

Balgownie Public School Behaviour Support and Management Plan

Overview

Balgownie Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. The key program prioritised and valued by the school community is Positive Behaviour for Learning (PBL). PBL is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. The school also strives to support student wellbeing and consistently embed student voice in all we do.

Promoting and reinforcing positive student behaviour and school-wide expectations

Balgownie Public School has the following school-wide values, rules and expectations:

- Respect
- Responsibility
- Resilience

Balgownie Public School uses the following strategies and support systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Promoting values education at fortnightly assemblies and regularly in classrooms which provides the school community with a framework to live by and a consistent approach regarding how we treat each other.
- Values award assemblies fortnightly, where parents are invited, acknowledging positive student behaviour in line with the three school values. Students acquire Maggies for displaying the school values in accordance with the PBL reward system.
- Use of Restorative Practices to solve issues.
- Consistent classroom practices centred around knowing our students and providing them with an engaging and inclusive education.



**Badgownle Public School
Positive Behaviour for Learning Expectations**

Situation/Area	Respect	Responsibility	Resilience
Classrooms	<ul style="list-style-type: none"> Encourage others Listen to and follow instructions of any teacher 	<ul style="list-style-type: none"> Remain on task Complete all tasks to the best of your ability 	<ul style="list-style-type: none"> It's ok to make mistakes. Keep trying
Library	<ul style="list-style-type: none"> Listen to and follow instructions of the teacher Use a library bag Keep the library tidy 	<ul style="list-style-type: none"> Treat books with care Borrow books regularly Return your books on time 	<ul style="list-style-type: none"> Be patient waiting for the book of your choice and look for alternatives
Grass Areas	<ul style="list-style-type: none"> Be kind to others Look out for your friends Keep hands and feet to yourself 	<ul style="list-style-type: none"> Wear a hat Follow the game rules Stay in bounds Return the equipment you use 	<ul style="list-style-type: none"> It is only a game If someone is unkind, remind them of the rules and then tell the teacher
Concrete Areas	<ul style="list-style-type: none"> Be kind to others Look out for your friends 	<ul style="list-style-type: none"> Wear a hat Walk on the concrete Follow the game rules Stay in bounds return equipment you use 	<ul style="list-style-type: none"> It is only a game If someone is unkind, remind them of the rules and then tell the teacher
Eating Areas	<ul style="list-style-type: none"> Quiet conversations Wait and listen to teacher instruction 	<ul style="list-style-type: none"> Sit down at eating time Eat your own food Put your rubbish in the bin Put your belongings in the tub before you play 	<ul style="list-style-type: none"> Eat the food that has been provided for you
Toilets	<ul style="list-style-type: none"> One person in a cubicle at a time Knock, wait, enter, close the door Respect others privacy 	<ul style="list-style-type: none"> Flush when done Wash hands when done Use the toilet at break times Use soap and toilet paper responsibly 	<ul style="list-style-type: none"> Ask the teacher if you need to go to the toilet If the toilet is unclean, report to the teacher
Canteen	<ul style="list-style-type: none"> Say please and thank you Wait your turn 	<ul style="list-style-type: none"> Wait in the line patiently Join the end of the line 	<ul style="list-style-type: none"> If you are not buying, wait for your friend away from the canteen area

Positive Behaviour for Learning (PBL)

Positive Reward System Overview

Mascot



Values

- We are Respectful, Responsible and Resilient learners.

Maggies

- When students model expected and positive behaviour in the classroom or playground they are rewarded with a Maggie token. Classroom teachers may choose to reward students using the Class Dojo token system (or similar) and it is recognised that five 'Dojo points' have the weight of one Maggie token.

Awards

Each student will monitor their accumulation of Maggie tokens and are recognised as follows:


- For every 50 Maggies, students receive a Rainbow award.
- For every three Rainbow awards, students receive a Bronze award.
- For every two Bronze awards, students receive a Silver award.
- For every two Silver awards, students receive a Gold award.



Principal's Luncheon

Students who receive a Silver or Gold award are acknowledged for their behaviour by invitation to a luncheon hosted by the Principal. Parents are invited to attend these events and special catering is provided.

Behaviour Continuum

Balgownie Public School Behaviour Continuum 		
Award	Action	What happens at this level
Gold	2 Silver Awards	} Principals luncheon - silver awards and up (once per semester)
Silver	2 Bronze Awards	
Bronze	3 Rainbow Awards	
Rainbow	50 Maggies	Maggies are given out by any staff member, anywhere for positive behaviour.
Maggie Level	All children commence a school term on this level. You are a; Respectful, Responsible, and Resilient learner.	<ul style="list-style-type: none"> • Class and school awards are given to you. • You are recognised for your positive behaviour. • If you remain on this level for the term, you will receive a 'Maintaining Maggie Level' Rainbow award at the end of the term.
Support Level	<ul style="list-style-type: none"> ➤ Inappropriate classroom behaviour ➤ Inappropriate playground behaviour 	Inappropriate behaviours at this level may include: <ul style="list-style-type: none"> • Not making sensible choices • Not in the right place at the right time/ out of bounds • Being disrespectful • Not organised and ready to learn • Not following staff instructions
Yellow Support Level	<ul style="list-style-type: none"> ➤ Continued or more severe inappropriate classroom behaviour. ➤ Continued or more severe inappropriate playground behaviour. 	<ul style="list-style-type: none"> • discrimination (sex, race/culture, religion and ability) • stealing- minor items (e.g., pencil) • damage to school or other students' property (e.g., graffiti) • defiance towards staff • rough or unsafe play/behaviour • inciting violent/ aggressive behaviour • minor acts of violence – first offence • rude or disrespectful gestures • dishonesty • swearing or bad language • repeated or more severe incidents of warning Level behaviour
Orange Support Level	<ul style="list-style-type: none"> ➤ Continued or more severe inappropriate classroom behaviour ➤ Continued or more severe inappropriate playground behaviour 	<ul style="list-style-type: none"> • repeated teasing • misuse of technology • poor behaviour while representing the school at sport or on an excursion • fighting/physical aggression • leaving school grounds without permission • repeated or more severe incidents of Yellow Level behaviour • bullying (physical, social, emotional, cyber)
Red Support Level	<ul style="list-style-type: none"> ➤ Continued or more severe inappropriate classroom behaviour ➤ Continued or more severe inappropriate playground behaviour 	<ul style="list-style-type: none"> • repeated or more severe incidents of above behaviours • swearing at a teacher – a direct verbal assault
Suspension	<ul style="list-style-type: none"> ➤ Continued or more severe inappropriate classroom behaviour ➤ Continued or more severe inappropriate playground behaviour 	The principal has the right to suspend a student for: <ul style="list-style-type: none"> • school vandalism • possession of a dangerous item or weapon • use or possession of a suspected illegal substance • physical violence/assault resulting in pain or injury • obscene language/threat towards a teacher - direct verbal assault • continued deterioration of behaviour

Behaviour Code for Students

Please follow this link to read the [Behaviour code for students](#). High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

NSW Department of Education

Behaviour code for students

NSW public schools

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.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

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The Care Continuum

Supporting Positive Behaviour at Balgownie Public School

At Balgownie Public School, we will implement whole-school practices and programs to support the long-term learning, wellbeing and safety of all students. We will use the care continuum of strategies to support positive behaviour.



Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Classroom Behavioural Expectations	<ul style="list-style-type: none"> - Active supervision - Positive relationships - Classroom organisation - Positive reinforcement - Explicit teaching of social skills 	K-6
Prevention	Teaching and Learning	<ul style="list-style-type: none"> - Differentiated teaching and learning - Active engagement 	K-6
Prevention	PBL	<ul style="list-style-type: none"> - Positive Reward System in classroom and playground including Maggies - Behavioural expectations explicitly taught in line with PBL scope and sequence - Consistent and fair consequences 	K-6
Early Intervention	Classroom Management	<ul style="list-style-type: none"> - Prompt (proximity, non-verbal cues) - Redirect: Restate expectation - Reteach - Choice: Desired behaviour or logical consequence - Individual consequence: if student does not choose desired behaviour/apply logical consequence 	K-6
Early Intervention	Transition programs	Kinder Orientation and playgroup days.	Pre-K
Early Intervention	Transition programs	Partnership with local high school to provide extra transition days and opportunities to establish relationships with the school throughout Year 6.	Year 6
Early Intervention	Peace Keepers	Year 6 student leaders identify and support students through potential issues in the playground.	K-6
Targeted Intervention	Behaviour interventions	Check in/Check out approach in the classroom and playground.	K-6
Targeted Intervention	Plans for student learning and behaviour	In collaboration with the Learning Support Team, development of relevant and personalised plans to support the student.	K-6
Targeted Intervention	Zones of Regulation	Explicit teaching of regulation tools to manage their levels of alertness and develop skills to independently	K-6

Care Continuum	Strategy or Program	Details	Audience
		regulate.	
Individual Intervention	Coordinated case conferences	Behaviour support/Individual learning plans Adjustments and modifications for individual students Curriculum delivery - adjustments SLSO and Specific support during assessments Communication with parents and outside agencies e.g., Psychologists, OTs etc. Classroom environment adjustments - physical/social	K-6

- **Reflection and Restorative Practices**

Action	When and how long?	Who coordinates?	How are these recorded?
Reflection Students to complete reflective and restorative questions with staff member.	Yellow level - attend Reflection over two days during lunch break with executive staff member Orange level - Reflection for four days during lunch break with executive staff member Red level - reflection at break time for five days during lunch break with executive staff member	Executive	School Bytes
Restorative Practice	Use of behaviour support and management strategies.	Teacher/ Executive	School Bytes



Reflection Questions

- What happened?/ What would you like to talk about?
- What were you thinking/ feeling at the time?
- What are you thinking/ feeling now?
- What are you pleased with? / What did you do well?
- Is there anything else you did well?/ What else?
- Is there anything you would do differently next time?
- Is there anything you have learnt from this?
- Any other comments?

Restorative Questions

When things go wrong:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

When someone has been hurt:

- What did you think when you realised what had happened?
- What impact has the incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?



Partnership with parents/carers

Balgownie Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by [insert strategies and/or systems]

Balgownie Public School will communicate these expectations to parents/carers through:

- The distribution of the [School Community Charter](#) in the school newsletter and other communication platforms.

School Anti-bullying Plan

[Balgownie Public School Anti-bullying Plan](#)

. Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

School Cyber Safety Plan

[Balgownie Public School Cyber Safety Plan](#)

Reviewing dates

Last review date: February 2025

Next review date: Term 1, 2026