

## Overview

Blackville Public School is committed to explicitly teaching and modelling positive behaviour, supporting all students to be engaged with their learning. Our aim is to cultivate a positive, safe and respectful learning environment that effectively addresses the unique needs of our students in a small, rural setting. We believe that by fostering a supportive and encouraging atmosphere, we can enhance the educational experience for all students and empower them to achieve their full potential.

Our goal is to inspire every child to participate positively in society. 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. By fostering a nurturing atmosphere, we promote positive relationships and ensure every student feels known, valued and cared for. Together, we strive to create an environment where all students feel recognised and supported, enabling them to thrive and achieve their best.

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 vision, key programs prioritised and valued by the school community are:

- Trauma Informed Practice Professional Learning (PL) including Berry Street
- Verbal Intervention
- Restorative conversations
- Zones of Regulation
- Partnerships with Sora, Life Education, Healthwise, Halogen Leadership, Grip Leadership, The Resilience Project and The Smiling Mind.

Blackville Public School rejects all forms of bullying behaviours, including cyberbullying 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.

## Core Rules for Students in NSW Government Schools

Students in NSW government schools are provided with a high-quality education so that they may learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community.

Core rules for student behaviour have been developed to establish consistent expectations in all government schools in support of these aims.

The critical role of parents and caregivers is recognised as the primary influence on each child's character and behaviour and as essential partners in supporting the core rules and the successful education of their children.

All students in NSW are expected to:

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the school's uniform and dress code policy.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
- Treat one another with dignity and respect.
- Care for property belonging to themselves, the school and others.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or antisocial behaviour of any kind, will not be tolerated.

## Partnership with parents and carers

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

- inviting parent/carer and student feedback through formal and informal means such as school surveys, consulting with the P & C and local AECG.

Blackville Public School will communicate these expectations to parents/carers through the school newsletter, social media, parent information sessions and assemblies. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

## Rights for the Blackville Public School Community

Rights of Students	Rights of Staff	Rights of Parents/Carers
Receive a full and comprehensive education, excellence in teaching and an honest assessment of their efforts.	Expect co-operation both in and out of the classroom.	Expect every care and concern will be given to your child.
Feel safe, secure and happy.	Be treated with courtesy and respect by students, teachers and other staff members.	Be acknowledged as a partner in your child's education.
Have their property respected.	Expect students to be on time and bring the correct equipment.	Be assisted in gaining access to support services in the community.
Be treated with respect, fairness and politeness by teachers, staff and other students.	Expect care of furniture and equipment throughout the school.	Be encouraged to participate actively in the education of your child.
Discuss problems and difficulties in an agreeable and polite manner with teachers.	Access relevant training and development programs.	
Be consulted on matters relating to their education and welfare.	Work in a clean, safe and happy environment.	
Have a clean, pleasant environment to learn in.		
Represent the school and be proud of it.		
Use the facilities and resources that have been provided in accordance with the set rules.		

## Responsibilities of the Blackville Public School Community

The **Principal** will ensure that:

- A commitment to student welfare underpins all the policies and activities of the school.
- The school community reviews policies and practices related to student welfare.
- Student welfare is regularly reviewed using appropriate planning processes.
- The school welfare and discipline policy and its implementation are regularly reviewed.
- The review processes take into account all mandatory policies.
- Strategic issues identified in reviews are incorporated into the school plan.
- Students, staff and parents are assisted to develop strategies for addressing student welfare and discipline needs in all the activities of the school.

**Staff**, according to their role in the school, will:

- Ensure that they are familiar with the school welfare and discipline policy.
- Contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents.
- Participate in the learning and teaching process to ensure equity, excellence and respect for the individual.
- Ensure that the school develops effective mechanisms for integrating behaviour management, conflict resolution and support for students experiencing difficulties.

**Students** will be encouraged to:

- Act according to the school welfare and discipline policy.
- Contribute to the provision of a caring, safe environment for fellow students, staff and parents.
- Participate actively in the learning and teaching process.
- Provide their views on school community decisions, including reviews of student welfare, using agreed processes.
- Give positive support and encouragement to other students and staff, to respect their individual rights and to be polite, caring and cooperative.

**Parents** will be encouraged to:

- Participate in the learning of their children and the life of the school, including reviews of student welfare and the discipline policy.
- Share responsibility for shaping their children’s understanding about acceptable behaviour.
- Work with teachers to establish fair and reasonable expectations of the school.
- Accept that all students must be treated equally in applying the welfare and discipline policy.

## School-wide expectations and rules

<b>Learning expectations</b>	<b>Behavioural expectations</b>	<b>Safety expectations</b>
I manage my time effectively and stay focused on tasks.	I am polite and co-operative both in and out of the classroom.	I keep my hands and feet to myself and respect the personal space of others.
I show resilience in the face of challenges and keep trying despite difficulties.	I show respect for teachers, staff and students.	I inform staff immediately of any unsafe conditions.
I actively participate in class discussions and activities.	I treat learning resources and those of others with care and respect.	I ensure my work area is clean and free of clutter.
I will make an effort to attempt the task independently before seeking assistance	I listen carefully and follow directions given by the teacher.	I handle classroom supplies and materials with care to avoid accidents.
I ignore the inappropriate behaviours of others.	I speak respectfully and use language suitable for the classroom environment.	I wash my hands regularly and follow health guidelines to promote a safe and healthy environment.
I work effectively in groups and contribute to team efforts.	I allow others to participate and learn.	
I demonstrate a willingness to explore new ideas and ask questions.	I am supportive and kind to classmates, fostering a positive atmosphere.	

## 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 cyberbullying 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
- referring frequently to and explicitly teaching our school-wide values
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- providing active supervision of students
- restorative conversations to repair relationships
- attendance expectations - regular reminders communicated through the newsletter and Facebook page. Five-weekly attendance awards for students above 90%.
- 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 students.
- providing individual and small group support for students who are finding learning difficult or are disengaged
- recording all behaviours of concern on School Bytes - Wellbeing
- communicating behaviours of concern with parents/ carers
- trauma-informed practices including a morning circle.

Care Continuum	Strategy or Program	Details	Audience
Prevention	<a href="#">National Day of Action Against Bullying and Violence (NDA)</a>	Our school participates in the annual National Day of Action against Bullying and Violence (NDA) - in August each year.	Staff & students
	Breakfast Club	School runs a breakfast club program that provides access to a free healthy breakfast and builds strong student-teacher connections.	Staff, students K – 6
	Sora	The Sora program has a strong emphasis on belonging and inclusion, encouraging the children to accept and value themselves and their peers for who they are.	Sora, students K-6
	PD/H/PE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Staff, students K-6
Early intervention	Australian eSafety Commissioner <a href="#">Toolkit for Schools</a> to prevent and respond to cyberbullying	The toolkit supports our school to prepare, engage and educate the school community about creating and maintaining safe online environments to prevent cyberbullying incidents.	Australian eSafety Commissioner <a href="#">Toolkit for Schools</a> to prevent and respond to cyberbullying
	Resilience/ Anxiety Lessons	The Resilience Program, Switch4Schools and Life Skills Go! are all delivered to students on a termly rotation as part of their wellbeing lessons.	Staff, students K-6
	Communication with parents/ carers	Phone calls, emails, texts or School Bytes portal contact.	Staff, parents, individual students
	Transition programs	Includes high school, kindergarten and new enrolments.	Identified students
	Staff Communication Meetings	Principal informs staff of students to monitor.	Staff
	Learning & Support Programs	Providing intervention groups focusing on literacy and numeracy.	Targeted students

Care Continuum	Strategy or Program	Details	Audience
	Risk Management Plan	Formal plan when a student is presenting WHS risks in the school.	Staff, identified students
	Health Care Plan	Formal plan to administer medication or to keep staff aware of health needs.	Students with health needs
<b>Targeted intervention</b>	Attendance support	The principal will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, principal
	School learning and support	Provides support for students who need personalised learning and support.	Individual students, staff
	Time Out (reflection)	For students who are not following repeated instructions by the teacher.	Staff, individual students
	Counsellor Referral	Parent/carer permission for child to access school counsellor.	Students and families
<b>Individual intervention</b>	<a href="#"><u>Individual Behaviour Support Planning</u></a>	Planning is done in collaboration with the student and their family. This can include individual behaviour support and risk management plans.	Individual students, staff and families
	Classroom adjustments	Differentiated, supplementary, substantial or extensive (NCCD).	Students with identified needs
	Communication Book	Written communication between classroom teacher and parent/carer.	Staff, students and families
	Allied Health Support	In-school support such as OTs and speech (organised by parents or carers).	Students and families

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

### 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.

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

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 their teacher or school counselling service.

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.

### **Preventing and responding to behaviours of concern**

Blackville Public School uses the following strategies to recognise and reinforce positive student behaviour and behavioural expectations:

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.

Specific positive feedback may not be sufficiently reinforcing for some students, so the school-wide continuum provides the opportunity to pair verbal or non-verbal feedback with a positive, tangible consequence.

The school-wide continuum for acknowledging expected behaviour includes:

- free and frequent – for everyday use by all staff in all settings
- moderate and intermittent – awarded occasionally
- significant and infrequent – semester or annual types of recognition.



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. Behaviour expectations are taught and referred to regularly. Staff model behaviours and provide opportunities for practice. 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. Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP.</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. Principal/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.</p> <p>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"> <li>• free and frequent</li> <li>• moderate and intermittent</li> <li>• significant and infrequent</li> </ul> <p>Intermittent and infrequent reinforcers are recorded on the centralised recording system.</p>	<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 a low-level consequence is applied.</p>	<p>3. Principal collects information and review the incident from multiple perspectives and determine next steps. Principal records the incident on the centralised recording system and contacts parent/carer by email or phone. Principal may consider further action eg: formal caution/suspension.</p>
<p>4. All social-emotional learning programs (The Resilience Project/ Switch4Schools/Life Skills Go!) are taught fortnightly.</p>	<p>4. Teacher records on the centralised recording system by the end of the school day. Monitor and inform family if repeated.</p>	<p>4. Refer to the school's Learning and Support Team or APLaS considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Teacher contact through the parent portal, text message or phone call home are used to communicate student effort to meet expectations.</p>	<p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful.</p> <p>In some cases, individual planning and referral to LST may be discussed.</p>	<p>Principal contacts parent/carer to discuss any support and behaviour responses, including referral to the LST, outside agencies or Team Around a School.</p>

## Responses to serious behaviours of concern

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

Responses, including students who display serious behaviours of concern, are recorded in the centralised recording system. 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 teaching positive replacement behaviour and making learning and environmental adjustments
- 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.

## 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](#).

## Reflection practices

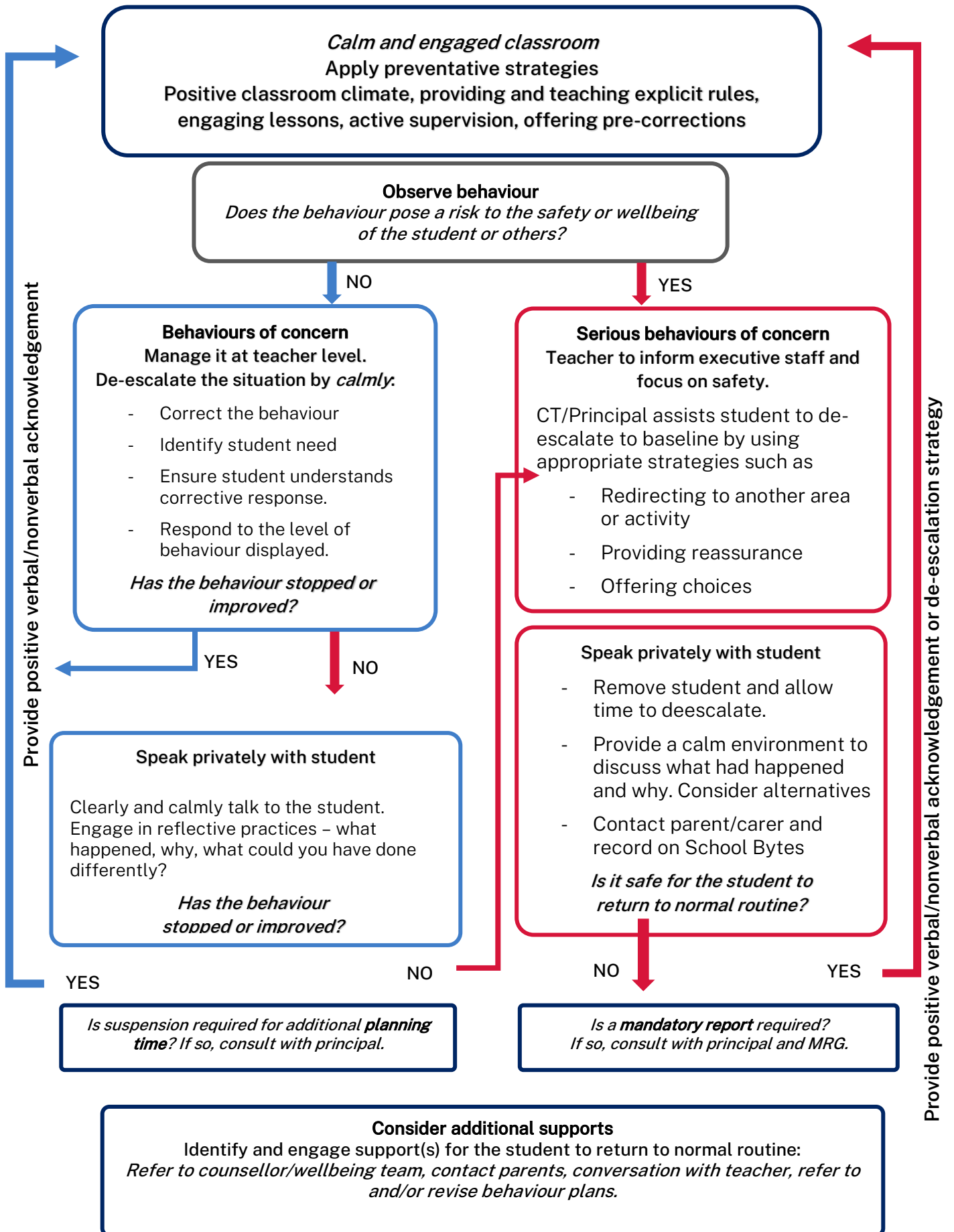
Strategy	When and how long?	Who coordinates?	How are these recorded?
<b>Reflection</b> – a structured debriefing – (what happened, what did you do, and what could you do instead next time). and planning after an event or behaviour of concern with an individual student	Immediately during the next break or first break on the next day.  10 minutes maximum	Teacher/ principal	Documented in School Bytes - Wellbeing
<b>Alternate play plan</b> – withdrawal from free choice play and re-allocation to designated area (verandah) for active supervised time following breach in behaviour. The purpose is to assist the student to reflect on their behaviour and make positive choices.	Break times as required  10 minutes maximum	Teacher/ principal	Documented in school record system; School Bytes - Wellbeing

## Review dates

Last review date: 30<sup>th</sup> January 2025

Next review date: 30<sup>th</sup> January 2026

Appendix 1: Behaviour management flowchart



## Appendix 2: Bullying Response Flowchart

