



Balgowlah North Public School

Behaviour Support and Management Plan

Balgowlah North Public School is committed to creating an inclusive learning environment where our students are able to challenge themselves, create connections and contribute positively to our world. Our school is a place of quality teaching, quality learning and quality behaviour. We pride ourselves on ensuring every student is known, valued and cared for.

Balgowlah North Public School embeds positive behaviour approaches, safe practices and inclusive education. Our school implements inclusive and positive student behaviour support and management approaches that are aligned to the Behaviour Code for students.

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

Our school is committed to establishing and maintaining:

- support for students to take responsibility for their own learning and behaviour which are key features of our **Positive Behaviour for Learning (PBL) program**. A weekly focus enables modelling and the explicit teaching of positive, inclusive and safe behaviours, where students learn to recognise the behaviour expectation and demonstrate it within context. Through the individual class management systems and the school-wide merit award system, positive student behaviour is recognised and reinforced.
- opportunities for students to build friendship skills and an understanding of how to establish and maintain positive relationships through the explicit skills program **URSTRONG**.
- an active **Diverse Learners Team** who monitor student academic, social, emotional and behavioural development and works with families, external agencies and students to ensure students are supported to thrive.
- well-managed, nurturing and inclusive **teaching and learning environments** with opportunities for support and enrichment for all learners of a diverse range of capabilities.
- professional learning for staff that focuses on identifying and **catering for the individual learning needs** of all students.

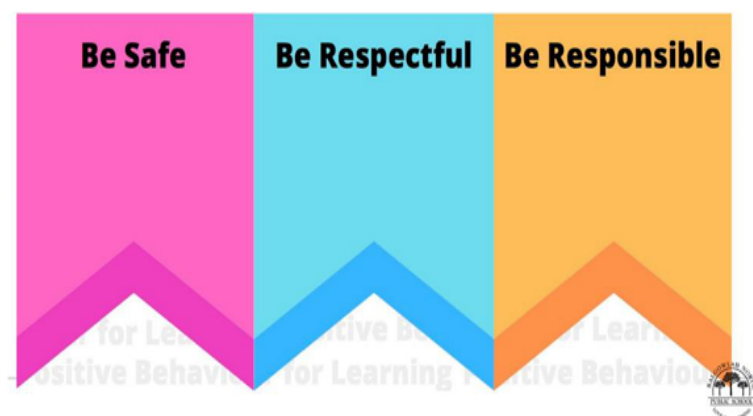
- prevention-focused and positive approaches to behaviour support for all students.
- integration of targeted **social and emotional skill development groups** for students identified as requiring additional support in developing these areas of their development and wellbeing.
- frequent opportunities for teachers, students and parents to engage in **meaningful dialogue** around student learning, behaviour and progress through parent-teacher interviews, student reports and regular communication.

Our school behaviour expectations are underpinned by our shared belief that all children and young people have a right to an education where students can access and fully participate in learning in a calm, safe environment. We believe that all members of our school community have:

- the right to learn
- the right to be safe
- the right to be treated with dignity and respect, and
- the responsibility to uphold these rights for others

Balgowlah North Public School expectations are:

- Be Responsible
- Be Respectful
- Be Safe



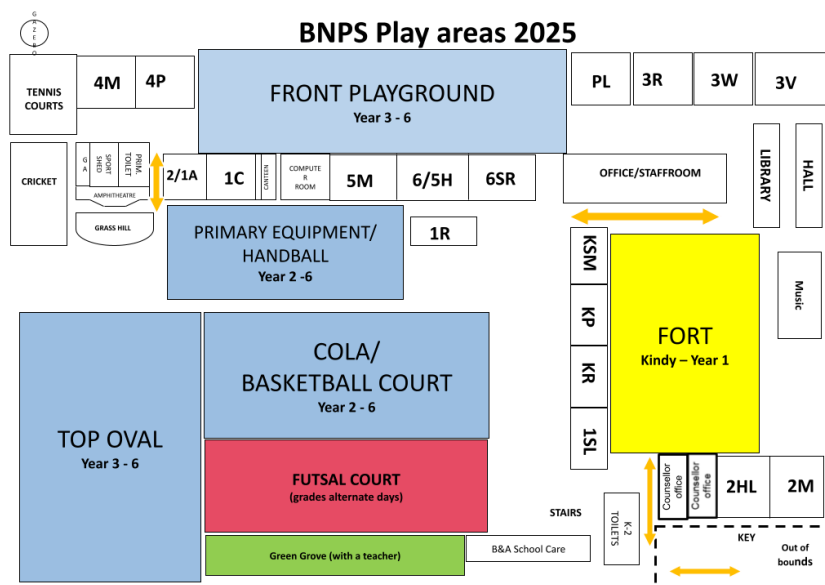
Matrix of Behaviour Expectations

	All Settings	Classroom	Outdoor areas	Canteen	Hall	Office	Toilets	Excursions	Library	Digital Spaces
Safe	Move safely at <u>all</u> times	Move <u>sensibly</u> at <u>all</u> times	Stay in boundaries	Line up in 2 lines	Walk quietly	Enter with permission	Use toilets and <u>toilet</u> paper correctly	Stand away from the road	Only enter with permission	Use internet sites appropriately
	Look where you're going	Keep our hands and feet to ourselves	Wear the school hat		Cross your legs when sitting		Report any problems immediately	Enter and exit the bus carefully	Use <u>resources</u> appropriately	Use appropriate language when communicating with others
	Be aware of others	Be in the right place at the right time	Be aware of others and share the space					Remain seated		Inform teachers of any inappropriate use
		Follow instructions and directions promptly	Use school equipment correctly							
Respectful	Speak kindly and politely using manners	Put your hand up to speak	Include and listen to others	Wait your turn	Listen carefully to others	Enter quietly	Allow <u>people</u> privacy	Show pride in our school	Quietly wait for your turn to borrow	Care for all technological equipment
	Follow <u>directions</u> promptly	Wear full school uniform with pride	Promptly follow teacher instructions	Speak politely, say "please" and "thank you"		Wait your turn	Keep clean	Speak quietly	Greet the librarian when entering	Respect of your own privacy and the privacy of others
	Respect the property of others	Include everyone	Communicate/ interact with kindness		Clap appropriately	Say please and thank you	Be aware of others (incl peers and <u>general public</u>)	Handle the books and equipment with care	Log off at the end of each session	
	Wait your turn									
Responsible	Care for others	Be equipped, prepared and ready to learn	Play fairly and follow game rules	Buy your own food	Look after <u>school</u> property	Follow instructions carefully	Play outside	Take care of our own belongings	Put books back to correct place after reading	Use the device assigned to me and only access my files and websites suggested by <u>my</u> teachers
	Care for the environment	Take pride in all our work	All rubbish in bins	Spend your own money			Are clean and wash our hands	Put rubbish in the bins	Return your books on time	Put devices away in the correct place and plug in to charge
		Try our very best								Look after the environment
		Ask for help <u>when</u> needed	Follow Digital Citizenship Agreement							
		Allow others to learn without distraction	Use how you are directed to by the teacher							

BNPS Playground Areas 2024

Playground	Students	Rules
General	All	Walkways are not for playing. Please walk carefully and quietly on the paths. If you see a stop sign, you're out of bounds so move back into the playground. <u>Keep in sight of the teacher at all times.</u>
Fort	Kindy to Year 1 5 peer mediators	Out of bounds: - Stairs to Futsal court - Grass area next to 1ES <u>Koolwaa</u> and behind the bathrooms - Behind the Kindergarten classrooms Play equipment: - Kindy to Year 1 only play equipment. - Monkey bars – one direction <u>only</u> (starting from library side) - If the student can't reach bars, they can't use the monkey bars yet. Students without hats go to the deck outside 1ES.
Front	Year 2-6	Out of bounds: - Tennis courts - Behind <u>5</u> classrooms/Gazebo - Library/ital passage - Behind the PL room and Year 3/4 classrooms - Staff car park - Hedge/path beside the staffroom. SM, SR and 4HL – Move away from the balcony once students have put their lunchboxes away and go into the playground. No running or playing on the balcony. Only handball, no large ball games (move to the top oval instead). Students without hats go to COLA.
Lower and Top Oval Incl. COLA/ Basketball court/ Play equipment/ Futsal Field	<u>5</u> 2-6 (Year 1 can use the futsal field on their rostered days.)	Out of bounds: - Behind 2/1P - Around shipping container - Behind <u>5</u> classrooms - Bike racks <u>Koolwaa</u> - Stairs to Fort playground - In and behind Green Grove (without a teacher) - House fences - Around skip bin on the top oval - Cricket nets Play equipment: - Year 2-6 only using a rostered system. - No chasing/tip games on equipment Futsal field: - Year 1-6 use the futsal field using a rostered system. Sandpit: - Sandpit only to be used with safe behaviour and the sand stays in the pit, not in the surrounding area. Students can play in the amphitheatre if in sight of the teacher and sit on top of grassy hill, no rolling down. Students without hats go to COLA.

BNPS Play areas 2025





Self Regulation

The most powerful form of recognition is feedback that empowers a student to feel supported in making positive choices about their behaviour. We all like to be told we've done a good job. This is our most powerful tool and we work hard to recognise students in all areas of school life.

Individual Class Systems

Teachers develop and use systems designed to suit the needs of individual students and the unique qualities of each class. These are all underpinned by the BNPS school expectations of being safe, responsible and respectful. Teachers acknowledge or reinforce a particular behaviours with the intention of adding value to, and strengthening, that behaviour. Teachers use a wide variety of reinforcements including:

- Verbal feedback to promote self-regulation and intrinsic behaviour choices
- Stickers, stamps and other reward systems
- Displaying achievement to other teachers and students

School Wide Award System

Balgowlah North Public School also operates a formal recognition system. Our merit system encourages a continuity of positive behaviour based on our PBL program as students move from grade to grade throughout their school years.

Assemblies are hosted every fortnight, where students have the opportunity to receive Merit Certificates for excellent progress in their learning and demonstration of the school's PBL expectations. Whole-school assemblies to celebrate students who have achieved Principal's awards, Banners and Medals are held in weeks 5 and 10 of every term.

Mini merits

Students are recognised for their efforts to be safe, respectful and responsible learners using mini merits. The mini merits remind students of our expectations. When a student has collected 10 mini merits they are exchanged for a merit certificate.



Merit certificates

Our school uses merit certificates to recognise students. Merits certificates are issued when students collect 10 mini merits or by teachers in K-2 and 3-6 assemblies.

Principal's Award

When students collect 5 merit certificates they are eligible for a Principal's award. These are issued twice per term at a K-6 assembly.

Banners

When students collect 2 Principal's awards they are eligible for a Banner. These are issued twice per term at a K-6 assembly.

School Medal

The Balgowlah North Public School Medal is awarded to any student who has achieved or performed at an outstanding level, over a period of time, indicated by the accumulation of 2 School Banners. This medal will be presented by the Principal at a K-6 assembly.

Citizenship Award

Citizenship awards are an important part of our PBL program. This award is presented to outstanding students who consistently exhibit our PBL values and behaviours. The Citizenship award is presented twice per term at a K-6 assembly to a student in Kindergarten to Year 2 and a student in Year 3 to Year 6.

Managing Behaviour Incidents

The school uses a range of approaches to work with students who display behaviours of concern. Behaviour management interventions may include:

- reflection time
- teacher conferences
- mediations
- restitution

The school operates a formal behaviour expectation program Kindergarten to Year 6. This allows all students to recognise that engaging in behaviours of concern will result in formal consequences. When a student has not followed the school's expectation of being safe, respectful and responsible, they are asked to reflect on their actions and behaviour, its impact on others and how



they could make more appropriate choices in the future. Underpinning this is our own PBL program and all consequences are designed to encourage students to choose safe, respectful and responsible behaviour.

For more serious behaviours parent contact and parent interviews may be required. The PBL team consistently reviews the strategies for supporting students who have difficulty demonstrating our school values.

Behaviour support and management interventions are implemented in line with the Australian Professional Standards for Teachers and the Disability Standards for Education in that they must be fair, equitable, inclusive and proportionate, and take into consideration the diverse learning and wellbeing needs of students, including developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and circumstances.

Recording Behaviour Incidents in School Wellbeing System

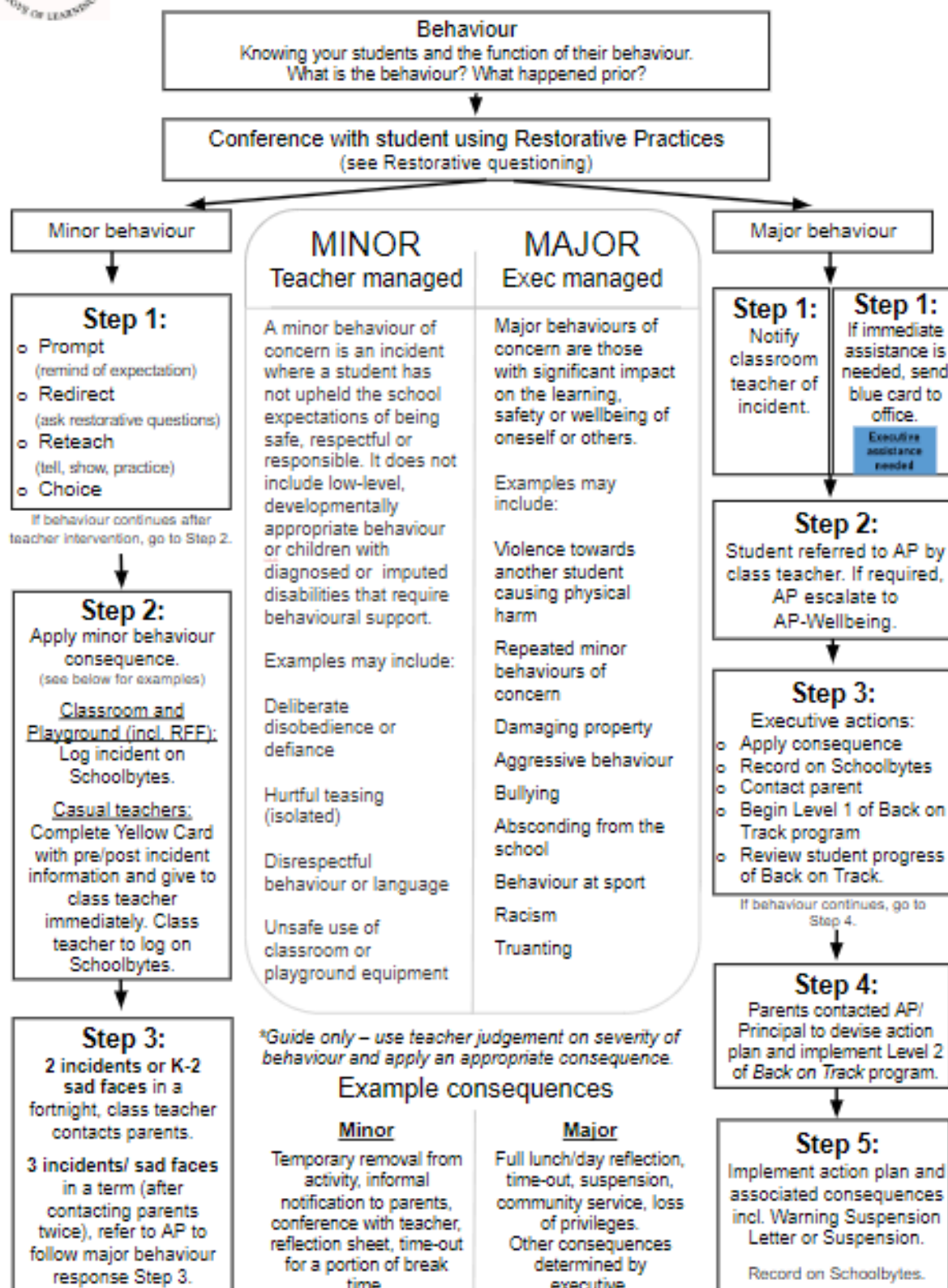
Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response Policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Minor and major behaviour incidents are logged on our wellbeing tracking system. This allows us to monitor ongoing behaviours of concern to identify trends and implement support and strategies as required to prevent the behaviour from occurring again or escalating.

Managing Behaviours of Concern

Safe | Respectful | Responsible



August 2024

Individual Behaviour Plan

Repeated behaviour incidents may lead to some students being identified by the Diverse Learner's team to need an Individualised Behaviour Support Plan. The aim of an Individualised Behaviour Plan is to provide the student with explicit support to assist them in modifying their behaviour. This plan will be developed in conjunction with the Class Teacher, Stage Assistant Principal, student and their parents or carers.

In very rare occasions, where there are significant ongoing concerns about a student's behaviour and school-based behaviour plans are not effective, the Diverse Learner's Team may seek support from the Department of Education through the assistance of the Assistant Principal Learning and Support (AP LaS).

2.2 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>

2.3 Whole School Approach

The care continuum is a whole-school system that helps schools to put in place a positive and prevention-focused approach to meet the needs of all students. The care continuum includes interventions for:

Prevention	Whole-school proactive and prevention approaches aim to establish and maintain safe, respectful learning environments for all students. Proactive approaches include explicit teaching of the expected behaviours. These learning environments include classrooms, playgrounds, online and any other school endorsed events and should encourage prosocial behaviour. These interventions underpin effective teaching and will reduce minor behaviours of concern when applied consistently.
Early intervention	Some students require early intervention to deal with emerging, low-level behaviours of concern. Early interventions provide early support for students or groups of students who are identified as being at risk of developing behaviours of concern. Schools need to develop a range of initial responses and approaches to work with students displaying emerging, low-level behaviours of concern. Early responses to behaviours of concern include preventive strategies, explicit teaching of expected behaviours, logical consequences, and consultation.
Targeted intervention	Some students may require targeted support to encourage positive behaviours, particularly if they exhibit more complex and challenging behaviours, or where the frequency of the behaviour of concern may put students' learning and social success at risk if it is not addressed quickly. School staff should facilitate positive behavioural supports, including explicit teaching of expected behaviours as well as making targeted and reasonable adjustments in the classroom to support effective teaching and learning practices.

Individual intervention	Students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents, Team within a school and Team Around a School. Strategies for these students require individual assessment, planning, implementation, monitoring and evaluation. Schools need to build the capacity of school teams and teaching staff to be able to undertake functional behaviour assessments (FBA), develop individual student support plans and risk management plans for individual students.
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Care Continuum	Strategy or Program	Details	Audience
Prevention	Classroom Management strategies	Classroom organisation plays a crucial and proactive role in many effective classroom practices to impact positively on learning and behaviour. Thoughtful arrangement of the physical space along with structured routines help maintain order and maximise instruction time by promoting a conducive and structured learning atmosphere. Classroom organisation includes: • Physical environment • Class expectations that are co-constructed with students and that are clearly shown in each room. • Positive consistent expectations • Explicit instruction when teaching behaviour expectations • Corrective feedback • Consistent and fair consequences • Parallel cuing and tactical ignoring of behaviours	Whole school
Prevention	Interrelate	Stage 3 program that focuses on personal development and sex education.	Stage 3 students
Prevention	Child Protection lessons	All students participate in child protection annually to proactively identify their safety network and identify self-protection strategies.	Whole school
Prevention	Life Education workshops	Specialised programs that develop students' self-awareness around positive self-care choices and harm minimisation strategies	Whole school
Prevention	You Can Do it	This program provides opportunities for students to engage in explicit learning in resilience, motivation and social-emotional regulation to empower their learning and development.	Whole school
Prevention	Cyber Safety workshops for students	Students in Stages 2 and 3 participate in Cyber Safety lessons and workshops. The focus of these programs are to develop students' knowledge of positive and appropriate online behaviour.	Stage 2 and 3 students
Prevention	Cyber Safety presentations for parents	Presentations for parents for students in Stages 2 are invited to participate in an annual Cyber Safety presentation. The focus of this presentation is to provide insight into the digital world their children are engaging with and provide parenting strategies to help them navigate this space.	Stage 3 students
Prevention	Kindergarten Transition	Orientation sessions are provided for students enrolled in Kindergarten for the following school year. This allows teachers an opportunity to identify any potential behaviours and plan accordingly. Additionally, transition visits between the Kindergarten Assistant Principal and local preschools enable communication to identify and support the transition of students.	Expected Kindergarten students

Care Continuum	Strategy or Program	Details	Audience
Prevention	Class Profile of Learning Adjustments	Class teachers complete a 'Class Profile of Student Adjustments' proforma for their class, outlining the details of the adjustment provided for students.	Whole school
Early Intervention	URSTRONG	An early intervention program that aims to provide students with the understanding of social skills to recognise healthy, positive relationships and develop strategies to effectively manage conflict in friendships.	Whole school
Early Intervention	PBL Tier 1	Positive Behaviour for Learning (PBL) Tier 1 Schoolwide and classroom systems of support that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture.	Whole school
Early Intervention	ARCO	The school's ARCO is utilised to manage reports of racism by students against other students in accordance with the Student Behaviour Policy and BNPS policy. Reporting strategies are clearly communicated to students and are accessible for all students.	Whole school
Targeted Intervention	Diverse Learners Team (DLT)	The DLT works with teachers, students and families to support those students who require personalised learning and support. This includes instructional leadership, the development of risk assessments and the development of short- and long-term goals.	Individual students, families, staff
Targeted Intervention	MiniLit	A specialised early intervention program for students in Stage 1 requiring additional support in literacy. Students undertake the MiniLit program run by our Learning and Support Teacher (LaST).	Stage 1 students
Targeted Intervention	Literacy and Numeracy support	Our Learning and Support Teacher (LaST) runs targeted intervention for students in Stage 2 requiring additional support in reading, specifically fluency and comprehension. LaST runs small-group sessions weekly with targeted students. Students are targeted by data including in-class data, NAPLAN, Check In, Running record.	Identified Stage 2 students
Targeted Intervention	School Learning Support Officers (SLSO)	SLSOs support students who have received funding for special needs or specific purposes by the Department of Education. They assist staff in the implementation of individualised education plans and differentiation in the classroom.	Individual students, staff
Individual Intervention	Individual Education Plan (IEP)	An Individual Education Plan (IEP) supports behaviour management by setting personalised, measurable goals and targeted strategies for specific students requiring individual intervention. This is developed with parents, staff, executives and the DLT team.	Identified students, parents, staff
Individual Intervention	Back on Track	A positive behaviour intervention program for students. Linked on school website: Back on Track Program Included as Appendix A.	Individual students, families, staff
Individual Intervention	PlayMates Deck Crew	Playmates and Deck Crew are integrative programs that allow K-2 students to develop essential social skills including taking turns, entering play, sustaining positive play and communicating with their peers through facilitation by a group of Year 4 leaders. These Year 4 leaders either volunteer or who have been specifically chosen to lead.	Year 4 leaders, K-2 students

Care Continuum	Strategy or Program	Details	Audience
Individual Intervention	Sensory Room - 'Chillville'	Chillville is a program run by the SLSOs at lunchtime in the sensory room. The program involves a combination of structured board games and card games as well as relaxed sensory activities. This is to ensure that the students who need this space the most get to enjoy it. Students are teacher-nominated or identified by the DLT and can bring a friend.	Targeted students, SLSO staff
Individual Intervention	Leadership Opportunities	Structured opportunities for students to learn about the responsibilities of leadership through Peer mediation, Student Representative Council and Year 6 School Leader Program.	Stage 3 students
Individual Intervention	HPGE	Enrichment opportunities for students that extend the curriculum and modify complexity. Policy link: High Potential and Gifted Education Policy BNPS HPGE processes for identification can be found on our school website. https://balgowlahn-p.schools.nsw.gov.au/	Individual students, families, and staff

2.4 Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Back on Track Program (Appendix 1)	Students who have recorded 2 wellbeing incidents on Sentral in a week, or 3 across a term. Students engage in a reflective timeout for the first half of lunch for 3 consecutive days.	Assistant Principal and Classroom Teacher	A copy of the program is kept by the classroom teacher, Principal and Assistant Principal. Once complete, a digital copy is saved to the Documents section for that student on Schoolbytes.

2.5 Behaviour that poses unacceptable risk to others

The NSW Department of Education Student Behaviour policy and Suspension and Expulsion procedures apply to all NSW public schools.

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.

In circumstances where a behaviour of concern poses an unacceptable risk to others or to teaching and learning, more significant interventions will be employed by the Principal.



Formal Caution

Formal cautions provide an opportunity for the student and their parents or carers to understand the impact of the student's behaviour or behaviours of concern and to engage in positive behaviour supports and strategies to address the behaviour or behaviours.

Suspension

Suspension can be a critical safeguard that principals may use as a behaviour management intervention when a behaviour poses an unacceptable risk to others or to teaching and learning. The purpose of suspension is to allow the school to implement appropriate supports to address the student's complex and challenging behaviours, mitigate any unacceptable risks to students and staff and enable the student's return as soon as is appropriate.

Expulsion

In the most serious of circumstances, where behaviour management interventions including suspension and other risk management strategies have not been successful in managing serious behaviours of concern, expulsion is an option that will be implemented with procedural fairness.

Further information can be obtained from the [Suspension and expulsion procedures](#).

2.6 Partnership with parents/carers

Balgowlah North Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies. The school is encouraging:

- a teaching and learning community that values shared goals and works cohesively towards desired outcomes.
- a culture that celebrates life-long learning and the ongoing pursuit of excellence.
- community that is strong enough to reflect upon its current challenges and use them as opportunities for future growth.
- an active parent community who are engaged with the school and participate in the life of the school.
- a dynamic P&C and AECG that are valued voices within the school community.
- streamlined communication platforms that allow parents to stay informed and connected with school issues.

- a collective commitment to building a sense of belonging for students, teachers, parents, and the community.

[School Community Charter \(nsw.gov.au\)](https://nsw.gov.au)

Balgowlah North Public School will communicate these expectations to parents/carers by the school website and newsletter.

2.7 School Anti-bullying Plan

Staff members may become aware of bullying behaviour through a range of channels, for example:

- directly observing a child or young person'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.

[Appendix 2: BNPS Anti-bullying Plan](#)

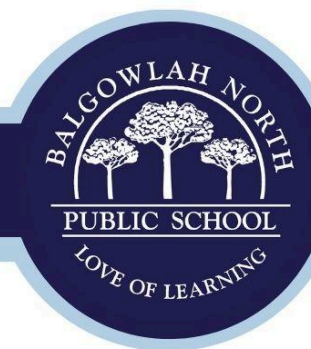
Refer to the DoE [Student behaviour](#) policy.

2.8 Reviewing dates

Last review date: Term 1 2025

Next review date: Term 2 2025

BACK ON TRACK - OVERVIEW



EVERY DAY IS A NEW DAY!

Level One : Repeated Minor Behaviours of Concern/Major Behaviour of Concern

Level One means that you have engaged in minor behaviours of concern in the classroom or on the playground repeatedly or have shown one major behaviour of concern. A minor behaviour of concern is an incident where a student has not upheld the school expectations of being safe, respectful and responsible.

As a result, you will be talking to your Assistant Principal and your classroom teacher will call your parents. You will complete the 'Reflection Form' and write a 'Behaviour Agreement' to be reviewed by your Principal. You will then spend the first half of lunch in the office reflecting over the next three days. Your classroom teacher will be watching to see that you are following our school values of Safety, Respect and Responsibility. If you consistently do so through the course of the day, you will receive one star. Once you have received three stars you will be taken off Back on Track.

Level Two : Repeated Major Behaviours of Concern

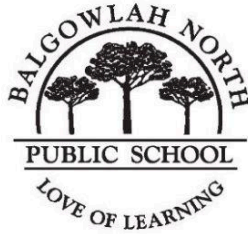
Level Two means that you have engaged in major behaviours of concern multiple times in the classroom or on the playground. Major behaviours of concern are those with significant impact on the learning, safety or wellbeing of oneself or others.

As a result, your parents will be called by your Assistant Principal. You will be placed on Back on Track Level One and must fulfill all elements of this including the 'Reflection Form' and 'Behaviour Agreement'. An individual behaviour support plan will be created, which will differ for each student. Your classroom teacher and Assistant Principal will be watching to see that you are following our school values of Safety, Respect and Responsibility and writing a comment referencing this each day. If you consistently do so, receive your three stars and a behaviour change is exhibited, you will be taken off Back on Track.

Level Three/Four : Unsafe for Others and Disrupts the Learning of Others

Level Three/Four means that your behaviour is making the environment unsafe for others in the school and consistently, deliberately disrupting the learning of other students.

As a result, your parents will be contacted by the Principal or other Executive staff member. You will be placed directly on to Back on Track Level Two and be given a caution to suspend. An action plan and associated consequences will also be implemented.



Balgowlah North Public School

10 Manning Street, North Balgowlah, 2093 T: 9949 4499

E: balgowlahn-p.school@det.nsw.edu.au

W: www.balgowlahn-p.schools.nsw.edu.au

Date:

Dear

The behaviour of your child _____ in class _____ is of concern and they have been placed on the 'Back on Track' program.

They will be supported with reflective conversations to empower them in making positive behavioural choices in the future. The consequence of impacting on the learning environment of themselves and others is that they will spend three consecutive lunchtimes in the office. The reflective conversations will take part during these sessions. Please note that if this coincides with Interschool Sport (PSSA) on Friday, then they will miss out on this.

Behaviour will be monitored by their class teacher, who will make a note each day reflecting on their choices and if they are in line with our school values of respect, responsibility and safety. If they adhere to these values throughout the day, they will receive a stamp/star. When they receive three stamps in a row they will be off the program.

If they have not received three stamps in a row, within six days, then they will progress to Level Two.

Signed,

Assistant Principal/Principal

BACK ON TRACK - STEP ONE



Name	Class	Date

Behaviour of Concern			
	Not keeping myself and others safe		Not behaving well in the classroom and stopping others from learning.
	Not treating teachers and students with kindness politeness and fairness.		Not wearing my school uniform.
	Not respecting the opinions and ideas of others.		Not behaving well travelling to and from school and on excursions.

Date	Teacher Comment	Stamp	AP Sign

Assistant Principal Signature and Concluding Comments:
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BACK ON TRACK - REFLECTION



Name:	Date:
What did you do?	
Is this in the school rules? Yes / No	
This made me feel:	
Who did I affect and how did it make them feel?	
What could I do differently next time?	
Student Signature:	Teacher/Assistant Principal:

BACK ON TRACK - BEHAVIOUR AGREEMENT



Name:

Class:

Every student has the right to work and play in a secure, safe and happy environment. Here at Balgowlah North we uphold our values of Respect, Responsibility and Safety.

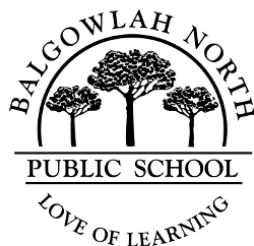
Moving forward I will:

Be responsible and thoughtful
Respectful to students, teachers and others in the school community
Play and work safely in the school environment

In particular I will try to:

Student Signature:

Principal Signature:



Balgowlah North Public School Anti-Bullying Plan

What is bullying? (DoE Policy Definition)

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. Bullying behaviour can also involve intimidation, victimisation and harassment, including that based on sex, race, religion, disability or sexual orientation, both online and offline.

Bullying behaviour can be:

Verbal:	name calling, teasing, abuse, putdowns, sarcasm, insults, threats.
Physical:	pushing/shoving, hitting/punching, kicking, tripping, throwing objects.
Social:	ignoring, excluding, alienating, making inappropriate gestures.
Psychological:	spreading rumours, dirty looks, hiding or damaging possessions.
Cyberbullying:	sending negative messages about a person using phone, email, internet, inappropriate use of smart phones.

Conflict between equals and single incidents are not defined as bullying. Bullying behaviour is not:

- children not getting along well.
- a situation of mutual conflict.
- single episodes of disrespect or random acts of aggression or intimidation.

Our School's Commitment

Balgowlah North Public School rejects all forms of bullying behaviours, including online (or cyber) bullying. We maintain a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Our staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

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.

Balgowlah North Public School Expectations

1. Be Safe
2. Be Responsible
3. Be Respectful

Within our Positive Behaviour for Learning (PBL) framework, children are taught how to deal with unsafe or disrespectful behaviour. They are taught specific skills to develop their resilience in a variety of different social situations as part of regular personal development and wellbeing lessons. When children are uncomfortable in a situation, they are encouraged to Stop, Walk and Talk.

1. **Stop:** Ask the person to stop.
2. **Walk:** Remove themselves from the situation.
3. **Talk:** Tell an adult.

Responsibilities

All members of the Balgowlah North school community contribute to preventing bullying by modelling and promoting appropriate behaviour and respectful relationships.

Parents, teachers and children at Balgowlah North PS have the responsibility to:

- Promote positive relationships that respect and accept individual differences and diversity within the whole school community.
- Help others feel safe and happy.
- Abstain personally from bullying others.
- Actively discourage bullying when it occurs.
- Speak up and tell the truth
- Report bullies and bullying behaviour.
- Give support to those who are victimised.

Consequences

Consequences of bullying behaviour will be in accordance with the **School Behaviour Support and Management Plan** and may include:

- Talking to teachers, assistant principals or principal about their behaviour
- Offering an apology
- Parents being informed
- Back on Track behaviour contract
- Removal from playground during break times
- Loss of privileges such as special activities, representing the school, PSSA sport etc.
- School community service
- Fromal Caution, Suspension or Expulsion

Both bullies and victims will be offered support and targeted Behaviour Support Plans developed in response to individual need.

Bystanders

In any bullying situation there is commonly the person being bullied, the person bullying and bystanders. Bystanders far outnumber those who are bullying and bullying behaviour can be reinforced where people watch but do nothing. Students who are not being bullied, but are aware of others who are, will be encouraged to report it. This protects those being bullied but also ensures the bully can be helped too. Children need to tell an adult about situations in which they feel uncomfortable. **Stop, Walk, Talk.**

Our school engages in the following practices to promote a positive school culture:

1.1 Student Assemblies

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

Term	Communication Topics
1	All students from K – 6 informed of the Behaviour Code for NSW Public Schools.
1	K-6 Digital Citizenship contracts discussed and signed.
1-4	Schoolwide explicit implementation of PBL expectations. Weekly PBL focus for teaching and learning to ensure values of Safe, Respectful, Responsible Behaviour are understood in every school context. Student rewards system to acknowledge students demonstrating positive behaviours.
1-4	Schoolwide implementation of UR Strong and You Can do IT Wellbeing Programs. These programs foster the development of resilience, motivation, emotional regulation and interpersonal skills.

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.

Term	Communication Topics and Professional learning
Daily	Staff to implement language of UR strong and PBL expectations in behaviour management in the classroom and playground.
Weekly	Staff to implement PBL teaching and learning focus within classrooms.
Weekly	Staff to award Mini-Merits and Merit Awards for students demonstrating PBL expectations
Term	PBL team examining data on where, when and what type of incidents are occurring across the school.
Year	Whole School PBL expectations and processes reviewed and revised as a whole staff.
1-4	Regular staff communication around patterns of behaviour within the school context, allowing for professional dialogue and evidence-based approaches to teaching and reinforcing respectful relationships.

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.

All new and casual staff are inducted into the school and given a folder of resources around the school's PBL expectations, Positive Reinforcement system, Behaviour Management Flow Chart and URStrong language principles. Posters and Visual Aids to reinforce core expectations are displayed in every classroom.

2 Partnerships with families and community

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

2.1 Website

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

The following are published on our school's website:

- ✓ School Anti-bullying Plan
- ✓ 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.

Term	Communication Topics and Professional learning
Term 1	School's PBL expectations discussed at start of the year information sessions and included in Term 1 stage information.
Term 1	School's Information Technology and Online behaviour Policy contract signed by parents.
Yearly	School information handbook details school's Wellbeing policy, PBL values and behaviour management processes
Yearly	School website has access to anti-bullying plan and resources

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 social skills programs and role-modelling focused on independent problem solving and restorative practice.
- Targeted intervention social groups such as *Play Mates* to build social skills and positive playground students for students requiring additional support.
- Establishment of games clubs such as Deck Crew and Lego Club to provide positive spaces for structures social engagement.
- Implementation of positive mindset programs such as You Can Do it and Growth Mindset.
- Comprehensive referral process for students, teachers and parents to refer social or behaviour concerns to our Diverse Learner's Team for action and intervention.
- Student Representative Council (SRC) formed. The SRC is a formal group of students, elected by their peers to represent them and their views. They meet throughout the Term to incorporate student voice in future planning.
- Participation in annual activities including Harmony Day and Day of Respect