NSW Department of Education
Banks Public School Behaviour Support and Management Plan

Overview

At Banks Public School we work together to nurture and inspire all students to be resilient, creative and independent learners who are known and valued. Students are motivated and engaged critical thinkers and problem-solvers with the knowledge, understanding, skills and values for future success in life.

The school is focused on building individual and collective wellbeing through a climate of care and positivity. Staff nurture professional relationships with students which are safe, respectful and supportive and which help students to reach their full potential. Programs that will be embedded and refined will consist of:

- Be You for the whole community
- PBL practice across the school
- BounceBack for all students
- Aboriginal Education for everyone (embedded in school teaching and learning programs)
- Trauma informed practice

At Banks Public School, positive, respectful relationships are evident and widespread among students and staff. Student wellbeing is promoted to ensure optimum conditions for student learning across the school. This is strongly linked to our Positive Behaviour for Learning framework, strategies and pedagogy. PBL is embedded within our school culture and has been adapted to our school environment to explicitly teach social, emotional and behavioural skills. Students are encouraged to reflect on their behaviour while staff work with students to set goals which encourage self regulation. Stage 3 students are given responsibilities to develop their leadership skills, while developing strategies across the school during Peer Support lessons to foster the prevention of bullying within the school.

Banks Public School provides high quality, whole school processes to support our students with their wellbeing, behaviour expectations and individual learning needs.

Partnership with parents and carers

Banks Public School partners with parents/carers in establishing expectations to develop and implement student behaviour management and anti-bullying strategies by:

- inviting formal and informal parent/carer and student feedback via Tell Them From Me surveys, consultation with P&C and local Aboriginal Education Consultative Group (AECG).
- regular communication thru Sentral, the school Facebook page and Class Dojo

Banks Public School will communicate these expectations to parents/carers through the school website, Facebook page welcome BBQ and parent/teacher interviews. 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 rules

Banks PS has the following school-wide expectations and rules-

I am a safe, respectful learner.

Expectation - I am safe	Expectations - I am respectful	Expectation - I am a learner
move sensibly in all areas	treat others how I want to be treated	listen and follow instructions
make choices that keep myself and others safe	speak in a calm and polite manner	walk to class when the music starts playing
keep my hands and feet to myself	work co-operatively	always have a go and try my best
use calming strategies when I am frustrated or upset	use positive words	be ready to learn

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

Banks Public School embeds whole-school practices and programs to support long term learning, wellbeing, positive behaviour and safety for all students across the care continuum. Our school implements the department's endorsed evidence-based behaviour approach of Positive Behaviour for Learning (PBL). Staff have also been trained in trauma-informed practices, and the principles of inclusive practice, including approaches for anti-bullying and cyber-bullying, underpin programs. These practices include:

- setting and explicitly teaching clear expectations across all areas of schools
- establishing predictable routines and providing consistency to create a safe learning environment
- reinforcing and modelling positive behaviours
- discouraging inappropriate behaviour while making sure students are aware of consequences for ongoing disruptive behaviour
- collaborating with students to increase engagement and create positive classroom environments
- tailoring support to the needs of individual students
- teaching self-regulation and social skills

Care Continuum	Strategy or Program	Details	Audience
Prevention	Bounce Back	Bounce Back is an evidence-based whole-school program for Years K–6. It provides teachers with practical strategies to explicitly teach wellbeing and resilience skills to help students 'bounce back' and cope with the complexity of everyday life.	All K-6 students & on class teachers

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL	PBL is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.	All students and staff
Prevention	Trauma Informed Practice	Trauma-informed practice recognises student behaviour as communication and helps staff build their confidence so they can help students who have experienced trauma get ready to learn.	All staff-PL
Prevention	Child Protection	Teaching child protection education is a mandatory part of the syllabus.	All students K-6
Prevention	Anti-Bullying	National Day of Action Against Bullying activities and a year anti-bullying incursion	All students K-6
Early intervention	Smiling minds	An evidence-based program designed to support social and emotional skills development in children and overall mental health.	K-6
Early intervention/ Targeted intervention	Peaceful Kids	A Mindfulness and Positive Psychology-based program to lessen anxiety and stress and increase resilience in children. This program helps children to build their emotional resilience so they are better equipped to deal with the day to day stresses that life brings them.	Stage 2 students School Chaplain
Early intervention/ Targeted intervention	Drumbeat	Drumbeat is an evidence-based program, using rhythm as a tool to build resilience and emotional regulation. It encourages social and emotional learning, and aims to develop conscious communication within students.	K-6 students School Chaplain
Early intervention/ Targeted intervention	Leadership	Aimed at teaching resilience and positive life choices through group work, physical movement and reflection strategies.	5-6 students School Chaplain
Individual intervention/ Targeted intervention	Learning and support	The LST works with APC&Is, teachers, students and families to support students who require personalised learning and support.	K-6 students
Individual intervention/ Targeted intervention	School Learning and Support Officers	Care and management of students with behaviour disorders.	Individual students/ SLSO
Targeted intervention	Attendance support	Staff/LST refer students to the attendance coordinator. Attendance coordinator meets	Individual students/

Care Continuum	Strategy or Program	Details	Audience
Individual intervention		with students and families to address barriers to improved attendance and set growth goals. HSLO involvement with families after targeted intervention is unsuccessful.	Attendance coordinator HSLO
Individual intervention	Individual support planning	Developing Individualised Education Programs for students with special needs. Developing, implementing, monitoring and reviewing - behaviour support, behaviour response and risk management plans	Individual students/ parents and carers/ learning and support AP/ Team Around a School/ WHS
Individual intervention	School Welfare Support Officer	Part of the student welfare and wellbeing program. Addresses core wellbeing needs of anxiety, building resilience, developing social skills and engagement in support of the parent community.	Individual students

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

Identifying behaviour of concern, including bullying and cyber-bullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour.

Bullying behaviour involves the intentional misuse of power in a relationship, is on-going and repeated and involves behaviour that can cause harm.

Banks Public School staff will identify inappropriate behaviour and behaviours of concern including bullying and cyber-bullying through a range of channels such as:
- staff directly observing a students behaviour
- a person disclosing information that is previously unknown
- concerns raised by a parent or community member

Responses to all behaviours of concern apply to student behaviour that occur:
- 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

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviour that occurs outside of school hours or school grounds, including cyber-bullying. Students who are bullied will be offered appropriate support.

Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement and PBL Behaviour Management Process flowchart (see Appendix 1) in deciding whether a behaviour is teacher managed or executive managed. Staff consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- Teacher managed - low level inappropriate behaviour in the classroom and/or playground
- Executive managed - behaviour of concern

Corrective responses are recorded on Sentral. These include:

Classroom	Non-classroom setting
- expectation reminder - re-direct - offer choice - explicit teaching of positive behaviour - prompts - reteach - seat change - stay in at break to discuss/complete work - calm down space - chill out/buddy class process (see Appendix 2) - conference or restorative practices - reflection - communication with parent/carer	- expectation reminder - re-direct - offer choice - explicit teaching of positive behaviour - prompts - reteach - play or playground re-direction - walk with teacher - restorative practices - reflection - communication with parent/carer

Banks Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning (PBL) consists of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural effort.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

| Prevention

Responses to recognise and reinforce positive, inclusive and safe behaviour | Early Intervention

Responses to minor inappropriate behaviour | Targeted/Individualised

Responses to behaviours of concern |
|---|---|---|
| 1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations. | 1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate. | 1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day. |
| 2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour. | 2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback. | 2. Executive/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident. |
| 3. Tangible reinforcers include those that are:
• free and frequent
• moderate and intermittent
• significant and infrequent
• Intermittent and infrequent reinforcers are recorded on Sentral. | 3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied. | 3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Sentral and contact parent/carer by phone. For some incidents, referral is made to the school's anti-racism contact officer (ARCO). Executive/principal may consider further action e.g., formal caution or suspension. |
| 4. Social emotional learning lessons are taught (PBL) | 4. Teacher records on Sentral by the end of the school day. Monitor and inform family if repeated. | 4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing risk assessment and/or collaboratively developing a behaviour support/response plan. |
| Teacher/parent contact | Teacher/parent contact | Teacher/parent contact |
| Teacher contact through the Class Dojo or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at weekly school assemblies. | Teacher contacts parents by phone or Class dojo messages when a range of corrective responses have not been successful.
Individual planning and referral to Learning Support Team may be discussed. | Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School. |

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral. These may include:

- review and document incident
- determine appropriate response/s, including support 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 making learning and environmental adjustments
- reflection and restorative practices
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone or meeting)
- formal caution to suspend or suspension

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

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.

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.

Detention, reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break times is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Green dot (playground) - the student/s are allocated to a green dot during break time. The student/s spends a certain amount of time (teacher judgement) on the green dot and then is allowed to rejoin play. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices	Next break time. Determined by the student's actions	Classroom teacher	Sentral
Playground card - the student/s are allocated to a specific part of the playground for break times. The supervising teacher signs the card at the end of each playtime. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices	Next day. Determined by the student's actions.	Assistant principal	Sentral
Reflection room – a structured debriefing and planning after a crisis	Same day if possible. If not, the next day at	Assistant Principal	Sentral

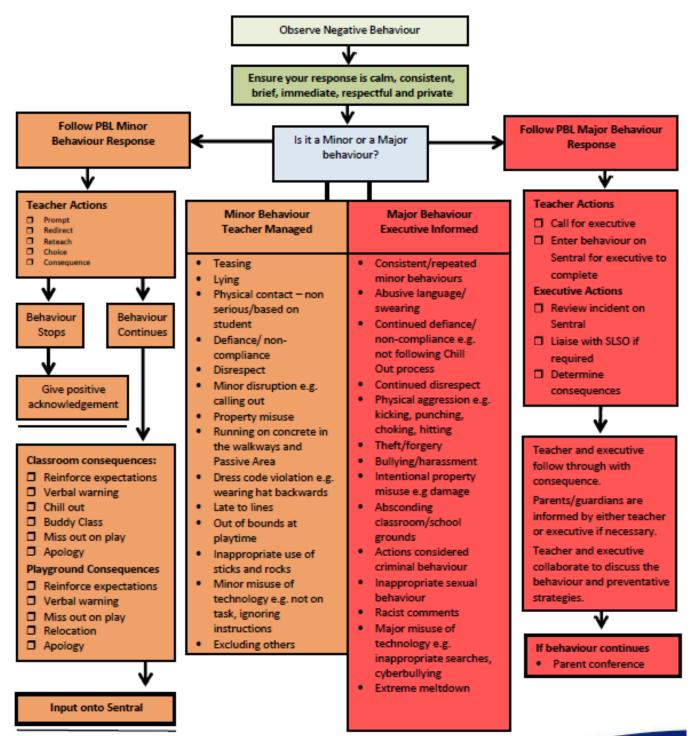| Strategy	When and how long?	Who coordinates?	How are these recorded?
event or behaviour of concern with an individual student (reflection)	either lunch or recess break		
Restorative practice - peer mediation or circle time	First available recess or lunch	CRT, Assistant principal	Sentral

Review dates

Last review date: [Day 1, Term 1, 2025]

Next review date: [Day 1, Term 3, 2025]

Appendix 1 - PBL Behaviour Management Process

PBL Behaviour Management Process

Observe Negative Behaviour

Ensure your response is calm, consistent, brief, immediate, respectful and private

Is it a Minor or a Major behaviour?

Follow PBL Minor Behaviour Response

Follow PBL Major Behaviour Response

Teacher Actions
- ☐ Prompt
- ☐ Redirect
- ☐ Reteach
- ☐ Choice
- ☐ Consequence

Behaviour Stops

Behaviour Continues

Give positive acknowledgement

Classroom consequences:
- ☐ Reinforce expectations
- ☐ Verbal warning
- ☐ Chill out
- ☐ Buddy Class
- ☐ Miss out on play
- ☐ Apology

Playground Consequences
- ☐ Reinforce expectations
- ☐ Verbal warning
- ☐ Miss out on play
- ☐ Relocation
- ☐ Apology

Input onto Sentral

Minor Behaviour Teacher Managed
- Teasing
- Lying
- Physical contact – non serious/based on student
- Defiance/ non-compliance
- Disrespect
- Minor disruption e.g. calling out
- Property misuse
- Running on concrete in the walkways and Passive Area
- Dress code violation e.g. wearing hat backwards
- Late to lines
- Out of bounds at playtime
- Inappropriate use of sticks and rocks
- Minor misuse of technology e.g. not on task, ignoring instructions
- Excluding others

Major Behaviour Executive Informed
- Consistent/repeated minor behaviours
- Abusive language/ swearing
- Continued defiance/ non-compliance e.g. not following Chill Out process
- Continued disrespect
- Physical aggression e.g. kicking, punching, choking, hitting
- Theft/forgery
- Bullying/harassment
- Intentional property misuse e.g damage
- Absconding classroom/school grounds
- Actions considered criminal behaviour
- Inappropriate sexual behaviour
- Racist comments
- Major misuse of technology e.g. inappropriate searches, cyberbullying
- Extreme meltdown

Teacher Actions
- ☐ Call for executive
- ☐ Enter behaviour on Sentral for executive to complete

Executive Actions
- ☐ Review incident on Sentral
- ☐ Liaise with SLSO if required
- ☐ Determine consequences

Teacher and executive follow through with consequence.

Parents/guardians are informed by either teacher or executive if necessary.

Teacher and executive collaborate to discuss the behaviour and preventative strategies.

If behaviour continues
- Parent conference

Appendix 2: Chill Out Process Flow Chart

CHILL OUT TIME PROCESS

Teachers will explicitly teach whole school behaviour expectations 'Safe, Respectful Learners' in their classrooms. Classroom expectations are co-constructed with students and are displayed. Teachers will use positive behaviour reinforcement such as verbal and non-verbal praise as well as whole school Bilby award incentive. The *Chill Out Time Process* is to be used for students who are not following the whole school and classroom behaviour expectations.

This process is not used for major incidents which would require immediate Executive intervention.

This Chill Out process refreshes at the beginning of every session.

Step 1

If students do not meet classroom expectations, the teacher will give three warnings. These warnings are **not** given for the same incident that the student has repeated.

Step 2

If students are given three warnings, they will go to **in class chill out** for 10 mins.

Once a student has spent 10 mins in chill out time, they will be asked by the teacher to re-join the class. Teacher will reiterate expectations. Follow with positive reinforcement.

If a student **DOES NOT** meet classroom expectations whilst in chill out time they go straight to **Step 3** and go to their **buddy class** for chill out time.

Step 3

The buddy teacher is not to investigate or discuss the student's behaviour with them.

If there is another incident of the student not meeting classroom expectations, they will go to their buddy class chill out for 10 mins. If the buddy class is not in their normal room, they will be sent to where the class is. *Notification on Sentral*.

Once a student has spent 10 mins in buddy class chill out, they will be asked by the buddy teacher to return to their class. Teacher will reiterate class expectations. Follow with positive reinforcement.

If a student **DOES NOT** meet classroom expectations whilst in their buddy chill out time they will go straight to **Step 4** and go to **Supervising AP** until the end of the session.

Step 4

If there is another incident of the student not meeting classroom expectations, they will go to the Supervising AP until the end of the session. *Notification on Sentral*.

Student will be returned by the Supervising AP to class in eating time or at 3pm and reminded of classroom expectations. Follow with positive reinforcement.

If a student **DOES NOT** meet classroom expectations whilst with the AP they will go to the **Principal** for the remainder of the session

If inappropriate classroom behaviour continues in subsequent sessions the AP will discuss consequences with the student and classroom teacher. *Notification on Sentral*.

STEP 5