

# School Behaviour Support and Management Plan

## Overview

Blacksmiths Public School is committed to explicitly teaching and modelling positive and respectful behaviour and to support all students in achieving success in a caring and safe school environment.

Our goal is to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, resilient, empathetic and respectful learners in an environment in which they feel safe and cared for.

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

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

- The Resilience Project
- Positive Behaviour for Learning
- Learning and Support

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

## Partnership with parents and carers

We acknowledge and understand that all members of the Blacksmiths school community are vital in building a culture of inclusion, resilience, respect and positive behaviour. 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 actively respond to student bullying behaviour.

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

- inviting parent/carers and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Blacksmiths Public School will communicate these expectations to parents/carers through the school newsletter, school website and Schoolbytes. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

# School wide Expectations and Positive Behaviour



Responsible, Respectful and Safe Learners		
Classrooms	<ul style="list-style-type: none"> <li>● Stay focussed and on task</li> <li>● Use equipment properly</li> <li>● Ask for help when needed</li> </ul>	<ul style="list-style-type: none"> <li>● Look, listen and learn</li> <li>● Wait for my turn</li> <li>● Be nice to others</li> </ul>
Eating time	<ul style="list-style-type: none"> <li>● Eat my own food</li> <li>● Sit in the right spot</li> <li>● Look after my own belongings</li> <li>● Put rubbish in my school bag to take home</li> </ul>	<ul style="list-style-type: none"> <li>● Using a quiet inside voice when in class</li> <li>● Wait and listen to teacher instructions</li> <li>● Be nice to others</li> </ul>
Using technology	<ul style="list-style-type: none"> <li>● Use a quiet voice</li> <li>● Use appropriate apps and websites</li> <li>● Treat the equipment with care and respect</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to teachers instructions</li> <li>● Only use your username and password</li> <li>● Be kind to others</li> </ul>
Office	<ul style="list-style-type: none"> <li>● Walk into the office</li> <li>● Have permission from a teacher</li> <li>● Remember your message for the office</li> </ul>	<ul style="list-style-type: none"> <li>● Use your manners and speak nicely</li> <li>● Wait for your turn</li> <li>● Quiet voices</li> </ul>
Toilets	<ul style="list-style-type: none"> <li>● Flush when done</li> <li>● Wash hands with soap and water</li> <li>● No eating</li> </ul>	<ul style="list-style-type: none"> <li>● One person in a cubicle at a time</li> <li>● Knock, wait, enter, close</li> <li>● Be mindful of personal space</li> </ul>
Assembly (Recess)	<ul style="list-style-type: none"> <li>● Stand in class lines quietly</li> <li>● Ignore inappropriate behaviour of others</li> <li>● Clap sensibly</li> </ul>	<ul style="list-style-type: none"> <li>● Quiet voices</li> <li>● Hands and feet to myself</li> <li>● Eyes to the front</li> </ul>
Assembly	<ul style="list-style-type: none"> <li>● Sit in class lines quietly</li> <li>● Ignore inappropriate behaviour of others</li> <li>● Clap sensibly</li> </ul>	<ul style="list-style-type: none"> <li>● Quiet voices</li> <li>● Hands and feet to myself</li> <li>● Eyes to the front</li> </ul>
Play areas	<ul style="list-style-type: none"> <li>● Wear a hat</li> <li>● Set rules before playing a game and follow them.</li> <li>● Walk on all concrete areas</li> <li>● When the bell goes, finish playing and go straight to the toilet and then line up</li> </ul>	<ul style="list-style-type: none"> <li>● Use kind words to others</li> <li>● Keep hands and feet to yourself</li> <li>● Look out for each other</li> <li>● Play in bounds</li> </ul>
Canteen	<ul style="list-style-type: none"> <li>● Wait in lines patiently</li> <li>● Join the end of the line</li> </ul>	<ul style="list-style-type: none"> <li>● Say 'please' and 'thankyou'</li> <li>● Wait my turn</li> <li>● Keep hands and feet to myself</li> </ul>
Play equipment	<ul style="list-style-type: none"> <li>● Walk around the equipment</li> <li>● Always check with the teacher on duty if unsure of someone's behaviour</li> <li>● On the bell, finish playing, go to the toilet and line up (assembly or class lines)</li> </ul>	<ul style="list-style-type: none"> <li>● Take turns</li> <li>● Be encouraging to others</li> <li>● Keep my hands and feet to myself</li> </ul>



# Our School Expectations

At the beginning of each school year teachers and students will collaborate to define a set of **classroom expectations** in the areas of Learning, Respect, Responsibility and Safety along with **explicitly teaching the school expectations, including playground and playground equipment**. As a result, all students will know how they are expected to behave and where they need to be at any time within the school day. **Our school expectations are:**

<p>Learning: <b>to strive to achieve to the best of our ability</b></p>	<ul style="list-style-type: none"> <li>● Listening</li> <li>● Working quietly</li> <li>● Putting your hand up to ask questions or to speak.</li> <li>● Completing work</li> <li>● Staying in your seat</li> </ul>	<ul style="list-style-type: none"> <li>● Sitting still on the floor</li> <li>● Not disturbing others</li> <li>● Having a go</li> </ul>
<p>Respect: <b>to respect ourselves, others, and our school.</b></p>	<ul style="list-style-type: none"> <li>● Using your manners</li> <li>● Looking after school equipment</li> <li>● Looking after others</li> </ul>	<ul style="list-style-type: none"> <li>● Being positive towards yourself and others</li> <li>● Listening to teachers' instructions and following them without argument</li> <li>● Using appropriate language</li> </ul>
<p>Responsibility: <b>to be responsible towards ourselves, others, our school, and property.</b></p>	<ul style="list-style-type: none"> <li>● Learning all you can</li> <li>● Staying in bounds</li> <li>● Listening to all teachers</li> <li>● Following all instructions</li> </ul>	<ul style="list-style-type: none"> <li>● Looking after equipment</li> <li>● Using initiative</li> <li>● Caring for others</li> <li>● Looking after community members</li> </ul>
<p>Safety: <b>to remain safe at school.</b></p>	<ul style="list-style-type: none"> <li>● Keeping hands, feet, and objects to yourself</li> <li>● Being inbounds</li> <li>● Walking on the concrete areas</li> <li>● Wearing a school that when outdoors</li> </ul>	<ul style="list-style-type: none"> <li>● Going to the toilet with a buddy selected by the teacher.</li> <li>● Telling the teacher or an adult if you have any problems.</li> <li>● Reporting any unsafe behaviours to the teacher</li> <li>● Adhering to the playground equipment expectations.</li> </ul>

## Behaviour Code for Students


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

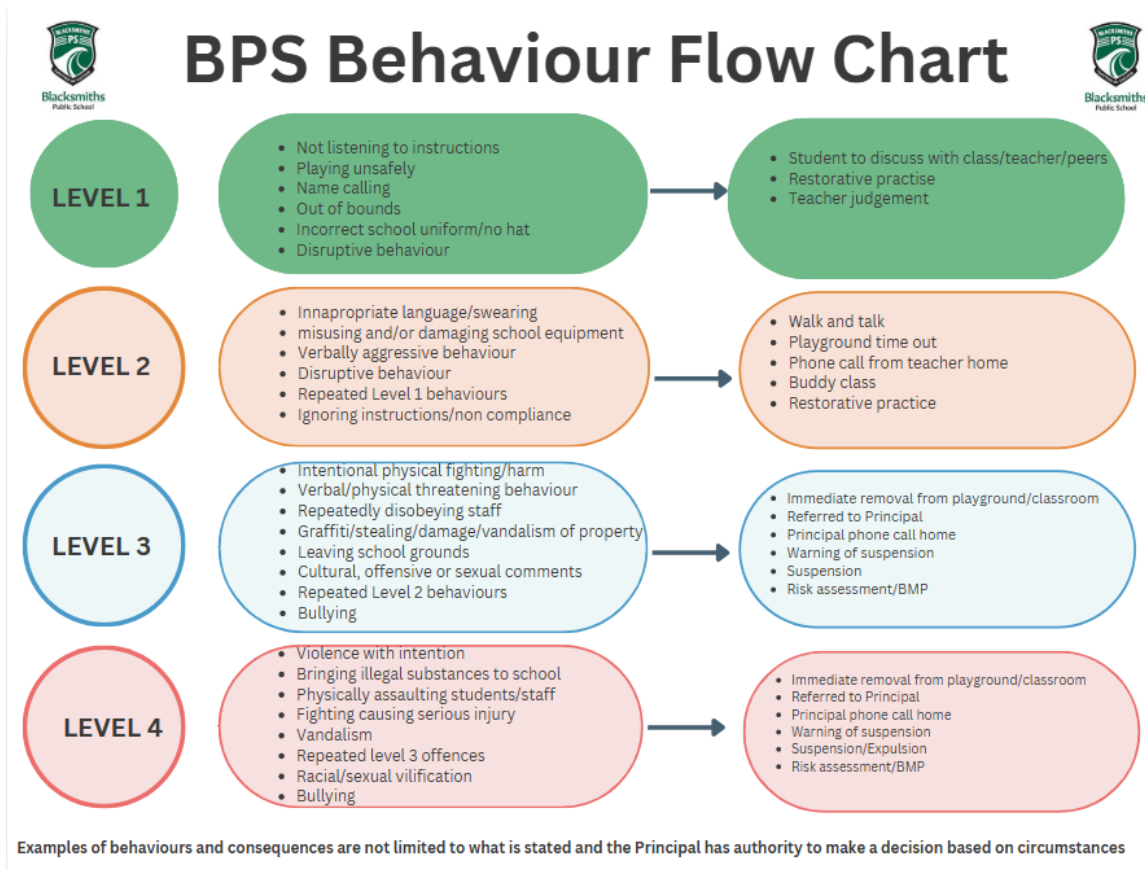
The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour code for students](#).

## Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying behaviour.



 <h2 style="text-align: center;">Whole School Approach</h2>			
Care Continuum	Strategy or Program	Details	Audience
<b>Prevention</b>	<b>Positive Behaviour</b>	Whole school expectations, Matrix, Blacksmiths Bonus	All students
	<b>Classroom Adjustments</b>	Differentiated, Supplementary, Substantial or Extensive (NCCD)	Students with needs
	<b>PLaSP or PLP</b>	Plans with specific goals for students which are created with the classroom teacher.	Students with needs Aboriginal students
<b>Early Intervention</b>	<b>Communication with Parents/Carers Learning &amp; Support Referral/Caseload</b>	Phone calls, emails, texts, or School Bytes Parent Portal contact. Referral made by classroom teacher for additional support and advice.	Parents/Carers  Students with needs
	<b>Transition Program/s</b>	Includes high school, Kindergarten, new enrolments, and support class.	
	<b>Staff Communication Meetings</b>	Principal informing staff of students to monitor.	Staff
	<b>Learning &amp; Support Teachers</b>	Providing intervention groups focusing on literacy and numeracy.	Targeted students
	<b>Behaviour Management Plan</b>	Formal plan using the MAPA escalation scale for proactive behaviour management.	Students with complex behaviour
	<b>Risk Management Plan</b>	Formal plan when a student is presenting WHS risks in the school.	
	<b>Health Care Plan</b>	Formal plan to administer medication or to keep staff aware of health needs.	Students with health needs
<b>Targeted Intervention</b>	<b>Time Out (reflection)</b>	For students who are not following repeated instructions by the teacher.	All students
	<b>Buddy Class</b>	For students who reach red behaviour level (up to 10 minutes).	
	<b>Cool-Off Areas</b>	Self-referred areas for students to assist with de-escalation of potential behaviour.	
	<b>Counsellor Referral</b>	Parent/carer permission for child to access school counsellor.	Students and families
	<b>AP Learning &amp; Support</b>	Leads the Learning & Support team and manages Access Requests.	
	<b>Functional Behaviour Assessment</b>	Conducted by the Learning & Support AP to assist with antecedent triggers.	Students with at-risk behaviour
	<b>Zones of Regulation</b>	Using the Incredible 5-point scale to assist students in identifying emotions. Taken from the book: <b>The Incredible 5-point scale</b> .	
<b>All</b>	<b>Communication Book</b>	Written communication between classroom teacher and parent/carer.	Students with at-risk behaviour
	<b>Allied Health Support</b>	In-school support such as OTs and speech (organised by parents or carers).	Students with health needs (inc. NDIS) or a disability
	<b>DCS</b>	A Disability Confirmation sheet to assist with recognised diagnosis.	
	<b>Access Request</b>	Completed by the school for either Support Class placement or Integrated Funding Support.	Students with complex behaviour
	<b>Learning &amp; Wellbeing Officer</b>	Provides advice and support to access non-school based resources.	
	<b>Part Day Exemption</b>	A formal plan to assist students with transition back to school.	
	<b>Warning of Suspension</b>	Issued for concerning or repeated behaviours which meet a certain threshold.	
	<b>Suspension</b>	Issued for behaviour which endangers others or at risk or repeated major behaviours.	
	<b>Crisis Management Plan</b>	Developed by the Principal for students and families who are struggling to maintain behaviour.	
	<b>Behaviour Specialist</b>	Accessed through the LWO to assist with strategies for dealing with behaviour.	
	<b>Complicated Caseload</b>	Referred to by the Principal for students exhibiting ongoing, problematic behaviours.	



## Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying

Blacksmiths Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student’s behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school

- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member.

Teachers have an opportunity to model **restorative strategies** for students in the classroom. Have a think about your own classroom practices.

- Think about the following:
- What do you do to actively ensure students in your class feel welcome and that they belong?
- How does your classroom environment impact how students communicate with each other and with you?
- How do you interact with the students in your class and how do you interact with colleagues?
- How do you respond when you have a conflict with one of your students?
- How do you respond when you see a conflict arising between students in the classroom?
- What process do you use to resolve conflict or disagreement in your classroom?
- How were students involved in the development of this process?

### Responses to serious behaviours of concern

- [Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing ITD system.](#) These may include:
- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.
- The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion Procedures](#) apply to all NSW public schools.

### Reporting and recording behaviours of concern

- Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response procedure](#)
- [Student Behaviour Policy](#) and [Suspension and Expulsion procedures](#)
- Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety Guide](#).

### Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

[Incident Notification and Response procedure](#)

[Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

### Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Buddy Class	During class time  Depending on context	Classroom Teacher	School Bytes
Reflection/student voice	During recess/lunch  Students can eat and have minimum 10 minutes free play	CT/AP/P	School Bytes
The Resilience Project and socio emotional learning	During recess/lunch  Students can eat and have minimum 10 minutes free play	CT/AP/P	School Bytes
Peer mediation	During recess/lunch  Students can eat and have	CT/AP/P	School Bytes

Strategy	When and how long?	Who coordinates?	How are these recorded?
	minimum 10minutes free play		
Restorative Conversations	During recess/lunch Students can eat and have minimum 10 minutes free play	CT/AP/P	School Bytes
Learning and Support	The Learning Support Team is a whole school approach to supporting students with particular needs.	LST/CT/AP/P	Schol Bytes

## Review dates

Last review date: 6.3.2025

Next review date: 2.2.2026



Principal: Liam SumbaK