

Belrose Public School

Overview

Belrose Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Behaviour support is an integral part of Belrose's Wellbeing Model which incorporates evidence informed practices within the framework of the five domains of wellbeing (social, cognitive, emotional, physical and spiritual). Key programs relating to behaviour are Positive Behaviour for Learning (PBL), PAX Good Behaviour Game and URStrong Friendology frameworks. These support structures are evidence based and endorsed by the NSW Department of Education. These frameworks assist with developing a sense of belonging and establishing and maintaining high standards to create an environment for continuous improvement. We teach and model the behaviours and personal attributes our school community values through our core values of respect, responsibility and personal best. We believe the clear and consistent expectations of each core value improve social, emotional, behavioural and academic outcomes for all our students.

Partnership with parents and carers

At Belrose Public School, we understand that respectful relationships are essential in fostering a positive learning environment that enhances student wellbeing. Our behavioural expectations have been collaboratively developed with valuable input from both students and staff, resulting in a comprehensive, whole-school approach to behaviour management.

These expectations are clearly articulated and prominently displayed throughout the school, ensuring they are visible and accessible to everyone. We communicate these expectations to parents and carers through various channels, including newsletters, school information booklets, assemblies, and dedicated parent information sessions.

Belrose Public School is committed to partnering with parents and carers to establish expectations for engagement and to implement effective student behaviour management strategies through the following initiatives:

1. Meet the Teacher Interviews: We facilitate regular meetings for parents and teachers to discuss student progress and behaviour expectations.
2. Collaborative Development of Plans: We encourage shared involvement in creating Individual Learning Plans, Personalised Learning Pathways, Behaviour Management

Plans, and Risk Management Plans, ensuring that all stakeholders contribute to supporting each student’s unique needs.

3. Open Communication During Behaviour Incidents: When a behaviour incident occurs, we maintain open lines of communication through phone calls, written messages via School Bytes, and formal meetings, fostering a collaborative response.
4. Parent Feedback Mechanisms: We actively seek input from parents through the Tell Them From Me Surveys, ensuring their voices are heard in shaping our school practices.

Belrose Public School will communicate these expectations to parents and carers through the school newsletter, our official website, and the Belrose P&C. Our school is dedicated to proactively building collaborative relationships with families and the community to create a shared understanding of how-to best support student learning, safety, and wellbeing.

School-wide expectations and rules

Belrose Public School has the following school-wide rules and expectations: to show respect, to take responsibility and to do their personal best.

Expectation - To show respect	Expectations - To take responsibility	Expectation - to do their personal best
Listen, follow instructions and communicate with courtesy	Make good choices and be a positive role model	Have a positive attitude
Be polite, kind and caring	Take ownership for our own actions	Be resilient and bounce back
Take pride in ourselves and our school	Care for our personal belongings and our school environment	Embrace challenges
	Keep ourselves and others safe	Actively participate in all opportunities

Behaviour Code for Students

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

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>.

This document translated into multiple languages is available here: [Behaviour code for students](#).

Whole school approach across the care continuum

Our behaviour management framework is grounded in a proactive approach that fosters engagement in learning and nurtures respectful relationships among students and staff. We implement specific and targeted strategies and programs that span the care continuum to not only promote positive behaviour but also to provide planned responses to behaviours of concern.

Our whole school practices include:

- **Explicitly Teaching Expectations:** Clearly stating and teaching classroom expectations to ensure all students understand what is required of them.
- **Establishing Predictable Routines:** Creating and communicating consistent routines and procedures to provide a structured learning environment.
- **Reinforcing Positive Behaviour:** Actively encouraging expected behaviours through positive feedback and reinforcement, which helps to motivate students.
- **Addressing Inappropriate Behaviour:** Effectively discouraging inappropriate behaviours while promoting a culture of accountability and respect.
- **Active Supervision:** Ensuring staff provide vigilant supervision of students during all activities to foster a safe and supportive learning environment.
- **Differentiating Learning Opportunities:** Tailoring learning content and tasks to meet the diverse needs of all learners, ensuring that every student has the opportunity to engage meaningfully with their education.

By integrating these practices into our daily operations, we aim to create a positive school culture that prioritises student wellbeing and academic success.

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL	Growth mindset, core values, explicit teaching of expectations, award system	Whole school
	PAX Good Behaviour Game	Strategies such as non-verbal cues, peer/teacher shout outs, brain breaks, game-based learning challenges and PAX visions (what we want to see, hear, feel and do more) to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.	Whole school
	National Week of Action (NDA)	Teaching and learning activities create a shared understanding about bullying behaviours and share bullying prevention strategies.	Whole school
	PDHPE syllabus	Teaching and learning programs focusing on respectful relationships, safety (including cyber safety), self-management and interpersonal skills	Whole school
	Quality teaching and extra-curricular activities	Differentiated teaching and learning program and extra-curricular activities to foster student challenge and engagement.	Whole school
	Buddy Programs	To support kindergarten students transitioning to school through connection.	Kindergarten students
Early Intervention	PBL- School developed flowchart for positive behaviour management	Strategies to rectify minor behaviours	Whole school

Care Continuum	Strategy or Program	Details	Audience
	Reflection Time In	Restorative practices with executive staff to understand impact of behaviour	Identified students
	Learning and Support team	Data analysis to identify patterns in student behaviour	Identified students
	Annual Police Liaison Officer Safety program	Cyberbullying prevention	Stage 3 students
Individual intervention	Restorative Practice	This approach to behaviour management focuses on restoring relationships when incidents of wrongdoing or interpersonal conflict occur. It puts the onus on individual's to be truly accountable for their behaviour and repair any harm caused to others as a result of their actions. Students are guided and supported through a formal reflection and apology process. This includes discussion of the <i>Behaviour Code for Students</i> .	Students
Individual intervention	Integrated Funding Support	Helps schools to provide adjustments (e.g. ALSO support) for students with disability in mainstream classes who have moderate to high learning and support needs – as defined by the Department's disability criteria.	Staff and students
Individual intervention	School counselling service	Supports students by providing a psychological counselling, assessment and intervention service.	Students
Targeted/individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All

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

Planned responses to behaviour that does not align with school expectations are designated as either teacher-managed or executive-managed interventions. Staff exercise their professional judgement to determine the appropriate level of management based on several factors, including whether the behaviour poses a risk to the safety or wellbeing of the student or others, as well as the frequency and severity of the behaviour.

A behaviour of concern is defined as challenging, complex, or unsafe behaviour that necessitates more persistent and intensive interventions. It is important to note that a behaviour of concern does not encompass low-level inappropriate or developmentally appropriate behaviours.

- **Teacher-Managed Behaviours:** Low-level inappropriate behaviours are addressed by teachers within the classroom and playground settings. These behaviours are typically manageable through strategies such as redirection, reminders of expectations, and positive reinforcement.
- **Executive-Managed Behaviours:** Behaviours of concern that require a higher level of intervention are managed by the school executive. This may involve a more comprehensive approach, including the development of individual behaviour support plans and collaboration with external support services as needed.

By clearly distinguishing between teacher-managed and executive-managed behaviours, we ensure that appropriate and timely interventions are applied to support all students in their social and learning environment.

Corrective responses are recorded on School Bytes. These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> ● rule reminder ● re-direct ● offer choice ● error correction ● prompts ● reteach ● seat change ● stay in at break to discuss/ complete work ● conference ● reflection and restorative practices ● communication with parents/carers. 	<ul style="list-style-type: none"> ● rule reminder ● re-direct ● offer choice ● error correction ● prompts ● reteach ● play or playground redirection ● walk with teacher ● reflection and restorative practices ● communication with parents/carers.

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
<p>1. A whole school focus on the behaviours we want to see through:</p> <p>Constantly referring to core values with consistent language.</p> <p>Explicit teaching of core values expectations through a fortnightly focus</p> <p>PAX visions (what we want to see, hear, feel and do more) developed with students in different classroom settings</p>	<p>1. Teachers refer to core value expectations and/or visuals/supports so that the student can self-regulate.</p>	<p>1. Teachers contact the office to seek help from executives straight away if there is a risk. Otherwise, teachers notify the student's stage supervisor or executive ASAP before the end of the school day.</p>
<p>2. Students are acknowledged for meeting the core values expectations in the classroom and playground through the</p>	<p>2. Response to all student behaviour that is inappropriate is calm, consistent, brief, immediate, respectful and specific.</p>	<p>2. Executive/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as:</p>

<p>school - wide established award systems.</p>	<p>Teachers use indirect responses including proximity, signals, non-verbal cues, tactical ignoring, praise, redirect with specific corrective feedback</p>	<p>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.</p>
<p>3. PDHPE lessons taught weekly addressing respectful relationships, safety, self-management and interpersonal skills</p>	<p>3. Students continue to display inappropriate behaviour. Students are given up to 3 'Turn it Around' chances to meet the classroom/ playground expectation and teachers support these using direct responses e.g. rule reminder, re-teach, provide choice, logical consequences. Students given an 'Orange Card' as a warning.</p> <p>If behaviour continues, student provided with a 'Red card' and attends a Reflection- Time in with an executive to discuss impact of behaviour and reteach</p>	<p>3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record Reflection on School Bytes and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.</p>
<p>4. Specific programs are used throughout the year to address bullying and cyber safety.</p>	<p>4. Teacher records on the behaviour on School Bytes by the end of the school day. Teacher, Stage AP/ LST monitor and inform family if repeated. For some incidents, a referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying coordinator.</p>	<p>4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Teachers encouraged to contact parents for 'good news' – recognition of student effort/achievement. Super Kid awards for positive behaviour are given in class each week and Merit awards</p>	<p>Teachers contact parents by phone or email when a range of corrective responses have not been successful. May involve having a face-to-face parent meeting. Where appropriate, external</p>	<p>Parent/carer contact is made by the school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside</p>

<p>are given at fortnightly assemblies.. Award system has various levels – these are recognised at assemblies each term.</p>	<p>providers are also invited to attend e.g. psychologist. Individual planning and referral to the Learning Support Team may be discussed.</p>	<p>agencies or Team Around a School.</p>
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Responses to serious behaviours of concern

Responses to serious behaviours of concern, including instances of bullying behaviour, are systematically recorded in Sentral. The following steps outline our approach to addressing these behaviours:

1. Incident Review and Documentation: Each incident is thoroughly reviewed and documented to ensure an accurate record of the behaviour and context.
2. Determining Appropriate Responses: We assess and determine suitable responses, which may include providing support for staff or other students affected by the behaviour.
3. Referral and Monitoring: In cases of concern, the student may be referred to the school Learning and Support Team for ongoing monitoring and support.
4. Individual Student Support Planning: We develop or review individual support plans tailored to the student’s needs. This includes teaching positive replacement behaviours and implementing necessary adjustments to the learning environment.
5. Behavioural Interventions: Appropriate interventions may include reflection sessions, and restorative practices, which aim to repair harm and restore relationships.
6. Collaboration with the Team Around the School: We liaise with the Team Around the School to access additional support or advice, ensuring a comprehensive approach to the student’s needs.
7. Communication with Parents/Carers: Effective communication and collaboration with parents and carers are essential. This may involve phone calls, emails, messages through the parent portal, or in-person meetings to keep them informed and engaged in the process.
8. Formal Disciplinary Actions: In severe cases, formal actions may be taken, including issuing a caution for suspension, suspension, or expulsion, following due process.

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.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of

school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service.

Reporting and recording behaviours of concern

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.

Detention, reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break 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?
Reflection- a specific and timely discussion with teacher after chances to turn behaviour	5 mins	Class Teacher	School Bytes
ReflectionRestorative Practice – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	The same or next day at either lunch or recess break	Assistant Principal	Documented in School Bytes

Review dates

Last review date: 13 December, 2024

Next review date: 13 December, 2025

Appendix 1: [Flowchart to Manage Inappropriate Behaviour](#)

The following flowchart explains the actions Belrose Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

Appendix 2: Bullying Response Flowchart

