



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



Overview

Bellbird Public School is committed to explicitly teaching and modelling positive behaviour and to 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, respectful learners in a caring learning community.

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

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

- [Positive Behaviour for Learning](#)
- [Second Step \(SEL\)](#)
- [Zones of Regulation](#)

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

Bellbird 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.

Partnership with parents and carers

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

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

Bellbird Public School will communicate these expectations to parents/carers through the school newsletter and school website. 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

Bellbird Public School has the following school-wide expectations and rules:

To be respectful, safe learners, students at Bellbird Public School:

Respectful	Safe	Learners
Choose kindness	Make safe choices	Are ready to learn
Speak, listen and respond respectfully	Are in the right place at the right time	Have a go and try their best at all activities
Respect property, resources and environment	Follow instructions/expectations	Have a growth mindset
Accept and celebrate differences	Keep hands and feet to themselves	Strive for excellence
Wear their Uniform	Wear their hat	Attend school everyday

Behaviour code for students

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

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

Whole school approach across the care continuum

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

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Second Step (Social Emotional Learning)	Second Step is a Social Emotional Program (SEL) in which explicit lessons are taught in each classroom several times a week throughout the year. Lessons focus on important skills such as empathy, emotion management, problem solving, impulse control, calming strategies, and effective communication.	All Students K-6
Prevention	Positive Behaviour for Learning	Positive Behaviour for Learning (PBL) is a whole school initiative which explicitly teaches, and rewards positive behaviours centred around the schools key values Respectful, Safe, Learners. This involves students gaining individual points	All Students K-6

Care Continuum	Strategy or Program	Details	Audience
		supported by explicit feedback when demonstrating positive behaviours in the classroom and playground which then lead to awards and participation in PBL reward days.	
Prevention	National Week of Action (NWA)	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	All Students K-6 Staff Parents
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus. This is taught to all students throughout the year as part of the school's PDHPE program.	All Students K-6
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All Students K-6
Prevention / Early Intervention / Targeted / Individual	Zones of Regulation	Zones of regulation is explicitly taught to all students to proactively support emotional regulation and provide a scaffold of support. It also is tailored to both small group and individual student intervention as required.	All Students K-6
Targeted / Individual intervention	Learning and Support Team	The LST works with teachers, students and families to support students who require personalised learning and support. This involves input from the class teacher, with the team made up of the School Counsellor and Executive Staff	All
Targeted / Individual intervention	Check In Check Out (CICO)	Students who exhibit repeated low-level behaviours or behaviours of concern participate in daily Check In Check Out following reflection with executive staff. This involves students identifying goals to foster improved behaviour and regular check ins and reflection around these goals with staff throughout the day.	Students Staff
Individual intervention	Reflection and Peer mediation	Students are supported by teachers and executive staff to work through social issues or behaviours of concern. This can be through formal or informal meetings with affected students to deescalate the situation and plan for future success.	Students Staff Parents
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans. and TAR 3 support plans	Individual students, parent/carer, LAST, AP
Individual intervention	Team around a school	The school works closely with specialist department personnel to revise and plan strategies and approaches for students displaying complex behaviours. This include Assistant Principal Learning and Support(APLAS), Behaviour Specialist Team and Student Wellbeing Officers.	Individual Teachers SLSO AP Team around a school
Targeted / individual intervention	Attendance support	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Students School staff Home School Liaison Officer
Targeted intervention	Leadership programs	These include Student Representative Council, Peer mentoring(Buddies) and participating in targeted leadership programs for Stage 3 Students and Leaders.	Students

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

Strategies and Practices to Promote Positive Student Behaviour

Bellbird Public School endeavours to provide a positive learning environment for students, parents and teachers. There is a focus on encouraging positive behaviours through explicit teaching and an extensive reward structures.

Rationale

Consistent and explicit promotion of positive behaviours contributes to a positive school climate and enhances the wellbeing of students, staff, parents and community members. Acknowledging, promoting and rewarding positive behaviours encourages students to actively participate in positive behaviour choices.

We continually use a range of strategies to be proactive towards encouraging positive behaviour in the school.

These practices include:

- Developing positive, trusting and respectful relationships between staff, students and parents
- Providing clear, consistent expectations for behaviour
- Promoting personal success with students to raise self esteem
- Empowering students with a voice through student leadership.
- Student self assessment used as an effective tool in building reflective thinking and positive behaviour and attitudes in students.
- Social and emotional education which is continually promoted, modelled and expected.
- Quality Teaching to promote student engagement in learning

Strategies and Practices to Recognise and Reinforce Student Achievement and Behaviour

- Regular and explicit positive verbal and visual feedback
- Classroom and whole school positive rewards systems
- Whole School Reward Days
- Class Merit Awards
- Principal's Awards
- Presentation Days

Promoting positive behaviours through explicit point in time feedback

Research has shown that most effective positive feedback is provided at the point in time when the positive behaviour is demonstrated.

The use of a Points System K-6 ensures that all students and staff are promoting and rewarding the expected positive classroom and playground behaviours consistently.

The staff at Bellbird Public School explicitly teach high expectations for student behaviour.

The following positive classroom and playground behaviours are expected by all staff, and rewarded when observed in the classroom or playground.

Respectful	Safe	Learners
Displaying sportsmanship	Following school rules	Listening Attentively
Respecting our environment	Acting with care	Completing quality work
Respecting property	Helping others	Being on task
Respecting others	Keeping hands and feet to themselves	Being organised
Playing fairly	Being in the right place	
Valuing others	Playing safely	
Speaking politely		
Showing kindness		
Displaying leadership		

Points are awarded and recorded for positive behaviour shown in the classroom and playground. Students will accumulate these points throughout the year and will be rewarded by:

Student Reward Levels

50 Points	Students will have their photo placed on the PBL Grapevine
150 Points	Students will receive their Bronze Certificate
250 Points	Students will receive their Silver Certificate
400 Points	Students will receive their Gold Certificate and pin
600 Points	Students will receive a Platinum Trophy

Diamond Award Leadership Program

In addition to the Positive Behaviour system, the school runs a Diamond Award Program to encourage and reward student leadership. This program encourages students to go above and beyond fulfilling school expectations, by showing initiative and being self-driven in demonstrating leadership and citizenship behaviours.

To be eligible to receive the Diamond Award students are required to by Week 5, Term 4:

- Achieved at least Gold Level
- Gain at least 30 Positive Points for Homework
- Wear the school uniform consistently (including black shoes and school hat, jumper)
- Consistently demonstrate citizenship and leadership - Each week the students must complete a checklist indicating how they have demonstrated citizenship and leadership and have the checklist signed off by their teacher.

Identifying behaviour of concern, including bullying and cyberbullying

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 ongoing and repeated and involves behaviour that can cause harm. See Appendix 1.

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

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

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

Responses to all behaviours of concern can 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.

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 in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – behaviour of concern is managed by school executive.
- Corrective responses are recorded on Behaviour / wellbeing ITD system.

Bellbird Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive behaviour for learning, Second Step, Zones of Regulation consist 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 efforts.

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.
- The following guide is used by staff to determine responses and actions when responding to behaviours of concern.



Bellbird Public School – All Settings Behaviour Consistency Guide

Low Level – Yellow (Teacher managed)	Mid Level – Orange (Executive managed)	High Level – Red (Executive managed)	Extreme – Purple (Principal Managed)
<ul style="list-style-type: none"> • Inappropriate language • Rude gestures • Not playing fairly or by the rules • Out of bounds • Littering • Disrupting learning of others (E.g. calling out, interrupting, chatting) • Off Task • Disrespect to students - Minor (e.g. disrespectful comments) • Inappropriate response to teachers direction (e.g. muttering under the breath / back chat) • Non-Compliance – Not following instructions. • Rough play with no intent to harm (grabbing clothing in game) 	<ul style="list-style-type: none"> • Continuation of <u>low level</u> behaviours where interventions have not been successful • Non-Compliance – Refusal to follow instructions. • Work avoidance – whole lesson • Rough play which puts others at <u>risk</u>(hitting, tripping, kicking, tackling) • Reckless misuse of equipment • Minor harassment (verbal or physical) • Stirring others to get a negative reaction • Throwing objects in anger • Leaving the classroom without permission • Disrespect to students -Major (e.g. targeted or repeated name calling / teasing) • Disrespect to staff - Minor (<u>arguing</u> or aggressive tone/body language) • Intentional swearing/inappropriate language at students • Inappropriate use of toilet areas (unsafe, damage) 	<ul style="list-style-type: none"> • Repeated Low / <u>Mid level</u> behaviours where interventions have not been successful • Directed swearing at staff • Vandalism • Physical aggression • Bullying behaviour (e.g. Repeated disrespectful comments or name calling) • Repeated Harassment and intimidation – (verbal or physical) • Invading privacy in the toilets • Throwing objects with intent to endanger others • Major Disrespect to teacher (e.g. arguing / lying / <u>screaming</u>) • Purposely activating a student meltdown, (including those with a known disability or trigger) • Theft • Inappropriate ICT (e.g. inappropriate content) • Inciting violence- egging someone on • Deliberate intimidation (pretending to punch, kick, strike, trip, spit on, slap or step on someone) 	<ul style="list-style-type: none"> • Repeated high level <u>behaviours</u> • Refusing to follow instruction during lockdowns and emergencies. (drills included) • Threatening harm to staff, community and /or students (verbally or physically) • Destruction of property (intentional) • Intentionally causing physical harm • Bullying – targeted and repeated (<i>more than once</i>, as per DoE policy) incidents at any level, including social media • Making false accusations of significant misconduct against others • Inappropriate exposure of body parts • <u>Generalised sexual behaviour</u> • Drugs (taking or supplying) • Animal Cruelty • Weapons • Physical Violence
<p>POSSIBLE RESPONSE/ACTION</p> <p>Classroom</p> <ul style="list-style-type: none"> • Rule reminder • Verbal Warning • Move name on behaviour chart • Time out in class to allow time to reset behaviour <p>Playground</p> <ul style="list-style-type: none"> • Rule reminder • Verbal Warning • Short time off play • Move to different area 	<p>POSSIBLE RESPONSE/ACTION</p> <p>Classroom - Time out with Executive (20mins)</p> <p>Playground</p> <ul style="list-style-type: none"> - If safety concern - Removal from playground to Executive/safe space - If not safety concern, reinforce expected behaviour and give strategies to deescalate and refer to executive for follow up when possible <p>All settings</p> <ul style="list-style-type: none"> • Record incident on Wellbeing system • Thinking and planning room (TAP) 1 day • Parent contacted by executive (Phone/email) • Check-in behaviour card (3 Days) • Loss of 3 Positive Behaviour Points (Can be earned back via check in card 3 Days) 	<p>POSSIBLE RESPONSE/ACTION</p> <p>Classroom - Time out in Executive class (rest of session)</p> <p>Playground - Removal from playground to Principal</p> <p>All settings</p> <ul style="list-style-type: none"> • Deescalate situation • Record incident on SENTRAL • Time out with Principal • Parent contact by Principal or Executive (phone or letter) • Thinking and planning <u>room</u>(TAP) 3 days • Check-in Card (5 days) • Loss of 5 Positive Behaviour Points (Can be earned back via check in card 5 Days) 	<p>POSSIBLE RESPONSE/ACTION</p> <p>Classroom - Time out in Principal Office</p> <p>Playground - Removal from playground to Principal</p> <p>All settings</p> <ul style="list-style-type: none"> • Formal caution of suspension and/or suspension • Possible exclusion from excursions and/or representation of the school eg carnivals, reward events, camps etc • Loss of leadership positions for designated time, forgoing responsibilities of those roles (School leaders). • Development/Review of behaviour support plan including linking with external services or Team around a school • Check-in card (10 Days) • Loss of 10 Positive Behaviour Points (Can be earned back via check in card)
<p>Multiple behaviours in one week or when interventions unsuccessful consider:</p> <ul style="list-style-type: none"> • Recording on Wellbeing system • Seeking Executive or LST support • Parent contact (Teacher) 	<p>Multiple (>3) Orange level behaviours in one term or no improvement in behaviour consider:</p> <ul style="list-style-type: none"> • Individual behaviour support plan (develop/review) • APLAS Support • Playground plan • Restriction from non-essential school events or activities 	<p>Multiple (>2) Red level behaviours in one term or no improvement in behaviour consider:</p> <ul style="list-style-type: none"> • Individual behaviour support plan (develop/review) • APLAS Support • Playground plan • Formal Caution 	

Notes relating to consistency guide:

- Incidents occurring whilst representing the school, traveling to and from school or associated with school also fall under this consistency guide
- This is intended to be used as a guide for teachers, students and parents. It is no way intended to be an exhaustive or confined list.
- At all times behaviours need to be addressed in context, with previous history, special needs and individual student behaviour management plans taken into account.

This is used in conjunction with appendix 1 – Behaviour Management Flowchart

Preventing and responding to behaviours of concern along the care continuum

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
<p>1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practise. Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p>	<p>1. Contact executive straight away if there is a risk to the students or staff. Otherwise notify student's stage supervisor before the end of the school day.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>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.</p>
<p>3. Tangible reinforcers include those that are:</p> <ul style="list-style-type: none"> • free and frequent (e.g Dojos, positive feedback) • moderate and intermittent (Assembly awards, PBL level awards/Rewards) • significant and infrequent (Diamond and Platinum awards, Presentation Day Awards) 	<p>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.</p>	<p>3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Behaviour / wellbeing ITD system and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.</p>
<p>4. Explicit Social emotional learning lessons are taught (PBL/Second Step, Zones of Regulation) form part of the classroom timetable.</p>	<p>4. Teacher records on Behaviour / wellbeing ITD system by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.</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>Teacher contact through SeeSaw or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies.</p>	<p>Teacher or executive staff member contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.</p>	<p>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.</p>

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing ITD system. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion Procedures](#) apply to all NSW public schools.

Reporting and recording behaviours of concern

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

- [Incident Notification and Response 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 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 room (TAP – Thinking and Planning) structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection). This involves developing strategies to support students in future situations, and set goals which are monitored and reinforced in the following days via a check in card to help get back on track.	Next day at either lunch or recess break	Assistant Principal	Behaviour / wellbeing ITD system
Alternate play plan – withdrawal from free choice play and re-allocation to office, classroom or alternate space for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group	As needed in line with students individual behaviour support plan.	Assistant Principal	Behaviour / wellbeing ITD system
Restorative practice – peer mediation in groups	As needed	Assistant Principal Principal	Behaviour / wellbeing ITD system

Roles and responsibilities in preventing and responding to bullying behaviours

Responsibilities	Details	ACTION
<p>Students have the responsibility to:</p>	<ul style="list-style-type: none"> • 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, and are expected to behave in a manner as outlined in the <u>Behaviour Code for Students</u> • 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 upstanders. 	<ul style="list-style-type: none"> • behave appropriately, respecting all members of the school community and their differences and backgrounds • report incidents of bullying including cyberbullying when they occur • 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.
<p>Parents and Caregivers have a responsibility to:</p>	<ul style="list-style-type: none"> • work in partnership with the school to implement the School Behaviour Support and Management Plan (SBSMP), supporting their child to behave in accordance with the <u>Behaviour Code for Students</u> • resolving issues in relation to their child’s behaviour, and communicating with school staff and the school community respectfully and collaboratively consistent with the <u>School Community Charter</u> • work collaboratively with the school to resolve negative behaviours or incidents of bullying including cyberbullying when they occur • adhere to the Department’s <u>Digital Devices and Online Services for Students Policy</u> and <u>Students’ Use of Mobile Phones in Schools policy</u> • demonstrate respect for the cultural, linguistic and religious backgrounds of others and behave in ways that promote acceptance and harmony in the school environment. 	<ul style="list-style-type: none"> • collaborate with the school during the development, monitoring, and review of the School Behaviour Support and Management Plan (SBSMP), as appropriate • support their children to become responsible citizens and to develop responsible online behaviour • report incidents of negative behaviour or bullying including cyberbullying and racism to the school • support their children in developing positive responses to incidents of negative behaviour, bullying including cyber bullying • ensure that no student, employee, parent, caregiver, or community member should experience racism within the school environment.
<p>School executives and teachers have a responsibility to:</p>	<ul style="list-style-type: none"> • contribute to the development, monitoring, and review of the SBSMP, as appropriate • support the school in maintaining a safe, inclusive, respectful and supportive learning environment by implementing and embedding the processes and strategies within the SBSMP • promote a school culture where negative behaviours and bullying including cyberbullying and racism is not acceptable, • manage reports of incidents, negative behaviours, bullying and cyber 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 <u>Digital Devices and Online Services for Students Policy</u> and <u>Students’ Use of Mobile Phones in Schools policy</u>. BVC uses YONDR pouches to lock away mobile phones during the school day and implements the DoE stance on banning mobile phones. • complete the department's mandatory <u>Anti-Racism policy training</u> and appropriately respond to incidents of racism. 	<ul style="list-style-type: none"> • 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 Sentral 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, as per Staff Handbook and monitor and respond to inappropriate usage • address racism, promote cultural safety, diversity, inclusion and intercultural understanding • encourage mutual respect and implement programs and practices that are culturally inclusive and non-discriminatory.

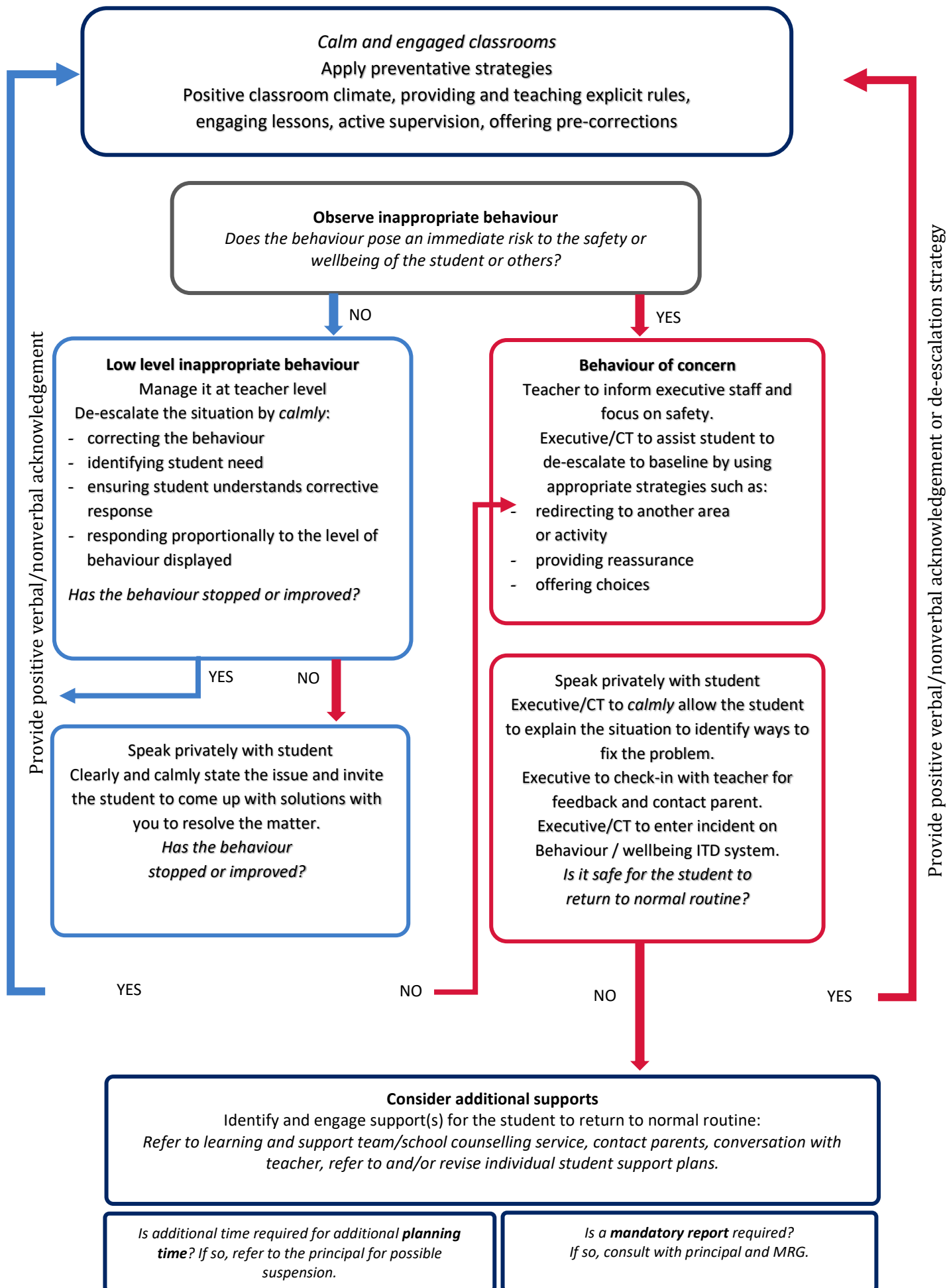
<p>Non-teaching staff have a responsibility to</p>	<ul style="list-style-type: none"> • contribute to the development, monitoring and review of the SBSMP, as appropriate • support the school in maintaining a safe, inclusive and supportive learning environment • report behaviours of concern to a teacher or supervisor • complete the department's mandatory <u>Anti-Racism policy training</u> and appropriately respond to incidents of racism. 	<ul style="list-style-type: none"> • Implement and embed in daily school practices the processes and strategies within the SBSMP • model and promote appropriate relationships and behaviours • log data entries in Sentral with descriptive content in a timely manner and log calls to the incident and support hotline (where applicable).
<p>Principals (or their delegate) have the responsibility to:</p>	<ul style="list-style-type: none"> • 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 including cyber bullying behaviour and initiate a focused and targeted response, • manage complaints about negative behaviour and bullying in accordance with the <u>Complaints Handling Policy</u> • 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 <u>Digital Devices and Online Services for Students Policy</u> and <u>Students' Use of Mobile Phones in Schools policy</u>, BVC uses YONDR pouches to lock away mobile phones during the school day and implements the DoE stance on banning mobile phones. • have a trained Anti-Racism Contact Officer who assists the principal to lead anti-racism education and address incidents of racism. 	<ul style="list-style-type: none"> • conduct an annual review of the plan SBSMP • review Sentral Data and respond to matters in a timely manner • from data, refer students to the Learning Wellbeing team to action structured and effective support strategies for students and staff • extract relevant data from Sentral 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, • all staff have completed the mandatory 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.

Policy Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart



Bullying Response Flowchart

The following flowchart explains the actions Bellbird 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.

Bullying has three key features. It:

1. involves a misuse of power in a relationship
2. is intentional, ongoing and repeated
3. involves behaviours that can cause harm.

