

School Behaviour Support and Management Plan

Overview

At Bankstown North Public School every student has access to a culture of high expectations and explicit teaching that is consistent with applications and differentiated pedagogy, to thrive for success and enhanced engagement.

We are committed to fostering a culture of high expectations by explicitly teaching and modelling positive behaviour. We strive to support every student throughout their educational journey by providing high-quality learning experiences within safe, nurturing environments.

Our goal is to inspire each child to engage positively with both the school community and the world beyond. We are dedicated to cultivating a culture of excellence for all students, every day. In doing so, we aim to nurture safe, respectful learners within a compassionate, supportive learning community.

Our daily practice is underpinned by the principles of Positive Behaviour for Learning (PBL), trauma-informed practices and inclusive education. These principles guide our approach to creating an environment where students not only excel academically but also develop essential life skills.

We aim to create a school culture where Positive Behaviour for Learning becomes a lifelong habit. This culture promotes respect, active participation, responsibility, and perseverance in all members of our school community. We encourage collaboration, critical thinking, and self-regulation, fostering a growth mindset that supports both academic and personal development. By cultivating positive behaviours, we aim to create an environment where every student can thrive and achieve successful learning outcomes.

We integrate trauma-informed practices by offering safe spaces and building positive, nurturing relationships. Our approach includes using calm, non-threatening language and implementing preventative strategies. By helping students name and understand their emotions, we promote emotional awareness and resilience.

Our commitment to inclusive practices ensures that we celebrate diversity and equality. We empower all students to reach their full potential, regardless of their backgrounds, abilities, or circumstances. To support the academic needs of students experiencing trauma, our teachers utilise strategies such as visual and mnemonic cues, task breakdowns, repetition, and written instructions to facilitate learning. This individualised support ensures that all students have the tools they need to succeed.

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

- Positive Behaviour for Learning (PBL)
- Caught you being good tokens – playground and on the spot rewards
- School based merit award system

- Sports House points – weekly rewards system
- Caught you on time tokens – attendance
- Banksy money – attendance

Partnership with parents and carers

At Bankstown North Public School, we are dedicated to partnering with parents and carers to establish clear expectations for student behaviour management and anti-bullying strategies. We actively involve families in the development and implementation of these strategies by:

- Encouraging feedback from parents, carers, and students through both formal and informal channels, such as the Meet the teacher sessions, Tell Them From Me surveys, school surveys, parent workshops and consultations with the P&C and local AECG.
- Using feedback and concerns raised through our complaints procedures to review and refine school systems, data, and practices.

We communicate these expectations to parents and carers through various platforms, including email, Seesaw, Sentral, Facebook, and the school website, ensuring that our community is well-informed and engaged.

At Bankstown North Public School, we are committed to building proactive, collaborative relationships with families and the wider community. This approach helps create a shared understanding of how-to best support student learning, safety, and well-being.

School-wide expectations and rules

Expectation -Respect	Expectations -Responsible	Expectation - Resilience
Listen to and follow instruction	Hands, feet, and body to yourself	Keep trying, even if it's hard
Remember your manners – speak nicely to others	Be aware of others	Focus on solutions not problems
Be tidy and respect property.	Walk and move safely around our school	Stay calm, walk away, and find a teacher to help
Play fairly, agree to the rules of the game	Be responsible for your own actions and choices	Stay positive and believe in yourself
Hats on & Wear school uniform.	Report problems to a teacher	Support Others Through Difficulties



Students receive BNPS Banksy Awards for following our school expectations. These awards are given out by all staff members. The progression of awards are as follows: 10 awards = Bronze certificate, 20 awards = Silver certificate, 30 awards = Gold certificate and 40 awards = platinum certificate. These awards and levels continue throughout the student schooling. Once platinum level is reached an excursion with the principal is organised and students receive a principal's badge and start the system again.

Older certificate and reward system.

Awards that were in place from 2016 were students receive an excellence of learning will be honoured until the end of 2025. After that all students' will be on the same rewards system. This system gave PBL, Dispositions of Learning and Class Merit awards a 1-point value and Principals awards a 2-point value. Once students received 7 points they were awarded a merit of excellence.

5 merits of Excellence's then result in a school badge.

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

Bankstown North Public 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	Positive Behaviour for Learning (PBL)	School wide expectations Behaviour Management Plan Weekly values-based lessons based on data and need Awards.	All students
	Professional Learning	Professional learning for staff to expand their knowledge, skills, and abilities in positive behaviour practices.	All students
	National Week of Action	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	All students
	Child Protection	Teaching child protection education is a mandatory part of the syllabus.	All students
	The Wellbeing Framework for School	Supports schools to create teaching and learning environments that enable students to be healthy, happy, engaged and successful.	All students
	Restorative Practices	Whole school teaching and learning approach that encourages behaviour that is supportive and respectful.	All students
Early intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	Identified students
	Communication with Parents/Carers	Phone calls, emails, texts, SeeSaw app, Sentral	Parents/ Carers
	Transition Programs	Highschool, Kindergarten, new enrolments and support classes to assist a smooth transition.	Identified Students
	Peaceful kids Woodville Alliance	Small group intervention to support and increase the coping strategies of students who are feeling anxious, stressed or who have poor resilience in a small group environment at school.	Small group Yrs 3-6.
Targeted intervention	Attendance support	The LST AP and Principal convene a planning meeting with students, families and teachers to address	Individual students,

Care Continuum	Strategy or Program	Details	Audience
		barriers to improved attendance and set growth goals.	Attendance AP Principal
	Playground Plan	For students who require extra support on the playground for a limited time, with reviewing procedures.	Targeted Students
	Buddy Class/ Executive	For students who need time to reflect on their behaviour.	Identified Students
	Reflection Area	Restorative Justice Discussions held with executive staff regarding behaviours of concern.	Identified Students
	Games Room / Library lunchtimes / Passive play lunch sessions	Intervention focussing on social/emotional wellbeing.	Identified Students
	Zones of Regulation	Using a common language and scale to assist students in identifying emotions.	Students with at risk behaviour
	Drumbeat Woodville Alliance	The DRUMBEAT program is based on research that identifies key issues related to health and social outcomes. It also incorporates recent developments in neurological research which notes the beneficial impact of rhythmic interventions on primal brain systems associated with anxiety and emotional control. The sessions cover topics such as feelings, teamwork, harmony and relationships.	Small group identified students Yrs 3-6
	Rock and Water program Woodville Alliance	Rock and Water is an evidence-based program which provides children and young people with a pathway to self-awareness, and increased self-confidence and social functioning. It assists students to learn boundary setting using simple and safe self-defence and communication skills through a range of age-appropriate games, drills and exercises. Students learn to stand strong, negotiate using “rock” or “water” verbal approaches,	Small group identified students Yrs 3-6

Care Continuum	Strategy or Program	Details	Audience
		walk away from trouble, consider alternatives to aggression, and develop understandings about who they are, their intuitive feelings and their personal direction.	
Individual intervention	Australian eSafety Commissioner Toolkit for Schools to prevent cyberbullying	The toolkit includes actions to report and manage cyberbullying incidents.	Identified students
	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LST AP
	NCCD adjustments	Adjustments to assist students with academic, social, emotional and academic needs.	Identified students
	Access Request	Completed by the school for either support class placement or Integrated Funding Support.	Identified students
	Formal Caution	Issued for concerning repeated behaviours.	Identified students
	Part Day Exemption		
	Suspension	A formal plan to assist students with transition back to school.	Identified students
	Trauma infused practice	Issued for behaviour that endangers others or at risk and repeated major behaviours. For students who are affected by trauma.	Students with / at risk behaviours Identified students

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

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.

Bankstown North 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 added 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 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 Sentral.

These include:

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
<ol style="list-style-type: none"> Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Sentral. Social emotional learning lessons are taught (PBL) weekly. 	<ol style="list-style-type: none"> Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate. Use indirect responses including proximity, signals, nonverbal cues, ignore, attend, praise, redirect with specific corrective feedback. 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. Teacher records on Sentral by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's LST, anti-racism contact officer (ARCO) or antibullying co-ordinator. 	<ol style="list-style-type: none"> Contact office to seek help from executive straight away if there is a risk. Follow school wide step chart procedures. 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. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Sentral and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension. 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.

Teacher / parent contact	Teacher / parent contact	Teacher / parent contact
Teacher contact through emails 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.	Teacher 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.	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.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral. 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

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.

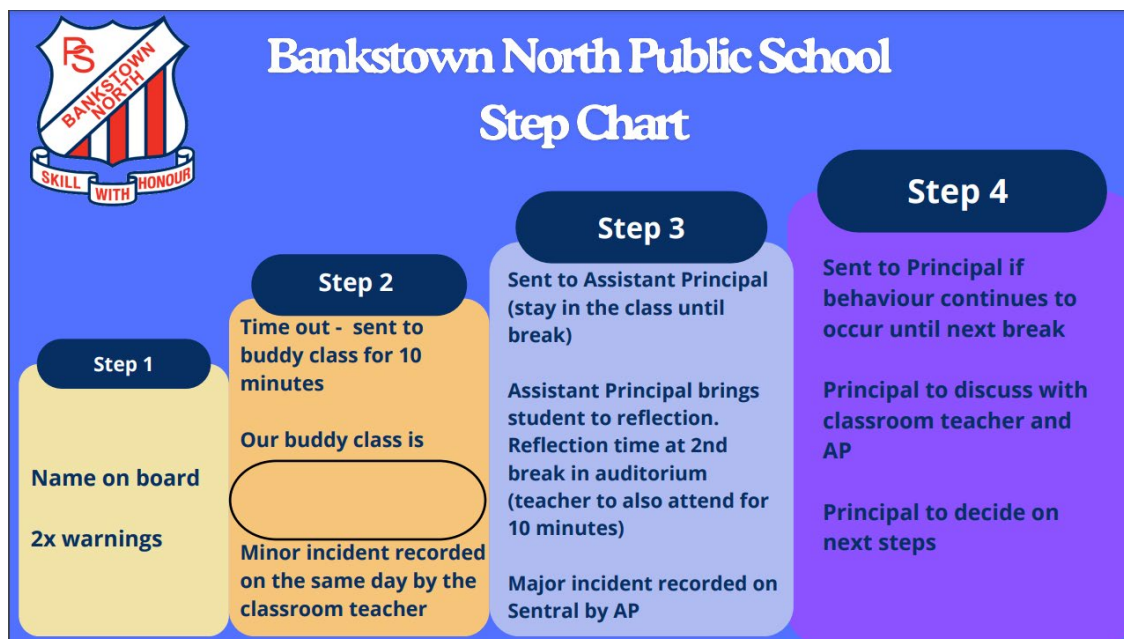
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Same day or next day at either lunch or recess break	Executive	Documented on Sentral. Parents contacted.
Alternate play plan – withdrawal from free choice play and re-allocation to library or specific play area 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.	Next break and following days on a case-by case basis	Executive	Documented in Sentral.
Restorative practice – peer mediation or circles in groups	Scheduled for either lunch or recess break	Executive	Documented in Sentral.
Alternate Activity – withdrawal from optional activities including PSSA and reallocation to a supported program	Same week and following week on a case-by-case basis	Executive	Documented in Sentral
Behaviour Monitoring Card – monitors student behaviour on an hourly or session basis to encourage students to achieve their behaviour goals	Same week and following week on a case-by-case basis	Executive	Documented in Sentral

School based awards, signage and expectations

BANKSTOWN NORTH PUBLIC SCHOOL PBL MATRIX



EXPECTATIONS We Are...	Learning Spaces	Assemblies	Toilets	Playground	Canteen	Arriving and Leaving School	Movement Around the School
RESPONSIBILITY	<ul style="list-style-type: none"> - Be in the right place at the right time - Walk in and out safely - Keep hands and feet to yourselves - Use equipment appropriately 	<ul style="list-style-type: none"> - Walk in and out quietly - Keep your hands and feet to yourself - Walk carefully up and down the stairs - Remain seated 	<ul style="list-style-type: none"> - Wash hands - Be quick - Walk to the toilets - Ask for permission during learning time 	<ul style="list-style-type: none"> - Stay in bounds and play in the right place - Keep your hands and feet to yourself - Wear a school hat - Stay under the COLA without a hat 	<ul style="list-style-type: none"> - Wait sensibly for your turn - Hands and feet to yourself - Buy and eat your own food - Return to the playground after being served 	<ul style="list-style-type: none"> - Be in the right place at the right time - Stay at school until home time - Say 'goodbye' to the teacher before you leave - Go to the concrete slab if you are not picked up on time 	<ul style="list-style-type: none"> - Stay in your line - Stay with your class - Hold on to the railing and walk - Look forward when walking in one line
RESPECTFUL	<ul style="list-style-type: none"> - Listen to the teacher and others - Take care of all property - Be polite and kind - Work together 	<ul style="list-style-type: none"> - Be polite and respectful - Listen to the speaker - Clap sensibly - Stand still for National Anthem and School Song 	<ul style="list-style-type: none"> - Flush toilets after use - Turn taps off - Use soap/toilet paper appropriately - Wait for your turn 	<ul style="list-style-type: none"> - Play fairly - Share equipment and outdoor spaces - Put your rubbish in the bin - Take care of school property 	<ul style="list-style-type: none"> - Be polite - Wait your turn in lines - Use your own money - Be respectful of others' space 	<ul style="list-style-type: none"> - Be on time - Say 'good morning' and 'good afternoon' - Sit quietly until you are picked up - Listen to and follow teacher instructions 	<ul style="list-style-type: none"> - Walk promptly - Remain quiet - Follow teacher instructions - Be aware of others
RESILIENCE	<ul style="list-style-type: none"> - Be organised and ready to learn - Actively participate and engage in learning - Take responsibility for your learning - Stay focused 	<ul style="list-style-type: none"> - Participate - Be an active listener - Stay focused - Be a polite audience member 	<ul style="list-style-type: none"> - Use toilets at break times - When the warning bell rings, have a drink of water - Be quick - Use toilets correctly 	<ul style="list-style-type: none"> - Learn the rules of the games - Play by the rules of the game - Teach others how to play - When the warning bell rings, move to class lines 	<ul style="list-style-type: none"> - Order your lunch before school - Line up in correct area - Know how much money you have and what you want to buy - Go to the canteen at the right time 	<ul style="list-style-type: none"> - Be at school by 8:55am - When you hear the bell, line up quickly - Know who is picking you up - Know how you are getting home 	<ul style="list-style-type: none"> - When you hear the bell, line up quickly - Listen to teacher instruction - Allow other students to learn - Enter the classroom quickly and quietly



Examples of school signage



Review dates

Last review date: 17/2/2025, Term 1 2025

Next review date: 14/10/2025