



# Behaviour Support and Management Plan

## Overview

Bilambil PS is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Our Behaviour Support and Management Plan has been developed to cultivate a school-wide safe, respectful, and inclusive learning environment that fosters academic excellence and personal growth.

The principles of positive behaviour support, inclusive practice, trauma-informed practice, and social emotional learning underpin our daily practice. High expectations for student behaviour is embedded through effective role modelling, explicit teaching, and planned responses.

Through our core values of Inspire, Engage, Enable, supported by our school-wide rules of Be Safe, Be Fair, and Belong, that together embrace the principles of equity and responsibility, this plan aims to guide student conduct, nurture positive social interactions, and provide a framework for addressing behavioural challenges.

Our ongoing commitment to ensuring positive student wellbeing practices are maintained and supported at our school is embedded in our Strategic Improvement Plan through our Strategic Direction #3: Wellbeing and Engagement, with the goal to achieve a comprehensively planned approach to wellbeing.

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), Strong Strides Together (2022).

## Promoting and reinforcing positive student behaviour and school-wide expectations

Bilambil PS has implemented the following school-wide rules 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.
- Be Fair – We encourage students to share school spaces and facilities, show respect towards others, and be responsible.
- Belong – we encourage students to embrace the positive culture of our school, encourage others to do their best, to facilitate positive change through modelling of acceptable behaviour, and to be an active and supportive member of our school.

Bilambil PS Behaviour Support and Management Plan is underpinned by the following fundamental beliefs:

- Both students and teachers have the right to work in a safe and predictable environment where staff and students feel physically and emotionally safe.
- Trust is a core principle of our policy, underpinning the foundation of a nurturing and inclusive environment.
- Throughout all interactions, the integrity of staff and students is crucial to building positive and productive relationships.
- Students must be aware of the expected standards of behaviour and the consequences of not adhering to these expectations.
- All staff are required to maintain consistency when upholding the expected standards of behaviour.
- Consequences for inappropriate behaviour aim to establish connection and accountability.

Bilambil PS uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Individualised planning and support through our LST/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: Growing Strong Minds, Peaceful Kids Program, Peaceful Classrooms Program, Peaceful Parents Program, Resilient Kids Program
- Staff Professional Learning including: Berry Street Education Model support, Supporting Our Students' Mental Health, Classroom Management Fundamentals e-learning, and Functional Behaviour Assessment PL
- Child Protection/Drug Education/Interrelate Programs
- Online Guardians/Safe on Social workshops
- School Leadership Training/Sistaspeak/Brospeak/Deadly Leaders Programs
- RTA – restorative practice program
- Class Dojo and BINGING Reward Program

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

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>. 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	BroSpeak SistaSpeak	Delivery of strong cultural mentoring programs at our school to inspire and motivate young Aboriginal students about the importance of Aboriginal and Torres Strait Islander culture and education. Delivered by trained staff members.	Stage 3 Aboriginal and Torres Strait Islander students
Prevention	Balunjahli Culture Program	Participation in our Tweed Learning Community Balunjahli Culture Program for our senior Deadly Leaders to openly embrace their culture and provide aspiration to achieve anything.	Stage 3 Deadly Leaders
Prevention	Growing Strong Minds Program	Delivery of a wellbeing program that increases students' sense of belonging and enhances positive relationships through exploring character strengths. Delivered school wide by classroom teachers and supported by all staff.	All students K-6
Prevention	Peaceful Classrooms Program	Delivery of a wellbeing program that helps students to build their emotional resilience through simple and effective exercises to help students stay calm, relaxed, focused, and be able to learn more effectively during their day. Delivered by a trained staff member.	All students K-6
Prevention	Classroom Management Fundamentals PL	Professional learning for all staff to explore fundamental strategies to establish good classroom practice. Delivered by Assistant Principals in collaborative cross stage groups.	All staff for students K-6
Prevention	Child Protection Program	Delivery of the mandatory Child Protection program K-6.	All students K-6
Prevention	National Day of Action	Our school to acknowledge the annual National Day of Action against Bullying and Violence in August every year.	Students 3-6
Prevention	Supporting our Students Mental Health PL	PL for all staff to develop the concept of a mental health continuum and its relationship to support young people's mental health.	All staff

Care Continuum	Strategy or Program	Details	Audience
Prevention	Berry Street Education Model PL	Professional learning to provide practical strategies for use in the classroom and across the school. This includes school-wide student check-ins and readiness to learn scales.	All staff
Early Intervention	Staff Discussion	Early identification at stage meetings and with stage AP's for individuals and groups requiring support for learning and/or behavioural matters.	All staff
Early, Targeted, and Individual Intervention	Wellbeing Team Referral System	Referral to our fortnightly Wellbeing 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 school services personnel, including HSLO, AP-H, AP-V, Early Intervention, etc.	All staff
Early Intervention	BINGING Rewards Program	Implementation of school-wide BINGING Rewards program to explicitly teach, recognise and reinforce positive student behaviour and expectations. This implementation embraces the same structure of Tier 1 PBL principles. Implemented by all staff.	All students K-6
Targeted Intervention	Peaceful Kids Program	Small group wellbeing program to support students 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 ILP's, IEP's and PLP's in collaboration with teachers and parents to establish any risk assessments, and short/long term goals. Team approach supported by our AP C&I with clear guidelines and processes.	LST, individual students, families and staff
Targeted Intervention	Attendance Support	Stage AP's coordinate HSLO Attendance data sheets and follow up with home contact for attendance concerns. 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 to be referred through in-school system for support.	Individual students and families
Targeted and Individual Intervention	Reflective Time Away - RTA	Students exhibiting poor behaviour choices may be referred to our RTA program to engage in restorative justice practices to encourage them to consider their choices and how their actions impacted on others, including how they can make things better. AP coordinators oversee this.	Individual or groups of students

## Detention, reflection and restorative practices

Bilambil PS has a restorative approach to behaviour. It requires students to take responsibility for their actions, understanding the impact of their behaviour, and willingness to work together with staff to find solutions. It is not a punitive approach to behaviour management, ensuring our implementation of restorative justice practices involves open conversations and collaboration between students, families, and staff.

This approach ensures that everyone in our school community feels respected and invested in the wellbeing of others.

We aim to reduce exclusions, disruptive behaviours, conflict, bullying, and low-level disruptions.

We aim to improve positive behaviour, learning opportunity for all, student attendance, and educational outcomes.

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

Action	When and how long?	Who coordinates?	How are these recorded?
Tier 1 Behaviours – Minor infringements across all settings: back chatting, name calling, class disruption, non-compliance, exclusion, careless incidents resulting in harm to others, out of bounds without permission.	1 session off the playground	RTA Coordinators	All records kept in School Bytes Wellbeing module
Tier 2 Behaviours – Major infringements across all settings: deliberate minor hands-on others, inappropriate language, ongoing non-compliance, and minor discrimination. Behaviour reported to parents with a reminder of school expectations and at-risk behaviours that may lead to exclusion from school activities for safety reasons.	3 sessions off the playground	RTA Coordinators	All records kept in School Bytes Wellbeing module
Tier 3 Behaviours – repeated tier 2 behaviours across all settings as well as major hands-on and discrimination incidents. Warning of suspension letter triggered if third RTA within any given 10 school week period occurs (excludes holidays - remains in place for 10 weeks).	3 sessions off the playground and warning of suspension letter	RTA Coordinators and Principal	All records kept in School Bytes Wellbeing module
Suspension of student in line with DoE policy.	Suspension	Principal	All records kept in School Bytes Wellbeing module

## Partnership with parents/carers

Bilambil PS will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by liaising with staff, community, Bilambil PS P&C Association, and the Tweed/Wollumbin AECG.

Bilambil PS will communicate these expectations to parents/carers by employing open communication methods (interviews/meetings, newsletter, text/email, phone), providing access to parenting and support workshops (Peaceful Parents, Safe on Social/Online Guardians parent workshops, literacy/numeracy parent workshops), 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.

# REFLECTIVE TIME AWAY (RTA)

## FLOW CHART (v3)

Teacher identifies behaviour -  
Is it RTA worthy?

### YES

Write green slip with tier recommendation.

Contact class teacher and stage AP.

Together a decision re tier is concluded.

Complete green slip.

### NO

Time on silver seat, (max 10mins)  
walk & talk, pick up rubbish.

Identifying teacher completes  
Wellbeing incident on School Bytes.

Teacher / AP rings parents (if needed  
speaker phone can be used).

Executive team monitor behaviour  
records, trends and needs across the

*Please Note: this process  
supersedes any previous school  
processes re behaviour  
management. Any classroom  
behaviour is managed by  
classroom teacher. Silver seats  
cannot be used as a classroom  
strategy.*



## School Anti-bullying Plan

Bilambil Public School provides a broad, enriched curriculum in a caring co-operative environment. An education culture fostering life-long learning is provided by committed experienced staff. We motivate students to achieve high standards of learning, to develop self-discipline, healthy self-esteem and a commitment to personal excellence based on a positive set of values. The school is characterised by a very involved parent body.

At Bilambil Public School all students have the right to learn in an environment in which their learning needs are met and where they feel safe and recognised.

At Bilambil Public School, rules and regulations have been developed to address inappropriate playground behaviour, underpinned by our school rules which are: Be Safe, Be Fair, and Belong. Our school Anti-Bullying plan forms a wider part of our School Behaviour and Support Management Plan and has been developed using the guidelines from the Bullying of Students – Prevention and Response Policy and other Department of Education support resources, which is reviewed annually.

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 Policy requires 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 Policy requires students to:

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


Our Anti-Bullying Policy requires 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

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 an RTA.
- Parents are notified each time an RTA is issued.
- Investigating teacher discusses problem with students concerned.
- RTA procedures/policy is outlined to offending student/s with clear expectations set out.

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- 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.

## Review dates

Last review date: Term 1, 2025

Next review date: Term 1, 2026