# Ballina Public School Behaviour Support and Management Plan

Overview

Ballina Public School is committed to explicitly teaching and modelling positive behaviour and supporting all students to be engaged with their learning.

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, fair learners.

Principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily procedures. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

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

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 actively respond to student bullying behaviour.

## Audience and applicability

Our school is community focused with a clear mission to ensure all students reach the highest possible outcomes in all aspects of their education, through the values of respect, commitment and responsibility. It is a school which values the contributions of all stakeholders and is recognised for its strong standards and ability to adapt to current community needs.

## Policy requirements

This School Behaviour Support and Management Plan (SBSMP) has been written and implemented by Ballina Public School as part of the [Student Behaviour policy](https://education.nsw.gov.au/policy-library/policies/pd-2006-0316). Our plan has been developed in consultation with key stakeholders and will be reviewed annually.

## School culture and values

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 inappropriate behaviour is not accepted, in both online and offline environments. School staff will actively respond to student behaviour through the shared understanding that:

* Every child has the right to an engaging, inclusive and respectful learning environment. Success through diversity,
* Creativity, collaboration, communication and critical reflection form the foundations of life-long learning by establishing positive partnerships between school, home and community,
* Our school must continually evolve and transform to better prepare students to navigate this increasingly complex world,
* We have high expectations of learning and behaviour for all students.

### Definitions

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| Term | Definition |
| Behaviour of concern | 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, developmentally appropriate behaviour. |
| Bullying | Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. |
| School Behaviour Support and Management Plan | An operational document that outlines school processes and practices for behaviour support and management. It must be published on the school website, so it is available to all students, parents, carers and school staff. |
| Buddy Class | Teacher-directed buddy class is a de-escalation strategy and occurs where a student is directed away from an educational activity or setting when they engage in behaviours of concern. It is used after other de-escalation strategies and teaching practices have been tried.  Buddy class enables a student to remove themselves from a situation or environment causing stress. It is a planned informal behaviour support strategy that may be used as part of a behaviour support response and documented as an agreed strategy. |

Responses to serious behaviours of concern

The NSW Department of Education [Student Behaviour policy](https://education.nsw.gov.au/policy-library/policies/pd-2006-0316) and [Suspension and Expulsion procedures](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-06) 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.

Reporting and recording behaviours of concern

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

* [Incident Notification and Response Policy](https://education.nsw.gov.au/policy-library/policies/pd-2007-0362)
* [Incident Notification and Response Procedures](https://education.nsw.gov.au/content/dam/main-education/policy-library/public/implementation-documents/incident_proc.pdf)
* [Student Behaviour policy](https://education.nsw.gov.au/policy-library/policies/pd-2006-0316) and [Suspension and Expulsion procedures](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-06).

## Roles and responsibilities

Public Schools, including Directors, Educational Leadership and Delivery Support Team Around a School provide proactive and responsive specialist advice and support for schools in the development, implementation and monitoring of the SBSMP.

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| **Responsibilities** | **Details** | **ACTION** |
| **Students have the responsibility to:** | * fully understand what “bullying” is, * be inclusive and respect other students, their teachers, school staff, and community members, and to not bully, harass, intimidate, or discriminate against anyone in our schools, * understand, engage and follow the school Positive Behaviour for Learning (PBL) framework, * behave responsibly when using digital devices and online services, including social media platforms, * monitor their own behaviour so that it does not result in anyone experiencing racism, * behave as responsible bystanders. | * behave appropriately, respecting all members of the school community and their differences and backgrounds, * report incidents of bullying when they occur, * follow the PBL values and expectations that we are: respectful, responsible learners, safe and resilient, * all school staff to monitor the use by students of digital devices and online services, * report any incidents of racism to teachers, * call out racism and racial bullying, if safe to do so, as an upstander. |
| **Parents and Caregivers have a responsibility to:** | * work in partnership with the school to implement the SBSMP, supporting their child to abide by the [Behaviour Code for Students](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01) , resolving issues about their child’s behaviour, and communicating with school staff and the school community respectfully and collaboratively consistent with the [School Community Charter](https://education.nsw.gov.au/schooling/parents-and-carers/going-to-school/school-community-charter), * work collaboratively with the school to resolve negative behaviours or incidents of bullying when they occur. * adhere to the Department’s [Digital Devices and Online Services for Students Policy](https://education.nsw.gov.au/policy-library/policies/pd-2020-0471) and [Students’ Use of Mobile Phones in Schools policy](https://education.nsw.gov.au/policy-library/policies/pd-2023-0480), * demonstrate respect for the cultural, linguistic and religious backgrounds of others and behave in ways that promote acceptance and harmony in the school environment. | * be involved in consultation with the school during the development, monitoring and review of the SBSMP, as appropriate, * support their children to become responsible citizens and to develop responsible online behaviour, * report incidents of negative or bullying behaviour to the school, * support their children in developing positive responses to incidents of negative behaviour or bullying, * ensure that no student, employee, parent, caregiver or community member should experience racism within the school environment. |
| **School executives and teachers have a responsibility to:** | * contribute to the development, monitoring and review of the SBSMP, as appropriate, * support the school in maintaining a safe, inclusive and supportive learning environment by implementing the processes and strategies within the SBSMP, * promote a school culture where negative behaviours and bullying is not acceptable, * manage reports of incidents, negative behaviours and bullying, and escalate matters to the principal (or delegate) when necessary, * encourage high levels of parental and community involvement in the school to improve student attendance, engagement, learning and behaviour, in consultation with the Team within the School and or the Team Around a School (TAaS), * monitor the Department’s [Digital Devices and Online Services for Students Policy](https://education.nsw.gov.au/policy-library/policies/pd-2020-0471) and [Students’ Use of Mobile Phones in Schools policy](https://education.nsw.gov.au/policy-library/policies/pd-2023-0480), * complete the department's mandatory [Anti-Racism policy training](https://education.nsw.gov.au/teaching-and-learning/multicultural-education/anti-racism-education/arcos) and appropriately respond to incidents of racism. | * implement the processes and strategies within the SBSMP, * model and promote appropriate relationships and behaviours, * teach students to identify, report and respond to bullying at school and online, * log data entries in School Bytes with descriptive content in a timely manner and log calls to the Incident and Support Hotline (where applicable), * work in partnership with key stakeholders as part of individual intervention, learning support, or as a shared initiative to design plans or pathways. * follow the objectives of the Student Use of Mobile Phones in Schools Management Plan and monitor and respond to inappropriate usage, * address racism, promote cultural safety and intercultural understanding, encourage mutual respect and implement programs and practices that are culturally inclusive and non-discriminatory. |
| **Non-teaching staff have a responsibility to:** | * contribute to the development, monitoring and review of the SBSMP, as appropriate, * support the school in maintaining a safe, inclusive and supportive learning environment, * report behaviours of concern to a teacher or supervisor, * complete the department's mandatory [Anti-Racism policy training](https://education.nsw.gov.au/teaching-and-learning/multicultural-education/anti-racism-education/arcos) and appropriately respond to incidents of racism. | * implement the processes and strategies within the SBSMP, * model and promote appropriate relationships and behaviours, * log data entries in School Bytes with descriptive content in a timely manner and log calls to the Incident and Support Hotline (where applicable). |
| **Principals (or their delegate) have the responsibility to:** | * lead the school community in developing, implementing and monitoring the SBSMP, * ensure consultation with the school community, including school staff, students, parents or carers, in the development, implementation, and review of the SBSMP, as appropriate, * maintain a positive school climate that includes respectful relationships, * identify patterns of negative incidents and bullying behaviour and initiate a focused and targeted response, * manage complaints about negative behaviour and bullying in accordance with the Complaints Handling Policy, * ensure all staff are provided with the opportunity to improve their skills in behaviour management or responding to incidents, * work in partnership with parents and carers to address any concerns about student behaviour and establish support mechanisms that promote positive behaviours. * ensure all staff, parents and carers, and students are aware of the Department’s Digital Devices and Online Services for Students Policy and Students’ Use of Mobile Phones in Schools policy, * review any students that have a medical, learning or wellbeing need that requires an exemption to the mobile phone plan, * have a trained Anti-Racism Contact Officer who assists the principal to lead anti-racism education and address incidents of racism. | * conduct an annual review of the plan SBSMP, * review School Bytes data and respond to matters in a timely manner, * from data, refer students to the Learning Wellbeing team to action structured and effective strategies, * extract relevant data from School Bytes and where necessary engage internal support and/or TAaS, * provide teachers and other school staff with wellbeing support and professional development to discourage, prevent, identify and respond to negative and bullying behaviour from students, * work in partnership with key stakeholders as part of individual intervention, learning support, or as a shared initiative to design plans or pathways, * ensure all staff are aware of the exemption for a student to use a mobile phone, * ensure that at least one member of staff has completed the Anti-Racism Policy Training course to increase staff understanding of the nature and impact of racism, familiarise staff with the revised Anti-Racism Policy and increase staff understanding of their responsibilities in implementing the policy. |

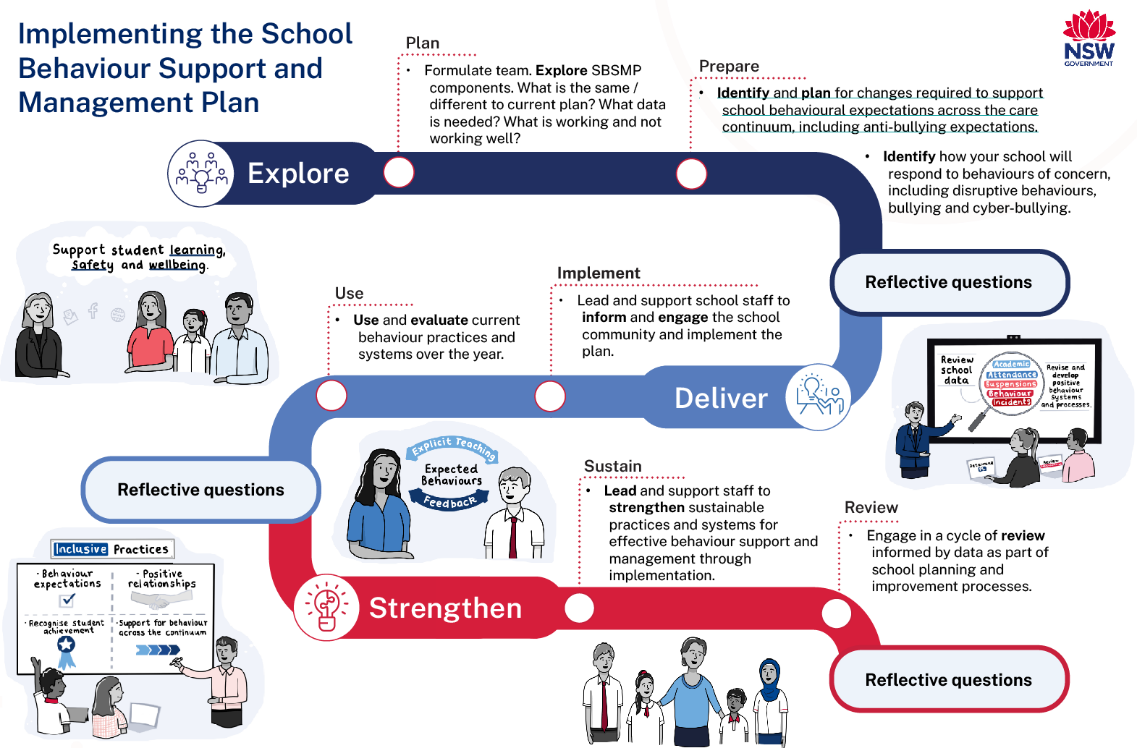


Figure 1 Implementing the School Behaviour Support and Management Plan

Our behaviour initiatives

Ballina Public School engages with and is supported by the ‘[Team Around a School](https://education.nsw.gov.au/content/dam/main-education/student-wellbeing/team-around-a-school/Team-Around-a-School-A-collaborative-approach-to-student-support.pdf)’ (TAaS) which comprises Delivery Support representatives such as ‘Learning and Wellbeing’, ‘Support and Interagency Coordinator’, Home School Liaison Officer (HSLO), an ‘NDIS Coordinator’ as well as the ‘Aboriginal Community Liaison Officer’ (ACLO), and ‘Aboriginal Attendance Officer’ (AAO).

| Care Continuum | Strategy or Program | Details | Audience |
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| Prevention & Early Intervention | Positive Behaviour for Learning | A whole school approach to develop a safe, positive learning environment by teaching students how to be safe, positive learners and how to respond appropriately to bullying behaviour, how to avoid escalating conflict and what to do if they witness others being bullied. We will teach our students to be resilient to bullying in all forms.  We implement weekly PBL Lessons that is informed by behaviour and student data collected at school as a preventative approach. | All Students, Staff & Families |
| Prevention | Caught You  Awards | Students receive a Caught You ticket for demonstrating our school values which are:  I am safe  I am fair  I am a learner  Students are also able to receive a Caught You ticket for displaying the target behaviour of each week or any other inspiring behaviours. The target behaviour is announced at the beginning of each week and will relate to our core school values. A lesson is taught explicitly within each classroom. Caught You tickets are placed in a classroom bucket for a draw at assembly. 2 students from each class receive an icy pole voucher. | Whole School |
| Prevention | Days of Celebration | Ballina Public School makes every effort to celebrate inclusion and diversity to make every student feel known, valued and cared for.  We achieve this by celebrating Harmony Day, Sorry Day, National Day of Action Against Bullying, NAIDOC Week and R U OK Day. By promoting the importance of social cohesion messages, these days of celebration encourage positive behaviours amongst our students. | Whole school |
| Prevention | Child Protection Program | Delivery of the mandatory Child Protection Program K-6 | All students  K-6 |
| Prevention | Second Step Program | Explicit teaching to help students build essential skills- like fostering empathy, problem solving, and setting goals- so they can thrive in school and in life. | K-2 students |
| Prevention | Trauma Informed Practice | Evidence on trauma-informed practice within an educational setting is relevant and crucial for all staff who work with children. The brief is intended for teachers, principals and other school staff. The 6 key questions covered are:   1. What is trauma? 2. How prevalent is developmental trauma among children? 3. How can school staff recognise behaviours related to trauma? 4. What is trauma informed practice? 5. What strategies can schools and teachers use to support students impacted by trauma? 6. How can schools care for staff who are supporting students impacted by trauma? | Individual students, families and staff |
| Prevention & Early Intervention | School Awards  PBL | Ballina Public School recognises positive behaviours of students once a term. We give awards to students who display merit and uphold the values of BPS.  We encourage our students to be celebrated by communicating their achievements with the whole school at assemblies, and their families through phone calls home, Facebook and School Bytes to continue to promote the positive behaviours displayed. | Whole School |
| Prevention, Early Intervention & Targeted Intervention | Berry Street Education Model | ‘Berry Street’ is an educational model with practical, classroom-based strategies to increase the engagement of all students, including those with complex, unmet learning needs.  This model enables our staff to support students’ self-regulation, relationships and wellbeing to increase student engagement and significantly improve academic achievement.  BPS incorporates specific strategies to educate students across the care continuum. Including:   * Staff using trauma-informed language * Evidence based de-escalation strategies, positive primers and brain breaks | Whole school (students, staff and families /carers) |
| Early Intervention |  | Ballina Public School's transition to school program is designed to help students adapt to school life and expectations. | Early Stage 1 Students |
| Targeted intervention | MALPA | This empowers students to take control of their health and help shape the future in their family and community. |  |
| Targeted  intervention | High School  Transition | This program has several components. This includes transition for all Year 6 and Year 6 support class students to be involved in activities which prepare them for High School.  In addition, programs are devised and run for students that require extra support in moving to High School. | Year 6 |
| Targeted intervention | Rock and Water | The Rock and Water program is an experience that provides young people and adults a pathway to self-awareness, and increased self-confidence and social functioning. | Stage 3 |
| Targeted intervention | One  Vision | An Aboriginal mentoring program teaching empathy, self-esteem & self-regulation. Led by the Aboriginal Education Officer | Stage 2 and 3 students |
| Targeted intervention | School Counsellor Support | Specific individual counsellor support at school for students as required. Students to be referred through in school system for support. | Individual students and families |
| Targeted & Individual Intervention | Learning & Support Team | Ballina Public School has a comprehensive [Learning and Support Team](https://education.nsw.gov.au/schooling/parents-and-carers/inclusive-learning-support/high-school/how-your-child-can-be-supported-in-high-school/school-learning-and-support-team) (LST) process that supports students to achieve their best academically, socially and culturally. Issues are raised by teachers based on data gathered from School Bytes, by teachers and parents through discussions and formal learning support team meetings and by students who are encouraged to report inappropriate behaviour when it occurs. | Targeted students across the whole school |
| Individual intervention | 1 to 1 Behaviour Support Plans | Ballina Public School provides individualised programs and initiatives for students on the care continuum who require 1 to 1 support to assist with complex needs.  A community approach is needed to best support success of our students who may be consistently displaying major behaviours. Close communication with parents (multiple updates weekly) is integral to the consistency of 1 to 1 support to achieve the best possible outcomes. | Individual students |

Ballina Public School has a [Learning and Support team](https://education.nsw.gov.au/schooling/parents-and-carers/inclusive-learning-support/high-school/how-your-child-can-be-supported-in-high-school/school-learning-and-support-team#:~:text=The%20composition%20of%20the%20learning,and%20meet%20their%20educational%20goals.) that meet weekly. Our team comprises our Principal, Assistant Principals, Learning and Support Teachers and school counsellor. This experienced and dedicated team collects information and gives recommendations for the teachers of students who need adjustments to access the curriculum and meet their educational goals.

[Positive Behaviour for Learning](https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/positive-behaviour-for-learning/what-is-positive-behaviour-for-learning-pbl) (PBL) is a pivotal initiative that Ballina Public School has implemented. 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. which incorporates lessons and activities based around the ‘Bullying. No Way! Safe Australian Schools Together’ program and the [antibullying.nsw.gov.au](https://education.nsw.gov.au/schooling/schooling-initiatives/anti-bullying). Our PBL team meet once every three weeks and consists of stage representatives who lead this initiative so the school can continually strengthen its use of school-wide data to identify patterns of problematic behaviour, monitor student progress, reflect on teaching effectiveness, and inform decisions that strengthen the learning environment.

Ballina Public School implement the [Berry Street Education Model](https://www.berrystreet.org.au/learning-and-resources/berry-street-education-model) (BSEM) with a large proportion of staff trained in the delivery of this initiative. This model enables schools to support students’ self-regulation, relationships and wellbeing to increase student engagement and improve academic achievement.

Maintaining positive partnerships

The best education happens when parents and schools work together. The [School](https://education.nsw.gov.au/content/dam/main-education/public-schools/going-to-a-public-school/media/documents/school-community-charter.pdf) [Community Charter](https://education.nsw.gov.au/content/dam/main-education/public-schools/going-to-a-public-school/media/documents/school-community-charter.pdf) outlines the responsibilities of parents, carers and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive by:

* Using an interdisciplinary approach that draws on knowledge from different perspectives to support student needs,
* Engaging in regular, ongoing consultation and collaboration with parents/carers to identify and respond to additional learning and support needs,
* Providing opportunities for delivery support staff and other outside agencies to work directly with school staff to build reciprocal understandings about behaviour support,
* Communicating our Behavioural and Educational Models that we teach to our students. Guided by Positive Behaviour for Learning and the Berry Street Education Model, we will ensure to use the language from these models across our whole school community to create consistency and high levels of support for students and their families,
* Using consistent communication across all our platforms. Including online (School Bytes, school newsletter & Facebook), SMS messages, letters and phone calls. This includes communicating positive feedback regarding students, general information and updates regarding student behaviour,
* Informing parents of our Restorative Practice process when resolving issues at school,
* Providing our parents and community with opportunities for increased education regarding topics of interest and relevant to the school’s context. This will include parent/teacher interviews, educational information nights and promotion of external services relevant to the school’s context and student learning outcomes.

We will underpin the PBL framework by developing the social and emotional wellbeing of our students using the Berry Street Education Model and Zones of Regulation.

We will work with our Aboriginal and Torres Strait Islander families to enhance partnerships to develop a stronger sense of cultural safety for our students, and to draw on their knowledge and skills to develop the cultural understanding of all staff and students.

Ballina Public School – Reflection/Restorative Practice Room

The behaviour code for students in NSW Public Schools state that every student and staff member have the right and responsibility to learn and work in an environment that is:

* Inclusive
* Safe and secure
* Free from bullying, harassment, intimidation and victimisation
* Built on core school values being a SAFE, FAIR, LEARNER

Positive relationships are the foundation of any classroom‐based approach to positive behaviour supports. They are the key to a safe and caring classroom climate that invites and supports positive behaviour and skilled problem solving. The key to any behaviour management system is a focus on preventing the development of new cases of problematic behaviours. Prevention occurs with the creation of a positive classroom environment that meets the learning needs of all students by:

* Developing a sense of community
* Establishing and maintaining positive relationships
* Valuing all students

If students need support to meet the expected behaviours at Ballina Public School, teachers will provide time for them to reflect on their behaviour during recess or lunch. If the behaviour is repeated, persistent, and/or of a serious nature, the student will be referred through School Bytes to the Executive Team for further action. They will then attend the Reflection Room.

Students will be referred to the Reflection Room when a student has been involved in an incident or demonstrated a behaviour that needs a restorative conversation with an executive staff member. Teacher judgement, guided by the Behaviour Consistency Guide, is to be used when deciding if a referral to the Executive Team is required.

The steps followed are:

* Incident occurs.
* Teacher records into School Bytes.
* Stage Assistant Principal (AP) investigates.

*If no Reflection Room needed: Outcome is discussed with class teacher and entry closed.*

* Reflection Room issued by Stage AP and parent letter sent home with student.
* Student visits Reflection Room the next day (full day or multiple days at executive discretion).
* If restorative conversation was successful then School Bytes entry is closed.

If completion of the restorative conversation in the Reflection Room does not result in a positive response from the student or they do not attend the Reflection Room, the following actions will occur at the discretion of the Assistant Principal and/or Principal.

1. Multiple Reflection Room visits
2. Parent Contact
3. Formal Caution to suspend
4. Suspension

**Restorative Conversation Questions:**

1. What did I do?
2. What was I thinking or feeling at the time?
3. How did it affect others?
4. One thing I will do differently next time.
5. What will help me do this?
6. What could you have done differently?
7. How could others help you do this?
8. What I need to do to put things right?

Care Continuum

At Ballina Public School the wellbeing and behaviour of our student cohort is dynamic, and we recognise and understand that students may require support at different points on the continuum at various stages of their schooling. Our school has implemented the ‘Care Continuum’ model to routinely monitor and evaluate the strategies and practices used to support student behaviour across the care continuum.

The goal of our behaviour intervention is for the students at Ballina Public School to learn positive behaviour choices and develop social and emotional skills. Deciding where all students, specific cohorts, or individual students can best be supported on the care continuum involves gathering and analysing relevant information and data, which can then identify our students’ needs, set relevant goals, and choose interventions based on their data and identified needs.

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| Prevention | Early Intervention | Targeted | Individual |
| Students engage in developmentally appropriate behaviour, including appropriate risk-taking behaviour  Students respond positively to explicit teaching of expectations  Students accept correction and feedback  Students acquire new interpersonal and social skills that support engagement with learning  Low-level behaviours easily managed by the teacher | Difficulties with concentration  Continuous low-level disruptive behaviour, also known as minor behaviours in PBL, may include:   * calling out * out of seat * low-level teasing * out of bounds * lack of personal space/boundaries * not following instructions * under-developed learning behaviours * incomplete tasks * off task behaviour * lateness * unprepared for learning. | Under-developed social skills:   * sharing and turn-taking * friendship skills * conversational skills.   Language and communication difficulties  Self-regulation difficulties  Poor conflict resolution skills  Bullying others or being bullied  Poor attendance | Behaviours of concern, also known as major behaviours in PBL, are defined as challenging, complex or unsafe behaviour that requires more persistent or intensive interventions. This may include:   * continued / persistent disobedient and/or disruptive behaviour * verbal abuse * physical aggression * severe self-injurious behaviour * malicious damage to or theft of property * severe risk-taking behaviour * shut down response * bullying and cyber bullying * misuse of technology * discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity. |

SBSMP Consultation

Ballina Public School communicate information and expectations to parents/carers through a range of communication modes, including social media, parent portal and school newsletters to ensure inclusivity and increase meaningful engagement with school communities.

SBSMP Review

The School Behaviour Support and Management Plan, for Ballina Public School, must be

reviewed annually by the last day of Term 3.

A review of this plan will be conducted in Term 3, 2025 and will include consultation with key stakeholders.

Last review date: 31.01.2025

Next review date: Day 50 Term 3 2025