlined in these procedures. They must apply them consistently and fairly, with the main objective to educate young people to become self-managing, skilful learners and positive members of our community.

Support strategies and sanctions are recorded by staff on the school's *Sentral* database. The data will be monitored by classroom teachers, the leadership team and the learning and support team to check for data trends. Interventions will be put in place to support individual students and groups where necessary.

School Expectations

BNPS uses Positive Behaviour for Learning in a tiered approach to set broad school expectations and to support student wellbeing. School wide expectations cover a range of specific behaviours that are detailed in the Department of Education Behaviour Code for Students *(Appendix 1)*

All students are expected to:

- Be Safe
- Be Respectful
- Be a Learner

BNPS student behaviour expectations are outlined in *Appendix 1*

School-based behaviour interventions are underpinned by the care continuum to proactively support students to manage their behaviour and to implement strategies for those who may need additional adjustments. https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/the-care-continuum

Ready to Learn Rules (Prevention)

School expectations are explicitly taught and posters are displayed in all learning environments (*Appendix 9*) to remind students of the behaviour they are expected to follow.

Restorative Practice (Prevention)

BNPS applies ***Restorative Practice*** as a system for supporting students to develop positive relationships and a climate of respect following a breach of school expectations.

BNPS is committed to:

- develop the emotional vocabulary of students
- build relationships through classroom activities
- work in partnership with students and parents to resolve welfare, behaviour, bullying issues and to set fair and equitable consequences
- consistently engage in *restorative conversations* to resolve issues

Restorative Conversations Structure

When leading restorative conversations, teachers follow the **3P, 3P, F3** model.

Students are individually allocated 3 uninterrupted minutes to express their thoughts on the past, present and future. Students explicitly learn 'active listening' skills during the process. Teachers use the following scaffold to lead and support student dialogue in adherence to the time frame:

Past	Present	Future
"When did you first notice this?"	"How is this affecting you?"	"What are you going to do if this happens again?"
"How long has this been going on?"	"What has changed?"	"What should be the consequence if this happens again?"
"Has this always been the case?"	"How is this affecting the people around you?"	"Which teacher are you going to tell?"
"How long have you been friends?"	"Do you know if others feel the same?"	"What is a fair consequence?"
"Does anybody else know of this?"	"Is there someone else I should get more information from?"	"Why is this consequence fair?"
"Has anybody else had a similar experience?"	"How does this make you feel?"	"What have you learned from this?"
"Have you mentioned this to a teacher before?"	"How do you think this makes others feel?"	"What is your responsibility in solving this problem?"
"Have you let a parent know?"	"What do you think their intentions were?"	"What is the responsibility of others in resolving this problem?"

Past:

Students are given the opportunity to discuss factors of the past that may be contributing to the issue at hand. This gives students a safe space to express their grievances in a facilitated conversation. This phase of the restorative conversation is about collecting rich contextual information that may be impacting current behaviour.

Present:

Students are encouraged to express their feelings and check their assumptions of other students' intentions. Students identify and discuss their feelings and are given an opportunity to respond directly.

Future:

Conversation facilitators lead students in setting fair and equitable consequences proportionate to the issue at hand. Students are contractually obliged to fulfil the terms of agreement as set by them and the conversation facilitator.

Belmore North Public School Restorative Circles

Restorative Practice, is underpinned by Restorative Circles *(Appendix 10)*; commonly known as 'Circle Time'. These are structured, proactive conversations facilitated by a teacher. Students sit in a circle and a focal piece is placed at in the centre. The teacher facilitates the discussion by asking a question (refer to the table below for examples). Students are given 20 seconds to think about their response. Once the time has elapsed, the student who has the *talking piece* shares their response. The *talking piece* is passed around the circle until every student has an opportunity to participate. The teacher will lead the class to reflect on given responses to assess learning needs, ascertain the emotional climate, to form expectations and to set future goals. Teachers explicitly teach students how to lead and participate in a Circle Time. Experienced students may lead Circle Time in certain situations.

Types of Circles *(Appendix 10)*

Restorative Circle	Purpose	Practice
Check-in Circle	**Present** • Gauge student readiness to learn • Students express their current feelings.	Weather check-in Emotions check-in Number check-in "What weather forecast best describes how you are feeling today?" "Which number from 1- 100 reflects how you're feeling?" "What *emotion* words best describe how you're feeling?" "What colour and emotion best reflect your emotions today?" "What animal and colour best describe how you're feeling today?" "What character in a story best describes your current mood?" "What superhero are you today?"
Check-out Circle	**Focus on the past** • Gauge student readiness to move on / continue to learn • Abstract / concrete responses	Weather check-in Emotions check-in Number check-in *Event: Excursion* "Out of 10, how are you feeling now that the excursion is over?" "What's the weather on your side?" "Which number from 1 – 10 best describes your confidence in using the skill independently?" "What colour best describes how you are feeling following that activity?"
Preparation Circle	**Changes and challenges** • Set expectations • Student collaboration / negotiate operating norms	Before going on an excursion: "Our school expectations are safe, respectful, learners. What is that going to look like when we are on the bus, at the museum and in the park?" "How can we check if we are following the school rules?"

		"Why is it important to follow school expectations when we are representing our school?" How do we want to feel: Safe – Ask for help, turn and talk to a friend Included – Ask someone to join in, invite conversation, contribute to conversation Fair– share time and resources
Response Circle	**Reflection** • Reflecting on ability to meet negotiated operating norms	"Did we achieve our goals?" "How do we know that we achieved our goals?" "How could we improve?" "What number out of 10 should we give ourselves for keeping hands and feet to ourselves on the school bus?" "What are our next goals?"
Learning Circle	**Learning** • Curriculum delivery and instruction • Self-directed learning • Checking for understanding	"What do you already know about_____?" "What would you like to find out about _____?" "How do you want to demonstrate your learning?" (speech, project, assessment, group work, individual task) "Now that we have finished the lesson, what can you tell me about _____?"

Strategies to Manage Breaches of School Expectations

Negative behaviour is managed with the following steps:

Low level (Early Intervention)

Warning 1: Negative behaviour is initially corrected and redirected through the use of a verbal prompt or reminder of the expected behaviour and rules.

Warning 2: If the student continues to display negative behaviour after being reminded of the rules, they will be provided a second warning.

Warning 3: If the student requires 3 verbal behaviour corrections within a session, the teacher will lead a restorative conversation with the student at the next available break. Students will reflect on:

- what happened
- who was impacted
- how will they improve the situation
- what will future consequences be

The details and outcome of the restorative conversation are entered on Sentral. Classroom teachers are responsible for checking – in with the student and overseeing agreed upon consequences.

- *When presented with a third warning, students are provided an opportunity to self-regulate and reflect. This can occur in the student's classroom or other agreed upon locations.*

Following initial restorative conversation (Early Intervention)

If a student is provided another warning in a session, they will be required to have a restorative conversation led by the assistant principal of the stage. They will review the previous incidents and the agreed upon consequences. The assistant principal or LST will oversee the restoring of the relationships between the student and any other parties who have been impacted. The assistant principal will oversee any required behaviour support and intervention strategies to ensure the student is positively engaging with school wide behaviour expectations.

The assistant principal will contact the parents of the student and inform them of the incident and the agreed upon consequences.

Learning and support team mediated restorative conversations (Early Intervention)

The LST is available to support in the mediation of restorative conversations that are complex, require investigation or involve 3 more students. The team can be used to support assistant principals when unavailable, or unable to de-escalate an event at break times.

Resolutions that have been reached through the LST are to be communicated to classroom teachers and assistant principals through Sentral. Assistant principals will notify parents.

Following assistant principal intervention (Targeted Intervention)

Students who continue to demonstrate unacceptable behaviours will be referred to the principal and LST. Further consultation may take place with the school counsellor, learning and wellbeing officers and interagency support personnel. Strategies are developed which may include a behaviour support plan, risk management plan or behaviour response plan.

High level- immediate risk of harm (Individual Intervention)

If a student is physically aggressive, psychologically aggressive or absconds, the teacher will seek assistance immediately by dialling 100 on the classroom phone, using his/her mobile phone to contact the school or by sending a student to the office. Red *Help Needed* cards are posted on the wall of every classroom and in every playground duty kit.

The principal may enact a suspension. Students will not be attending school excursions during the time of suspension. Student may miss out on an attending incursions / excursion pending the nature of the incident.

*Students involved in violent, dangerous or aggressive behaviour are to be immediately referred to the principal.

Suspension

Students can be suspended from school if their behaviour is a major breach of safety to self and others. Students will not be attending school excursions during the time of suspension.

Upon return to school, the student will have limited privileges to some extracurricular, social and whole school events. This will be determined by the stage assistant principal in consultation with the principal.

Prior to the student returning to school, parents are required to attend a *return from suspension* meeting. During this meeting, the stage assistant principal will discuss strategies to be

implemented. A behaviour management plan will be presented to the parent which they will be required to sign. The school counsellor and LST may be asked to support the meeting.

During the student's suspension, the school may seek advice or further assistance from Department of Education services.

Suspensions are recorded *Sentral*.

Strategies to Manage Bullying

See Belmore North public School's Anti-bullying Plan *(Appendix 3)* which is consistent with the [Student Behaviour Policy](#) and [Behaviour Code for students](#) *(Appendix 1)*. Bullying incidents are recorded on *Sentral* and referred to the assistant principal.

Strategies to Manage Playground Behaviour

Strategies to support playground behaviour (Prevention)

Teachers and student leaders give *house group* tokens to students who display behaviours that are consistent with the school expectations for playground areas *(Appendix 1).* Students place the tokens in their *house group* box. Tokens are collated at the end of each term. The *house group* with the most tokens are presented with the House Trophy at end-of-term honour assemblies.

Strategies to manage playground behaviour

When a behaviour issue appears on the playground, it is the responsibility of the teacher on duty to write a recount of the event on *Sentral*. The classroom teacher and the assistant principal will receive an automatic notification. The assistant principal and classroom teacher will manage the agreed consequences and will contact parents/carers to inform them of the incident.

Minor behaviour – Direct management by the teacher on duty using PBL redirection and restorative conversation scaffolds.

Major behaviour – *Refer to High level- immediate risk of harm (pg. 9)*

Sportsmanship

Students are expected to be safe, respectful learners at all times; including during sport lessons, events and carnivals.

Strategies to support sportsmanship (Prevention)

Teachers give a *house group* token to students who follow the PBL behaviour expectations when playing sport. These expectations are outlined in *Appendix 1 - Sport. House group* tokens can be earned during PE lessons and sports carnivals. The *house group* with the most tokens are presented with the House Trophy at end-of-term honour assemblies.

Equipment Breaches

Students in Years 3-6 are expected to have basic classroom equipment with them every day. Basic equipment includes a lead pencil, pencil sharpener, eraser, ruler, glue-stick, highlighter, whiteboard pen, coloured pencils. Students in Year 5 and 6 are required to have red and blue pens.

Steps for managing equipment breaches

The teacher writes an *equipment slip* detailing the equipment the student did not bring to school. If the student repeatedly does not bring in equipment, parents will be invited to attend a meeting.

Uniform Breaches

Strategies to support full school uniform

The principal will hand out raffle tickets on one selected day throughout the week. The raffle will be drawn every Monday at assembly. Selected students will access rewards such as 1:1 classroom assistance from the principal, $1 canteen voucher and boardgame time with the principal. Teachers also encourage students to wear full school uniform and provide positive verbal feedback to those who do.

Steps for managing uniform breaches

Reminders and Sanctions:
1) Teacher writes a uniform *slip* detailing the uniform breach.
2) Teacher contacts the parent after the third *uniform slip* has been issued.
3) Assistant principal to communicate with parents if uniform breaches are consistent
4) Principal meets with parents to discuss the matter

Students must be in full school uniform to attend excursions.

Belmore North Public School Tiered Behaviour Management

- Positive Behaviour for Learning = PBL
- Restorative Practice = RP

Tier	Student Behaviour	Behaviour Model	Practice	Leader of communication	Examples of Consequences
1	Breach of classroom expectations (*Appendix 1*)	PBL	Individual classroom rules and reward systems	<u>Teachers and Students</u>	Classroom time out / reflection time
			School wide PBL expectations	Incident to be recorded on *Sentral-Wellbeing – Negative Incident*	
	Breach of playground expectations (minor)				Playground time out / reflection
2	Cyber altercation	RP	Restorative Circles	<u>Teachers and students</u>	Classroom time out /

	Exclusion Minor physical contact		Restorative Conversations	Incident to be recorded on *Sentral-Wellbeing – Restorative Conversations*	reflection time Letter of apology
3	Repeated and sustained breach of classroom expectations Bullying (repeated and targeted) Aggression (inappropriate language, intimidation, threats) Major physical contact requiring first aid Continued Exclusion	RP	Restorative Circles Restorative Conversations Student Contracts	<u>Assistant principal</u> learning and support team Incident to be recorded on *Sentral-Wellbeing – Restorative Conversations*	Miss out on activity / excursion Detention Letter of apology Formal Caution to Suspend
4	Repeated infringement of Tier 3 behaviour. Police matter	PBL	School wide PBL expectations	<u>Principal</u> Incident to be recorded on *Sentral-Wellbeing – Suspension*	Referral to Learning and Wellbeing Team Risk Management Plan *(Appendix 4)* Behaviour Response Plan *(Appendix 5)* Offsite / onsite Suspension Expulsion

Roles and Responsibilities Overview

Who	What	When
All staff	Implement procedures	Consistently all school days
All staff	- Lead Restorative Conversations - Lead Restorative Circles - Record incident details on *Sentral* - Refer student to assistant principal following physical aggression/altercation - Oversee uniform and equipment breaches - Manage playground behaviour incidents in line with school procedures	As needed.
Classroom Teachers	- Refer student to assistant principal following 3 warnings - Refer student to assistant principal following 3 uniform breaches - Oversee agreed consequences (Tier 1 and 2) - Contact parents/carers following incident	As needed
Assistant Principals	- Lead Restorative Conversations following referral from classroom teacher/ major playground incident - Record Restorative Conversations on *Sentral – Wellbeing – Restorative Conversations* - Refer student to principal following physical aggression/altercation - Oversee agreed consequences (Tier 3) - Contact parents/carers following referred incident	As needed
Learning and Support Team	- Support assistant principals to manage Tier 3 incidents and major playground incidents - Develop Risk Management Plans and Behaviour Response Plans	As needed

	• Deliver School Behaviour Support and Management induction for new staff • Implement Wellbeing Check-ins (*Appendix 8*) (*Early Intervention*) • Monitor individual student data and complete referral if required • Collaborate with teachers to develop behaviour and wellbeing strategies • Review *School Behaviour Support and Management* procedures every 3 years and update if required • Liaise with Team Around the School	
Office staff	• Ensure 'Help Needed' cards are in every classroom	As needed.
Principal	• Professional learning on *School Behaviour Support and Management* procedures • Professional learning on Restorative Practice • Management of Tier 4 behaviour • Management of suspension and return to school plan	As needed

Links to other Department of Education Policies and School Procedures

The procedures should be read in conjunction with departmental procedures and guidelines below:

- Behaviour Code for Students
- Guidelines for the use of Time-out Strategies Including Dedicated Time-out Rooms
- Student Discipline in Government Schools - Support materials
- Suspension and Expulsion of School Students Procedures
- Suspension and Expulsion of School Students Procedures - Information for Parents
- Health and Safety (HS) Policy

Compliance

The school's procedures comply with Department of Education requirements as follows:

- are consistent with legislation and reflect government and departmental policy
- incorporate the principles of procedural fairness
- be developed within a strong student welfare context
- reflect the identified needs of the community
- grow from existing policies and practices
- outline expected standards of behaviour
- define the responsibilities of teachers, students and parents.

Audience and Applicability

NSW Government Schools and attending students; including students who attend Belmore North Public School.

Context

Belmore North Public School and its community work together to provide a quality-learning environment that is safe and inclusive.

All students and staff have the right to be treated fairly and with dignity. To achieve this; NSW public education stakeholders are expected to implement Department of Education policy and implementation plans as prescribed.

Responsibilities and Delegations – Principal

The principal is responsible for the development, implementation, monitoring and periodic review of Belmore North public School's Behaviour Support and Management plan. All stakeholders are provided with an opportunity to contribute to the development and implementation of the plan are provided training opportunities.

The principal must provide a copy of the Behaviour Support and Management plan to their Director of Educational Leadership. A copy must also be made available to families upon enrolment.

Related documents

- [Anti-Racism Policy](#)
- [Student Behaviour Policy](#)
- [Drugs in Schools Policy](#)
- [School Attendance Policy](#)
- [Student Welfare Policy](#)
- [The School Uniform Policy](#)
- [Working With Children Check Policy](#)
- [Detention and time-out procedures](#)

Appendices:

1) Behaviour Code for Students

2) Positive Behaviour for Learning Matrix

3) BNPS Anti-bullying Procedures

4) Student Risk Management Plan Proforma

5) Behaviour Response Plan

6) Commitment to Achievement

7) BNPS uniform requirements

8) Wellbeing check in questions

9) School wide PBL expectation posters

10) Restorative Circle Posters

11) Restorative Circle Prompts

Appendix 1 – Behaviour code for students

NSW Department of Education

Behaviour code for students

Information for students and parents or carers

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe behaviours we value in our students.

In NSW public schools students are expected, to the best of their ability, to:

- show respect to 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
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

Schools take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context, the NSW

Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Behaviour code for students: Student actions

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the Department of Education.

We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.

Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- 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.

NSW Department of Education | PD-2006-0316-01-V02.0.0
If this is a printed document, refer to the department's Policy Library for the most recent version.

18 | P a g e

Appendix 2 – School wide PBL expectations

'Everyone at Belmore North is expected to be: safe, respectful and a learner'			
	Be Safe	**Be Respectful**	**Be a Learner**
School-wide	• Keep hands, feet and objects to yourself • Use equipment for correct purpose • Seek teacher help • Listen to instructions • Be in the correct place	• Speak in an appropriate voice and volume • Follow all instructions immediately • Wait your turn • Treat others how you would like to be treated • Listen to the teacher and others • Listen to the ideas of others • Share equipment and space • Treat all equipment with care • Say please and thank you.	• Have a go • Do your best • Ask for help when needed • Take turns • Follow teacher instructions • Listen to others
Classrooms	• Sit correctly on the floor and seats • Walk carefully around the classroom	• Keep the room tidy	• Bring equipment to school • Ignore distractions • Stay on task
Playground	• Watch out for others • Wear a hat • **Balls only to be used at recess or lunchtime** • Big balls only to be used on synthetic surface, netball courts, K-2 area and marked area in COLA • Only eat your food. • Leave sticks on the ground	• Put all rubbish in the bin • Sit down when eating food	• Play by the rules of the game • Accept the result –win or lose • Be on time to lines

Library	• Walk in the library • Sit correctly on the floor and seats	• Put books back where they belong • Keep the library tidy	• Stay on task • Bring library bag • Return books on time
Transitions (around the school)	• Stay with the teacher and group • Keep left on the stairs • Walk one step at a time • Keep food and drink closed when moving through the school • Walk in straight lines	• Looking to the front when walking • Move quietly around the school	• Be on time going straight to your destination
Toilets	• Walk • Use toilet and wash hands only • Report any problems to a teacher • Drink from the bubblers • Wash hands	• Keep toilets tidy • Flush the toilet after use • Use toilet and wash hands only • Lock door when in use • Unlock door when not in use • Wait your turn to use toilets and bubblers	• Use the toilets at break times
ICT Lessons	• Keep hands and feet away from electrical cables and wires • Be cyber safe • Keep food and drinks outside the room • Keep passwords safe	• Work quietly • Ask permission before printing • Leave the room in a neat and tidy manner • Log off computer for next class • Charge laptop	• Stay on task • Follow instructions when saving work • Offer help when needed
Sport	• Wear BNPS sports uniform • Follow the rules of the game • Report any injuries to a teacher • Stay with the group • Slip, Slop, Slap, Shade	• Include other students and be encouraging • Accept the result- win or lose • Be a helpful teammate • Follow the rules of the game	• Practise new skill • Learn about the games and their rules

Canteen	• Wait in line for your turn • Stay in the correct line • Carry food carefully • Look out for other students • Walk in the canteen area	• Line up fairly in the correct line • Put all rubbish in the bin • Order your lunch before school • Use your money only • Use your money for your food only.	• Check your change • Eat food from home first
Hall	• Sit correctly on the floor and seats • Walk carefully around the hall	• Keep the hall tidy	• Ignore distractions
Excursions (out of school)	• Stay with your group • Remain seated in moving vehicles and wear seat belts • Have proper clothing and equipment	• Be aware of other members of the community	• Bring equipment to school • Ignore distractions • Stay on task
Passive Area	• Remain seated • Wear a hat	• Place your rubbish in the bin	• Be on time to lines

Appendix 3 – BNPS Anti-Bullying Plan

Belmore North Public School

Anti-bullying Plan 2024

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 (see: 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.

Belmore North 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
Bullying and expectations about student behaviour will be discussed at each assembly.

Dates	Communication topics
Term 1, Week 2	*Behaviour code for students* is communicated to all students
Term 1, Week 5	*Student Behaviour Implementation Policy* is communicated to parents
Term 1, Week 1	*Student Behaviour Implementation Policy* is communicated to all staff
Fortnightly	K-2 and 3- 6 Assemblies identifying rules and expectations

1.2 Student data

Student data will be used to identify trends and to implement necessary strategies.

Dates	Data
Term 1 and Term 3	Wellbeing Check ins
Term 2 and 3	*Tell Them From Me Survey*

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
Ongoing	Restorative Practice/ Classroom behaviour management Professional learning
Delivered as needed	Restorative Practice/ Classroom behaviour management induction for new staff members

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.

Newly appointed staff and casual staff are given a copy of the Belmore North Public School Behaviour Implementation Policy upon their induction. The Belmore North Behaviour Flow Chart is displayed in each classroom and learning environment to which newly appointed teachers and casuals are made aware. The principal and assistant principal's roles are made clear to all newly appointed teachers and casuals in terms of their responsibility in managing any negative behaviour including bullying.

Newly appointed teachers and casual teacher check list at Belmore North Public School:

- Teachers are given the Belmore North Public School Behaviour implementation plan
- Teachers are made aware of the Belmore North Public School expectations and rules
- Teachers are introduced to the principal
- Teachers are introduced to the stage assistant principal
- Teachers are made aware of their allocated playground duties, duty of care while actively supervising children and emergency / help response procedures for the classroom and playground
- Teachers are made aware of any existing bullying or student dynamic concerns

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. At Belmore North Public School, we value parents as key stakeholders in preventing and managing negative behaviour including bullying. Parent's responsibilities include:

- To be aware of and support the school's Anti-Bullying Plan
- To take an active role in their child's school life and watch for signs that their child is being bullied
- To encourage their child to seek help if needed and adopt learnt strategies do deal with bullying
- To instruct their child to 'tell' if they are being bullied
- To inform the school if any bullying is suspected as soon as possible

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. Check the boxes that apply.

School Anti-bullying Plan ☐   NSW Anti-bullying website ☐   Behaviour Code for Students

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 methods and topics
Term 1 Week 8	Parent Techer Night
Throughout the year	School website school Facebook
Week 5 and 10 each of Term	School newsletter
Week 4 and Week 9 each Term	P&C Meetings

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:

- Explicit teaching of school wide Positive Behaviour for Learning expectations

- Whole school implementation of restorative practice underpinned by restorative circles

- Implementation of Bullying Response Flowchart (Appendix 1)

- Repeated breaches of bullying are referred to the learning and support team to develop and implement targeted interventions

- Further breaches are referred to the principal and individual intervention strategies are implemented

Belmore North Public School values a shared vision approach to managing student behaviour, including bullying. As a result, expectations are communicated to all relevant stakeholder, including:

Staff's Responsibilities
· To model appropriate behaviour at all times
· To monitor and track incidences of bullying and respond in an appropriate and timely manner according to the Anti-Bullying Policy
· To communicate any bullying behaviour to their stage supervisor
·To implement school programs which promote positive relationships that incorporate strategies to deal with bullying
· To communicate bullying incidences with parents when needed

Students' Responsibilities
· To behave appropriately at all times
· To show consideration and respect and to support others
· To 'tell' if they are being bullied or if they see someone being bullied – both at school and on the way to and from school

First hour: Listen
- Provide a safe, quiet space to talk and reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

Day 1: Document
- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student and check with the student to ensure you have the facts correct
- Enter the record in Sentral
- Notify school executive of incident if required in line with behaviour management flowchart
- Notify parent/s that the issue of concern is being investigated

Day 2: Collect
- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day 3: Discuss
- Evaluate the information to determine if it meets the definition of bullying (see above)
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day 4: Implement
- Document the plan of action in Sentral
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day 5: Review
- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in Sentral

Ongoing folllow-up
- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in Sentral
- Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students

Appendix 4 – Risk Management Plan

NSW Department of Education

Work Health and Safety
Risk assessment plan

School/workplace		Condition, task, activity or event	
Principal/workplace manager			
Assessed by	Date	Location	
Approved by	Date	Review date	
WHS Risk Register update	Date	Prepared in consultation with	

Risk Management process
(insert rows as required)

Hazard/s	Risk/s	Risk rating	Control action/s	Risk rating after controls	Responsible	Due	Complete
What presents the potential risk to health and/or safety?	What might happen, how likely is it and what could be the consequence/s?	Apply WHS Risk Matrix	What action/s will be taken to eliminate the risk/s or at least reduce them to an acceptable level?	Apply WHS Risk Matrix	Who is responsible for putting controls in place?	When should the controls be put in place?	When were controls implemented?

Risk matrix and evaluation

Table 1: THE WHS RISK MATRIX

LIKELIHOOD (Probability)		CONSEQUENCE (Severity)				
		Insignificant 1	Minor 2	Moderate 3	Major 4	Critical 5
		No treatment required.	Injury/illness requiring first aid treatment only.	Injury/illness requiring hospitalisation on going treatment.	Life-threatening injury/illness or multiple hospitalisations.	Death or multiple life-threatening injuries.
Almost certain 5	Expected to occur in most circumstances.	MEDIUM 5	HIGH 10	EXTREME 15	EXTREME 20	EXTREME 25
Likely 4	High probability of occurring in most circumstances.	MEDIUM 4	MEDIUM 8	HIGH 12	EXTREME 16	EXTREME 20
Possible 3	Might occur occasionally.	LOW 3	MEDIUM 6	HIGH 9	HIGH 12	EXTREME 15
Unlikely 2	Could occur at some time, doubtful.	LOW 2	MEDIUM 4	MEDIUM 6	MEDIUM 8	HIGH 10
Rare 1	May occur but only in exceptional circumstances.	LOW 1	LOW 2	LOW 3	MEDIUM 4	MEDIUM 5

Hierarchy of controls

CONTROL	EFFECTIVENESS	DESCRIPTION	EXAMPLES
ELIMINATION	BEST	**Eliminate** the hazard entirely.	Eliminating the risk of a fall from height by doing the work at ground level.
SUBSTITUTION	VERY GOOD	**Substitute** the hazard with safer options.	Replacing hazardous cleaning chemicals with equivalent non-toxic products.
ISOLATION	GOOD	**Isolate** the hazard from causing harm.	Placing a barrier around an area of wet floor as a slipping hazard.
ENGINEERING	GOOD	**Use engineering** controls to reduce the risk.	Installing guards, rails, or handrails to prevent falls.
ADMINISTRATIVE	POOR	**Administrate** and document safe work practices.	Training workers in safe work procedures, Safe Operating Procedures.
PPE	WORST	**Protect** workers with Personal Protective Equipment (PPE).	Providing goggles and gloves to people handling hazardous chemicals.

Risk level	Acceptability	Priority for action to control risk	Sign-Off Authority: Schools	Sign-Off Authority: Other workplace
Low 1-3	Acceptable	PROCEED while monitoring existing controls. Manage the exposure to the hazard using existing procedures in consultation with workers and respond to any changes.	School Principal or delegate	Immediate Supervisor or Workplace Manager
Medium 4-8	Tolerable	PROCEED with the activity and/or allow the hazard to persist only after identifying and implementing any additional controls reasonably practicable. Monitor all controls and manage the exposure to the hazard using existing procedures in consultation with workers and respond to any changes.	School Principal or delegate	Senior Manager or Director
High 9-14	Unacceptable	**DO NOT PROCEED** and/or allow the hazard to persist until all risks/hazards are identified and the most effective control methods are documented in a risk assessment. Seek support from the workplace manager and WHS Advisor or the Incident Report and Support Hotline.	Principal to sign off. Principal to talk to staff about eliminating or reducing the risk, and contact: • Health, Safety & Staff Wellbeing Directorate for review • Legal as required.	Executive Director or delegate to talk to staff about eliminating or reducing the risk and contact: • Health, Safety & Staff Wellbeing Directorate for review • Legal as required.
Extreme 15+	Unacceptable	**STOP IMMEDIATELY** and contact your WHS Advisor or the Incident Report and Support Hotline to plan a coordinated response in consultation with key subject matter experts to eliminate or control exposure to the hazard.	Principal to advise staff about eliminating or reducing the risk, and contact: • Director Educational Leadership for review • Health, Safety & Staff Wellbeing Directorate for review • Legal as required.	Executive Director or delegate to advise staff about eliminating or reducing the risk, and contact: • Health, Safety & Staff Wellbeing Directorate for review • Legal as required.

Behaviour response plan

Calm When _____ is fine	Prevention strategies for _____	Prevention strategies for me
Early Warning Signs (agitation) When _____ starts	**To prevent challenging behaviour** for _____	**To prevent challenging behaviour** for me
Low level challenging behaviours (acceleration) When _____ starts	**To de-escalate the situation and prevent challenging behaviours** for _____	**To de-escalate the situation and prevent challenging behaviours** for me
Severe challenging behaviour (crisis) When _____ starts	**Safety strategies** for _____	**Safety strategies** for me
Drop off in behaviour (de-escalation) When _____ starts	**De-escalation strategies** for _____	**De-escalation strategies** for me
Recovery Recovery starts when _____	**To speed the recovery** for _____	**To speed the recovery** for me

Appendix 6 – Commitment to Achievement

Commitment to Achievement
This is a joint promise that we will all work together to support each student to succeed.

As **staff** on behalf of Belmore North Public School we will:	As a **student** at Belmore North Public School I will:	As a **parent** of a child at Belmore North Public School I will:
1. Do our best to keep your child safe at school.	1. Attend school every day except when I am sick, on time, in full school uniform and with the right equipment.	1. Ensure my child is at school every day, unless he/she is sick, by 8:55am and in full school uniform.
2. Implement high quality research- based effective teaching strategies.	2. Take care of all school equipment, school buildings and the environment. This includes eating/drinking in the right places and keeping the area free of litter.	2. Ensure my child is suitably equipped.
3. Have high expectations of your child to do well academically at school. We will record progress and reward students for their success.	3. Do all my class work and homework, expending the right amount of effort so I know I am working to the best of my ability.	3. Phone the school on the first day to explain the reason why my child is absent and encourage them back to school at the earliest opportunity.
4. Do our best to avoid lessons being disrupted by poor behaviour.	4. Ask for help if I am finding things difficult and know who to go to if I have any problems.	4. Understand that holidays during term time should be avoided due to the detrimental effect on my child's progress and make standard medical/dental appointments outside of school time whenever possible.
5. Treat your child fairly in line with the school behaviour procedures.	5. Behave sensibly so we can all be happy and safe. This includes representing the school in sporting events, on school excursions, travelling to and from school each day, and moving sensibly and calmly around the school.	5. Inform the school if my contact details change.
6. Value your child for who he/she is and help the child to make good progress academically, socially and emotionally.	6. Always report bullying and follow e-safety guidelines.	6. Attend parent/teacher events.
7. Manage reported matters of bullying are dealt with swiftly and work with parents calmly and respectfully to resolve any concerns.	7. Follow all school rules and treat everyone with respect, speaking calmly and politely at all times.	7. Contact the school if I have any concerns about my child.
8. Provide parents with information about the child's progress or any concerns and provide opportunities to talk to teachers.		8. Recognise that the school will treat my child fairly, in line with the behaviour procedures including detentions.

9. Keep parents informed about school activities through newsletters, the website, short text messages and Facebook. 10. Work in partnership with parents and outside agencies, including health, wellbeing and safeguarding agencies to facilitate a school environment where students can thrive.		9. Give my child opportunities to complete homework. 10. Encourage my child to follow school rules, respect the school and wider community and always do their best.

Belmore North Public School Uniform

All students

- BNPS hat.
- Navy neck scarf – optional for (Winter)
- Black shoes including black laces, white or grey socks except on Fridays for sport when students wear sport shoes.

Girls Summer

- Terms 1 & 4 – Summer dress
- OR loose navy gabardine pants and long sleeved **BNPS branded** polo shirt
- OR skort (culottes) or **BNPS branded** shorts with short sleeved **BNPS branded** polo shirt
- BNPS headscarf - navy blue with school logo

Girls Winter Terms 2 & 3 –

- Winter tunic with **navy blue** **stockings.**
- Navy blue pants/track pants (no colour trim).
- **BNPS branded** polo shirt (short or long sleeved)
- Navy **BNPS branded** jacket
- Skivvies must be worn under shirts and must be **sky blue.**

Not acceptable

- **Stockings are not to be worn under skorts (culottes). They are only to be worn under dresses.**
- **Track pants or leggings worn under a school dress (Summer or Winter) is not acceptable uniform.**

Boys Summer

- Navy **BNPS branded** shorts, blue **BNPS branded** polo shirt, white or grey socks, black shoes.

Boys Winter

- Navy track pants or navy **BNPS branded** shorts
- **BNPS branded** polo shirt (long or short sleeved)
- Navy **BNPS branded** jacket
- Black shoes, white or grey socks
- Skivvies must be worn under shirts and must be **sky blue.**

Appendix 8 – Wellbeing Check-in Questions

1) Which teacher would you go to for help?

2) What are our school expectations?

3) What is your favourite/least favourite subject and why?

4) Who are you friends with?

5) What makes Belmore North Public School a good place to learn?

6) What would make Belmore North Public School a better place to learn?

## Appendix 9 – School Wide PBL expectation posters

WE ARE SAFE
o Keep hands, feet, body and objects to yourself
o Use all equipment safely
o Be in the right place at the right time

WE ARE RESPECTFUL
o Speak politely and respectfully to everyone
o Listen when others are speaking
o Be kind and considerate to others
o Be on time

WE ARE LEARNERS
o Follow teachers' instructions immediately
o Stay on task and complete learning activities to the standard required
o Allow others to learn
o Be equipped

Appendix 10 – Restorative Circles Posters
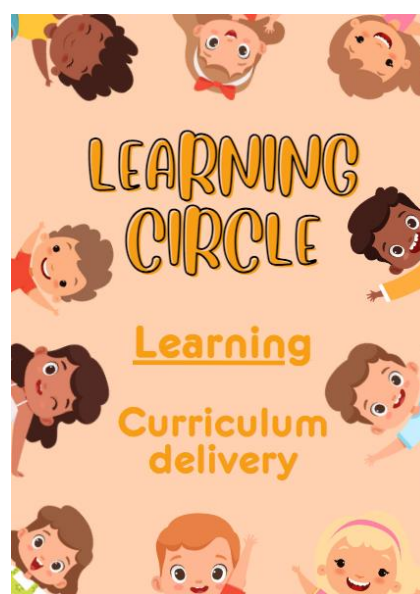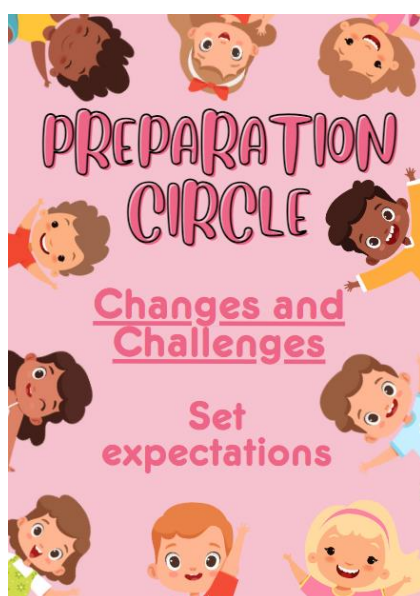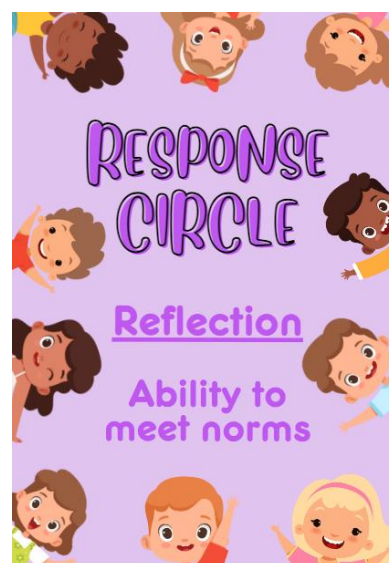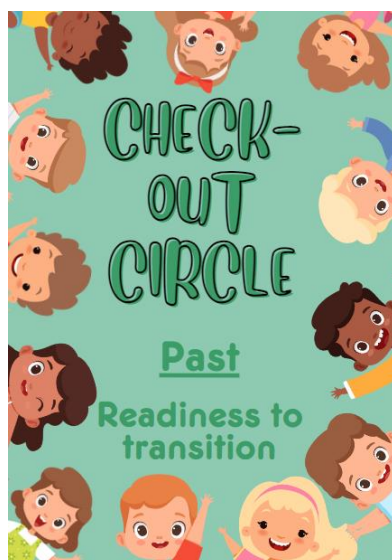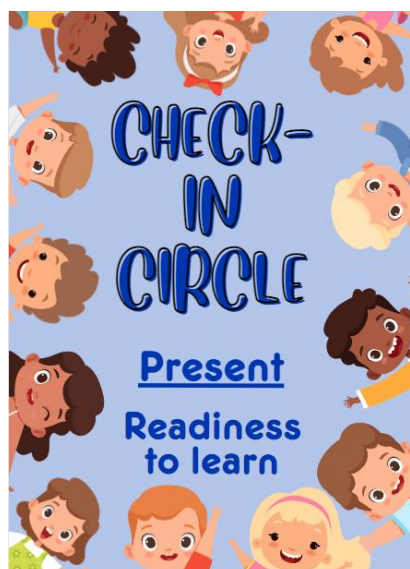
Appendix 11 – Restorative Circle Prompts

<div style="border:2px solid black; background-color:#dce6f1; padding:10px;">

Check-In Circle

Present – Gauge student readiness to learn

- o "What weather forecast best describes how you are feeling today?"
- o "Which number from 1 – 100 reflects how you are feeling?"
- o "What *emotion* words best describe how you're feeling?"
- o "What animal and colour best describe how you're feeling today?"
- o "What character in a story best describes your current mood?"
- o What superhero are you today?"

</div>

<div style="border:2px solid black; background-color:#c6e0d0; padding:10px;">

Check-Out Circle

Past – Gauge student readiness to move on

- o "Out of 10, how are you feeling now that the excursion is over?"
- o "Now that we have completed the activity, what colour best describes how you are feeling?"
- o "Which number from 1 – 10 best describes your confidence in using the skills independently?"
- o "What emotion word best describes how you are feeling following that activity?"

</div>

Appendix 11 – Restorative Circle Prompts

Preparation Circle

Changes and challenges – Set expectations

o "Our school expectations are safe, respectful learners. What is that going to look like when we are on the bus, at the museum and in the park?"
o "How can we check if we are following the school rules?"
o "Why is it important to follow school expectations when we are representing our school?"
o How do we want to feel:
   - Safe
   - Included
   - Fair

Response Circle

Reflection – Ability to meet norms

o "Did we achieve our goals?"

o "How do we know that we achieved our goals?"

o "How could we improve?"

o "What number out of 10 should we give ourselves for keeping our hands and feet to ourselves on the school bus?"

o "What goals should we set for our next excursion?"

Appendix 11 – Restorative Circle Prompts

> **Learning Circle**
>
> <u>Learning – Curriculum delivery</u>
>
> o "What do we already know about _____?"
>
> o What would you like to find out about _____?"
>
> o How do you want to demonstrate your learning?"
>
> o Now that we have finished the lesson, what can you tell me about _____?"