



Blakehurst Public School Behaviour Support and Management Plan

The following plan is an operational document which outlines the processes and practices of Blakehurst Public School (BPS), is published on the school website and is made available to all students, parents/carers and school staff.

Overview

Blakehurst Public School's school-wide rules and expectations are explicitly taught to all students from Kindergarten to Year 6. The school is committed to providing safe, supportive and responsive learning environments for all students. We teach and model the behaviours we value in our students. All members of our school are expected to work towards achieving the school expectations in the context of the Department of Education's Behaviour Code for Students.

The school's Behaviour Support and Management Plan provides a guide for staff, students and parents/carers to understand the processes that Blakehurst Public School follows to ensure the wellbeing of all students. It includes information regarding our school expectations, as well as strategies and practices to encourage positive behaviour choices, recognise student achievement and manage inappropriate student behaviour. Blakehurst Public School consistently reinforces positive behaviour and aims to ensure that all students, staff and community members feel safe and happy at school. Through the creation of a culture of respect, resilience and safety, students will be able to engage in educational programs with success.

Promoting and reinforcing positive student behaviour and school-wide expectations

Blakehurst has the following school-wide expectations:

- Be safe
- Be respectful
- Be engaged
- Be resilient



Bluey – PBL Mascot

Blakehurst Public School maintains a focus on providing positive reinforcement to encourage positive behaviour. The school subscribes to the Positive Behaviour for Learning (PBL) framework. When students demonstrate positive behaviour combined with a culture of respect present within our community, all students feel safe and are successfully engaged in the learning cycle. Strategies and practices (inspired by the Behaviour Code for Students) which the school uses to promote positive student behaviour include:

- Positive Behaviour for Learning Lessons – PBL lessons are explicitly and regularly taught following a school-wide scope and sequence. Lessons are conducted during K-2 and 3-6 Assemblies, ensuring all students receive a consistent message.
- Matrix of expected behaviours – the school-wide matrix describes behaviours that are expected of students in the different areas of the school. They provide students with explicit examples of positive behaviours. The expectations and behaviours are regularly discussed with students and are visible in prominent areas of the school for students to reference.



Examples of PBL signage displayed around the school.

- Common language – to be utilised by staff, students and parents/carers when discussing behaviour, expectations and achievements.
- Proactive supervision – provided by all teachers and SLSOs on the playground and in the classroom. Regular discussions with students occur to ensure students are adhering to school expectations and interactions with all members of the community are positive in nature.
- Whole school reward system – students have the opportunity to have their 'Blueys' stamped at the end of each week. These 'Blueys' contribute to Star, Bronze, Silver, Gold, Diamond, Banner and Medal awards. In addition to this, students can receive 'Bluey Cards', 'Bluey Tokens' and PBL Wrist Bands.
- Leadership opportunities – this includes an active Student Representative Council (SRC), BPS Student Leadership Team (Captains, Prefects, House Captains, Library Monitors), Peer Support, Botany Bay Primary School Sports Association (BBPSSA) sporting events, extra-curricular activities such as debating, public speaking, dance, band etc.

- Playground strategies – this includes calm areas, structured games, resources organised by the SRC, lunch time clubs and 'Lunch in the Library'.

Blakehurst Public School Bluey Awards

| | | | | |
|---|---|----------------------|---|---------------|
| Star Bluey Awards | + | Star Bluey Awards | = | Star Award |
| Bronze Bluey Awards | + | Bronze Bluey Awards | = | Bronze Award |
| Silver Bluey Awards | + | Silver Bluey Awards | = | Silver Award |
| Gold Bluey Awards | + | Gold Bluey Awards | = | Gold Award |
| Diamond Bluey Awards | + | Diamond Bluey Awards | = | Diamond Award |
| Banner Bluey Awards | + | Banner Bluey Awards | = | Banner |
| Once the first Banner is received, students will progress to round two of the award system starting back at the Star Award. After the second Banner, students will progress to the PBL Medal. | | | | |
| PBL Medal | + | PBL Medal | = | PBL Medal |



PBL Class Achievement Award

Awarded to _____

for _____

Teacher _____ Principal _____

Class _____ Date _____

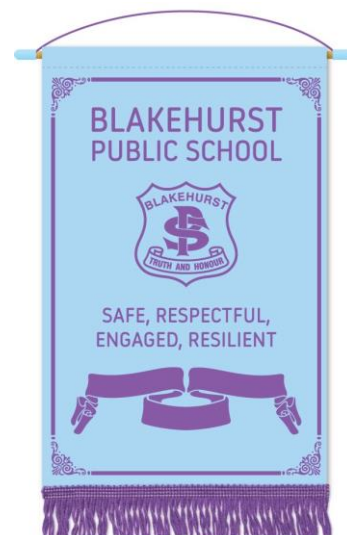
PBL Class Behaviour Award

Awarded to _____

for _____

Teacher _____ Principal _____

Class _____ Date _____



Examples of BPS PBL Awards

Behaviour Code for Students

The behaviour expected by all students in NSW public schools is clearly outlined in the [Behaviour Code for Students](#). High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Whole School Approach

| Care Continuum | Strategy or Program | Details | Audience |
|-------------------------|---|--|--------------------------------------|
| Universal Systems | Positive Behaviour for Learning Peer Support Class Systems PDHPE Units Communication with parents | The universal systems focus on developing and maintaining safe and respectful learning environments for all students. Learning environments include all classrooms, outdoor learning areas, playgrounds, online, excursions and any other school related events. These universal systems of prevention underpin effective teaching and learning and when applied visibly, consistently and fairly they support the creation of a safe, respectful and motivated learning environment. | Whole school |
| Early Intervention | Positive Behaviour for Learning – Tier 1 | Positive Behaviour for Learning (Tier 1) Schoolwide and classroom systems of support bring together the whole school community to contribute to developing a positive, safe and supportive learning culture. | Whole school |
| Targeted Intervention | Positive Behaviour for Learning – Tier 2 Learning and Support Team School Psychologist | Positive Behaviour for Learning (Tier 2) strategies build upon the Tier 1 universal supports. Strategies include social skills groups, mentoring, check and connect and zones of regulation. The Learning and Support Team support the overall wellbeing of students by providing support and guidance to address academic, behavioural, and social areas of need. The team meets fortnightly and is comprised of the Principal, School Counsellor, Learning and Support Teacher, Assistant Principals, and the teacher/s of any student being referred. | Individual students, families, staff |
| Individual Intervention | Positive Behaviour for Learning – Tier 3 School Psychologist Individual Student Support Plan | Positive Behaviour for Learning (Tier 3) strategies support students who require more intensive individualised support to improve their behavioural and academic outcomes. Individual behaviour and support plans are linked to the universal system and developed in conjunction with service providers, parents, and school support staff. | Individual students, families, staff |

Reflection and Restorative Practices

Students are expected to demonstrate behaviour that is consistent with the behavioural expectations of being safe, respectful, engaged and resilient and to comply with staff directions regarding behaviour expectations and discipline. In the event that students demonstrate behaviour that is not in line with the school behavioural expectations, a range of strategies may be used to realign behaviour.

Classroom:

| Action | When and how long? | Who coordinates? | How are these recorded? |
|---------------------------------------|--|--|--|
| Thinking Zone - Classroom | Name recorded on the classroom 'stop sign' when school expectations have not been met. 3 crosses = Thinking Zone (space within the classroom) where the student completes a Classroom Behaviour Sheet. | Classroom Teacher (CT) | Recorded in School Bytes and sheet stored in the PBL Folder. |
| Thinking Zone - AP Classroom | 4 crosses in a day equates to time spent in an AP's classroom completing an AP Classroom Behaviour Sheet. The sheet is sent home to parents to make them aware of their child's behavioural choices. | Classroom Teacher and Assistant Principal (AP) | Recorded in School Bytes and AP Behaviour Sheet sent home and return slip required. |
| Reflective Meeting (Level One) | 3 Behaviour Sheets in a term or 'Major Behaviours' = Reflective Meeting. Reflective Meetings run during first half lunch in the meeting room and a Reflective Meeting sheet is completed by the student in consultation with the AP on duty (restorative in nature). A letter is sent home to inform parents of the meeting. | Classroom Teacher and Assistant Principal | Recorded in School Bytes. Parents have the option to sign and return or can arrange a meeting to discuss the matter further. |
| Behaviour Card (Level Two) | 3 separate Reflective Meetings in a term = Behaviour Card. Students give the card to the supervising teacher in the classroom and playground to encourage and reinforce positive behaviour. An individual behaviour plan may also be developed (case by case basis). | Classroom Teacher, Assistant Principal and Learning Support Team | Recorded in School Bytes. Parents receive notification their child is on Level Two (return slip required). |
| Behaviour Folder (Level Three) | 3 minor incidents/1 major incident while on the Behaviour Card = Behaviour Folder. The teacher comments daily on student progress and this is sent home for | Classroom Teacher, Assistant Principal and Learning | Recorded in School Bytes and in folder. Parents receive notification their |

| Action | When and how long? | Who coordinates? | How are these recorded? |
|---|--|---|--|
| | parent/carer acknowledgement. The folder allows parents/carers to inform the teacher of any incidents occurring at home that may impact the student while at school. An individual behaviour plan may also be developed (case by case basis). | Support Team | child is on Level Three (return slip required). |
| Restorative Session (Level Four) | 3 minor incidents/1 major incident while on the Behaviour Folder = Restorative Session. This directed form of time-out allows the student to complete set work and restorative conversations to take place under the supervision of the principal (or delegate). | Classroom Teacher, Assistant Principal, Principal and Learning Support Team | Recorded in School Bytes and a Formal Caution of suspension issued. Parents are notified by phone and letter (return slip required). |
| Suspension (Level Five) | There will be cases of unacceptable behaviour where a student may need to be removed from the school for a period of time. The purpose of the suspension is to allow the school to implement appropriate supports during the student's absence to address the student's complex and challenging behaviour or behaviours. This is to ensure a successful return to school, and mitigate any unacceptable risks posed to teaching and learning, and the health, safety and wellbeing of staff and/or students. | Principal or delegate | Recorded in School Bytes and a suspension issued. Parents are notified by phone and letter (return slip required). Return from suspension meeting with student and parents/carers. |

Note – if a student displays behaviours that result in immediate and significant risks to students or staff, or unacceptable risks posed to teaching and learning as outlined in the [Suspension and Expulsion Procedures](#), they may move directly to Level Four and/or Five.

If I Break Our Classroom Rules:

| | | | |
|---|--|---|---|
| 1 | Break Class Rule | → | Name on board |
| 2 | ✗ | → | Warning |
| 3 | ✗✗ | → | Self-regulate (Do your work and think about choices) |
| 4 | ✗✗✗ | → | Reflection Time (Thinking Zone) |
| 5 | If behaviour continues... | → | Behaviour Sheet A.P. Thinking Zone (Parents notified) (ASSISTANT PRINCIPAL) |
| 6 | 3 behaviour sheets OR unsafe behaviour | → | Level One (Reflective Meeting with A.P.) |



Blakehurst Bluey says...

education.nsw.gov.au



Blakehurst Public School Minor and Major Behaviours

| Minor Behaviours Follow Classroom Consequence Chart | Major Behaviours Immediate Referral to Assistant Principal |
|---|--|
| <ul style="list-style-type: none"> Teasing Not including others Being unsafe Out of bounds Not returning school equipment Chewing gum Being dishonest Refusing to play by the established rules of the game Throwing objects Using bad language or swearing in conversation Fighting - verbal Spitting Tackling, pushing, shoving, tripping e.g. play fighting Repeatedly going out of bounds Property misuse Climbing on fences, railings, verandahs, steps or seats Not following teacher instructions Inappropriate verbal language i.e. swearing at peers | <ul style="list-style-type: none"> Fighting – physical Spitting at others Threatening other students Lifting skirts, tops or pulling down pants Stealing or breaking another person's belongings Damaging school equipment Constantly harassing others Repeatedly disobeying staff Persistent 'minor' behaviour – 4th cross in a day Bullying Purposefully throwing objects at others Derogatory or racist comments Physical aggression with intent to harm e.g. fighting, biting, scratching, punching, throwing furniture Leaving school grounds or areas supervised by staff Vandalism (including graffiti, damage to toilets) Bringing illegal substances to school Using or possessing dangerous implements Abusing/swearing at staff Threatening staff |

Blakehurst Bluey says be **safe**, **respectful**, **engaged** and **resilient**.



Classroom Behaviour Sheet

Name: _____ Class: _____ Date: _____

Why were you sent to reflection time in class?
I was sent to the thinking zone for

| | | | | |
|----------------------------|---------------|-------------|--------------|---------------|
| Calling Out | Not listening | Not working | Being silly | Disrespecting |
| Not following instructions | Fighting | Talking | Talking back | Other |

What should you have been doing?
I should have been

Write out the rule/s you broke.

Set a goal to improve your behaviour.
I can improve my behaviour by

Student Signature

Teacher Signature



Playground:

| Action | When and how long? | Who coordinates? | How are these recorded? |
|---------------------------------------|---|--|--|
| Minor (a) Playground Slip | Minor behaviour is recorded on the Minor (a) slip and student completes a 5-10 minute shadow walk with the duty teacher. | Duty Teacher and Classroom Teacher (CT) | Recorded in School Bytes by the CT and slip stored in the PBL Folder. |
| Minor (b) Playground Slip | Minor behaviour is recorded on the Minor (b) slip and student completes a 10-15 minute shadow walk with the duty teacher. | Duty Teacher and Classroom Teacher | Recorded in School Bytes by CT and slip stored in the PBL Folder. |
| Major (a) Playground Slip | Major behaviour is recorded on the Major (a) slip and immediately referred to an Assistant Principal. Student attends 1-3 Reflective Meetings (case by case basis). Refer to Level One. | Duty Teacher and Assistant Principal (AP) | Recorded in School Bytes by AP and slip stored in the PBL Folder. |
| Major (b) Playground Slip | Major behaviour is recorded on the Major (b) slip and immediately referred to an Assistant Principal and/or Principal. Student attends 1-3 Reflective Meetings (case by case basis) or moves directly to Level Four or Five. | Duty Teacher, Assistant Principal and Principal | Recorded in School Bytes by AP or Principal and slip stored in the PBL Folder. |
| Reflective Meeting (Level One) | Major (a) and (b) = Reflective Meeting. Reflective Meetings run during first half lunch in the meeting room and a Reflective Meeting sheet is completed by the student in consultation with the AP on duty (restorative in nature). A letter is sent home to inform parents of the meeting. | Assistant Principal | Recorded in School Bytes. Parents have the option to sign and return or can arrange a meeting to discuss the matter further. |
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| Action | When and how long? | Who coordinates? | How are these recorded? |
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| | parent/carer acknowledgement. The folder allows parents/carers to inform the teacher of any incidents occurring at home that may impact the student while at school. An individual behaviour plan may also be developed (case by case basis). | Support Team | child is on Level Three (return slip required). |
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Blakehurst Public School Playground Consequence Chart



| Minor (a) Record on slip. Shadow walk or reflection time (5-10 minutes) | Minor (b) Reflection time and behaviour recorded (10-15 minutes) | Major (a) Reflection time, behaviour recorded and immediate referral to Executive Staff → formal reflective meeting/s | Major (b) Immediate referral to Principal → formal reflective meeting/s and possible departmental action |
|---|---|--|--|
| <ul style="list-style-type: none"> Teasing Not including others Not playing safely, play fighting Out of bounds Not wearing a school hat Not returning school equipment Chewing gum Being dishonest Littering Running on the playground before school Refusing to play by the established rules of the game Playing in the toilets Not using correct toilets (K-2/3-6) Throwing sticks, rocks or sand Using bad language or swearing in conversation | <ul style="list-style-type: none"> Fighting - verbal Spitting Tackling, pushing, shoving, tripping in a game Repeatedly going out of bounds Property misuse Climbing on fences, railings, verandahs, steps or seats Not following teacher instructions Inappropriate verbal language i.e. swearing at peers Inappropriate gestures towards others 3 or more 'minor (a)' behaviour slips in a term | <ul style="list-style-type: none"> Fighting – physical Spitting at others Threatening other students Lifting skirts, tops or pulling down pants Stealing or breaking another person's belongings Damaging school equipment Constantly harassing others Repeatedly disobeying staff 3 or more 'minor (b)' behaviour slips in a term Bullying Purposefully throwing sticks/rocks at others Derogatory or racist comments Property misuse leading to physical harm | <ul style="list-style-type: none"> Fighting – repeated physical Physical aggression with intent to harm e.g. fighting, biting, scratching, punching, throwing furniture Leaving school grounds or areas supervised by staff Vandalism (including graffiti, damage to toilets) Bringing illegal substances to school Using or possessing dangerous implements Abusing/swearing at staff Threatening staff Repeated derogatory or racist comments |



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Dear Parent/Carer,

Your child, _____ attended a reflective meeting on _____ for the following behaviour:

The school appreciates your support and asks that you discuss this incident with your child. At this stage an interview is not required, however, if you would like further information, please contact the school.

Yours sincerely,

Assistant Principal

Blakehurst Bluey says be:



Reply to Reflective Meeting Advice

I have received the notification from my child _____ regarding their attendance at the reflective meeting on _____

I have discussed this matter with my child.

Parent / Carer Signature: _____ Date: _____

Blakehurst Bluey says be **safe, respectful, engaged** and **resilient**.

Partnership with parents/carers

Parents and carers play an important role in the school community. [The School Community Charter](#) informs parents and carers on how to engage with NSW public schools.

Blakehurst Public School encourages parents and carers to engage with our PBL expectations by sharing these on the school website, through regular PBL articles in the school newsletter and by distributing copies of our plan at relevant times of the year e.g. Meet the Teacher and parent information sessions.

The PBL expectations and associated behaviours are displayed prominently throughout the school. The PBL lesson scope and sequence ensures all members of the community are aware of the weekly focus. The focus has been built into both the K-2 and 3-6 weekly assemblies.

PBL Lesson Scope and Sequence – Term 4 2023

| Week | Expectation | Focus Area |
|---------|-----------------------|--|
| Week 1 | PSSA and School Sport | Safe Respectful Engaged Resilient |
| Week 2 | Classroom | |
| Week 3 | Playground | |
| Week 4 | Equipment | |
| Week 5 | Canteen | |
| Week 6 | Excursions | |
| Week 7 | Moving | |
| Week 8 | Office | |
| Week 9 | Assemblies | |
| Week 10 | Toilets | |



Bullying and Cyberbullying

Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. Bullying is classified as a 'major' behaviour and may equate to one or more of the following levels (case by case basis):

Level Three – Reflective Meeting

Level Four – Restorative Session

Level Five – Suspension

Bullying prevention strategies are embedded in the Universal Systems and Early Intervention strategies listed in the 'Whole School Approach' table. Refer to Appendix 1 for the *Bullying Response Flowchart*.

Review Dates

Last review date: Term 3, 2024

Next review date: Term 3, 2025

Appendix 1: Bullying Response Flowchart

The following flowchart explains the actions Blakehurst 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 judgement of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

