

NSW Department of Education

BSPS School Behaviour Support and Management Plan

Overview

At Blaxcell Street Public School, we are dedicated to creating a positive, safe, and inclusive environment where every student can achieve success. Guided by our vision to ensure that every student grows, learns, and succeeds, we strive to deliver high-quality, differentiated educational programs that foster excellence, equity, and high expectations. Our commitment to celebrating achievements, valuing cultural diversity, and collaborating with staff, parents, and community members forms the foundation of our approach to student behaviour.

Our Behaviour Management Plan (SBMP) integrates a strategic, multi-tiered approach to student care, incorporating evidence-based practices such as Positive Behaviour for Learning, trauma-informed practices, and principles of inclusive practice. These approaches support us in addressing the diverse needs of all students, focusing on prevention, early intervention, and targeted and individual supports to foster student engagement and wellbeing.

We hold high expectations for student behaviour in line with the Behaviour Code for Students, emphasising safe, respectful learning through explicit teaching, modelling, and reinforcing of positive behaviours. Our school prioritises the development of safe, supportive relationships and a strong school culture where bullying, including cyberbullying, is actively prevented and addressed.

Our SBMP underpins our daily practice with strategies that empower all students to actively participate in our school community, fostering a culture of success where everyone works towards the shared goal of achieving excellence. This commitment reflects our values and dedication to ensuring that Blaxcell Street Public School remains a nurturing, inclusive community, united in the success of every student.

Partnership with Parents and Carers

Blaxcell Street Public School is committed to working closely with parents and carers to establish shared expectations for student behaviour and to promote a positive, supportive learning environment. We value the role of families in supporting our school's behaviour management and anti-bullying strategies, and we actively engage parents and carers in this process through various avenues, including:

- Inviting parent/carer and student feedback through both formal and informal means, such as Tell Them From Me surveys, school surveys, consultations with the P&C, and informal conversations.
- Using insights gathered from feedback and complaints procedures to review and enhance our school systems, practices, and behaviour support strategies.
- Hosting Father/Child night sessions to foster community engagement, build relationships, and reinforce Positive Behaviour for Learning (PBL) strategies, ensuring continuity of these values both at school and at home.

We communicate behaviour expectations and updates with parents and carers through regular channels, including the school newsletter, school website, and direct communication when necessary. Our proactive approach in building collaborative relationships with families and our wider community supports a shared understanding of student learning, safety, and wellbeing. Together, we aim to create a safe, inclusive, and respectful environment that upholds the highest standards for student behaviour and engagement.

School-Wide Expectations and Rules

The following expectations are embedded in our school’s Positive Behaviour for Learning (PBL) Matrix, which provides more detailed guidelines and examples of safe, respectful, and engaged learning behaviours. Through regular communication and collaboration with families, we ensure these expectations are accessible, inclusive, and culturally relevant, reflecting the diversity and needs of our school community.

We are Safe	We are Respectful	We are Learners
Move calmly and responsibly in all school areas.	Use polite language and manners with others.	Listen attentively to instructions.
Keep hands, feet, and objects to ourselves.	Acknowledge others' achievements and listen actively.	Complete tasks and follow classroom routines.
Follow teacher instructions promptly.	Respect shared spaces by keeping them clean and orderly.	Support peers and encourage teamwork.
Play non-contact sports.	Wait patiently for turns and share equipment.	Come prepared with necessary materials.
Use equipment properly.	Respect personal space in all settings.	Follow rules of games and activities fairly.

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

Blaxcell Street Public School uses a whole-school approach that integrates prevention, early intervention, targeted support, and individualised interventions to foster a safe, positive, and inclusive learning environment. Our approach is grounded in the department’s endorsed evidence-based practices, including Positive Behaviour for Learning (PBL), trauma-informed practices, and the principles of inclusive practice. We work proactively to establish positive behaviour expectations, support students at risk, and provide additional help to those with complex behaviour needs. Our programs address all forms of bullying, including cyberbullying, through education, prevention, and targeted responses.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning (PBL)	School-wide framework that defines and explicitly teaches expected behaviours, reinforcing positive behaviour across all settings.	All students, staff
	Child Protection Education	Mandatory syllabus program that teaches personal safety and respect for self and others.	Students K-6

Care Continuum	Strategy or Program	Details	Audience
	Classroom Management Practices	Structured routines, clear expectations, and proactive strategies to minimise disruption and maximise learning time.	All classrooms
	National Week of Action Against Bullying	Annual participation in the National Week of Action to promote awareness, prevention, and responses to bullying.	Students 3-6, staff
	Bye Bye Bullying Program	Addresses bullying through interactive lessons and activities, fostering positive peer interactions.	Students 1-6
	Global Giants Program on Cultural Awareness and Racism	Cultural awareness lessons to address racism and promote diversity awareness.	Students 4-6
	Father/Child Night Sessions	Strengthens community engagement and reinforces PBL strategies at home and school.	All students, parents
Early intervention	Targeted SEL Support Groups	Small groups for students showing signs of anxiety, low resilience, or emerging behavioural concerns.	Selected students
	Teacher-Parent Meetings	Early communication with families to discuss concerns, set behaviour goals, and provide support strategies.	Individual students
	Attendance Support Program	Monitoring and support for students with attendance concerns, including meetings with parents and goal setting.	At-risk students
Targeted intervention	Learning and Support Team (LST)	Collaborative team providing additional strategies, assessments and external referrals to services for students with persistent behavioural and learning needs.	Referred students
	Functional Behaviour Assessments (FBA)	Assessments to understand and address the underlying causes of complex behaviours, guiding tailored intervention plans.	Individual students
	Behaviour Support Planning	Development of personalised support plans that outline specific behaviour goals, support strategies, and monitoring.	Individual students

Care Continuum	Strategy or Program	Details	Audience
	Sentral Behaviour Data Analysis	Regular collection and review of behavioural data to adjust strategies and set school-wide behaviour goals.	Selected students
Individual intervention	Intensive Behaviour Support Plans	Highly individualised plans that incorporate de-escalation strategies, risk management, and close monitoring.	Students with complex needs
	Counselling Services	One-on-one support for students experiencing emotional and behavioural challenges.	Individual students
	External Agency Partnerships	Referrals to external mental health or behavioural services for students requiring intensive support.	Individual students
	Trauma-Informed Practice Training	Professional learning for teachers on supporting students impacted by trauma, equipping staff with sensitive, effective strategies.	All staff, identified students

Planned Responses to Positive Appropriate Behaviour, Inappropriate Behaviour and Behaviours of Concern, Including Bullying and Cyber-Bullying

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
1. School-wide Positive Behaviour for Learning (PBL) expectations are explicitly taught, modelled, and reinforced regularly. Teachers model behaviours and give opportunities for students to practice and demonstrate positive behaviours. Recognition awards such as Blaxcell Blues, Silver Certificates, and Gold Certificates, and PBL Raffle Tickets are awarded to students demonstrating positive behaviour.	1. Teachers use indirect responses like proximity control, non-verbal cues, and reminders to correct minor disruptions. Teachers redirect students with reminders of classroom expectations, using cues and proximity to encourage self-regulation without disrupting the flow of learning.	1. Executive staff and Assistant Principals (APs) are involved in managing behaviours of concern in Early Stage 1, Stages 2 and Stage 3, while Executive Team Leaders (ETLs) support Stage 1. Teachers notify executive staff if low-level interventions are not effective. APs and ETLs may provide additional support, coaching, or modify the student's behaviour plan.
2. Verbal and non-verbal positive feedback is used daily to reinforce expected behaviours. This includes immediate positive reinforcement in the form of praise, stickers, or recognition in class or assembly, which increases the likelihood of repeated positive behaviour.	2. Rule reminders and re-teaching of expectations are provided if behaviour persists. Staff provide specific feedback to students to help them understand the behaviour expectations and why they are important, offering another chance to meet those expectations.	2. Students are placed on a Behaviour Card to monitor progress over time. Behaviour Cards allow for daily tracking and provide structured feedback to students, which is also communicated with parents or carers.
3. PBL Reward Days are held each term to celebrate positive behaviours school-wide. These events, including activities and rewards for students,	3. Teacher-managed low-level corrective responses are documented in Sentral if repeated. This allows for tracking of recurring	3. Parent/Carer engagement is initiated to discuss further support and reinforce consistent expectations at home. In cases

<p>promote the PBL values and create a positive school culture.</p>	<p>behaviour and patterns, and it helps to inform future decisions or support needs for the student.</p>	<p>where behaviour persists, a meeting is scheduled with parents/carers to discuss strategies and support plans.</p>
<p>4. Social-emotional learning (SEL) lessons, like the Bye Bye Bullying Program, are delivered to develop students' pro-social skills and peer interactions. SEL lessons help students learn skills like self-regulation, empathy, and conflict resolution, promoting respectful and inclusive behaviours.</p>		<p>4. Provide individual student support through APLaS referrals, one-on-one counseling with a school or external psychologist, and classroom strategies for teachers following APLaS observations, with follow-up after a few weeks.</p>

Responses to Serious Behaviours of Concern

For serious behaviours of concern, Blaxcell Street Public School follows a structured response plan:

1. **Incident Documentation:** All incidents are recorded in Sentral, including details of the incident and actions taken.
2. **Incident Review:** Executive staff collect information from all parties involved, determine the most appropriate response, and take immediate action to restore safety and calm.
3. **Restorative Practices and Reflection:** Students engage in restorative practices to repair relationships and reflect on their actions.
4. **Individual Behaviour Support Plans:** For repeated or serious incidents, an individualised Behaviour Support Plan may be developed with input from the student, family, and relevant staff.
5. **Escalated Interventions:** For continued or high-risk behaviours, executive staff may consider further disciplinary measures, including formal cautions, suspensions, or expulsions, as per the NSW Department of Education [Student Behaviour Policy](#) and [Suspension and Expulsion Procedures](#).
6. **Applicability:** These responses apply to behaviours 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, and when using social media, mobile devices and/or other technology involving another student or staff member.

Reporting and recording behaviours of concern

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

1. [Incident Notification and Response Policy](#)
2. [Incident Notification and Response Procedures](#)
3. [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 and Reflection Practices

Blaxcell Street Public School's approach to behaviour management incorporates detention and reflection practices, providing students with opportunities to understand the impact of their actions, make amends, and learn positive social behaviours. These practices are implemented in alignment with the school's Code of Conduct, which recognises positive behaviour while addressing behaviours that detract from a safe, inclusive environment.

To ensure student wellbeing, food and toilet breaks are always provided during detentions or reflective practices that occur during break times. The length of detention or reflection is age-appropriate, with limits to ensure developmentally appropriate responses.

Seclusion is strictly prohibited at Blaxcell Street Public School, except in immediate emergencies to prevent serious harm, and all behaviour management strategies ensure that students retain freedom of movement and feel safe within the school environment.

To promote transparency, consistency, and a data-driven approach, all detentions are carefully documented in the Sentral system.

During reflection sessions, students engage in structured conversations that help them reflect on the impact of their actions and identify constructive ways to improve their behaviour. These practices embody the school’s commitment to fostering a respectful, safe, and supportive learning community. By addressing inappropriate behaviour in constructive, educational ways, Blaxcell Street Public School reinforces positive social norms and supports students in developing respectful and meaningful relationships.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection Session – A discussion with the Stage Assistant Principal (AP) or relevant Deputy Principal (DP) to help students reflect on their behaviour, understand its impact, and develop strategies for improvement.	As soon as possible after the behaviour occurs.	Executive	Recorded in the Sentral Wellbeing system.
Detention Room – A supervised space where students engage in quiet reflection on their behaviour and consider ways to make better choices.	Next school day at lunch break for 30 minutes K-6. Number of days determined by assigned behaviour level.	Executive	Recorded in Sentral Wellbeing system.
Teacher-Directed Time-Out – A brief, planned removal from the classroom environment to help students self-regulate and reflect on their behaviour.	Up to 10 minutes in a supervised, nearby area; shortest possible time, monitored by teacher.	Classroom Teacher	Documented in Sentral if frequently applied.
Self-Directed Time-Out – Planned, student-initiated breaks to a designated area to self-regulate, based on behaviour support plans.	Occurs as needed; student uses a supervised area within the classroom or a nearby designated space. Up to 5-10 minutes, with student returning when ready.	Classroom Teacher	Noted in the student’s individual behaviour plan; tracked if it becomes frequent.

Review Dates

Last review date: [13th December 2024: Week 9, Term 4 2024]

Next review date: [12th December 2025: Week 9, Term 4, 2025]