

BROKEN HILL NORTH  
PUBLIC SCHOOL

# BEHAVIOUR SUPPORT & MANAGEMENT PLAN

2025



Broken Hill North Public School's  
Behaviour Support and Management Plan

Year 2025	Principal Mrs Angela Sampson	Network Far West Mr Peter Macbeth (DEL)
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### **Overview**

At Broken Hill North Public School we embrace the whole child, their individuality and cultural diversity by collaboratively building emotional and academic resilience and a love of learning. We foster emotional and academic endurance through differentiated and consistent teaching and learning experiences that include the whole community. Our desire is to nurture a culture of excellence for all.

Broken Hill North Public School provides an inclusive and supportive environment for students, parents, staff and community through engaging with Real Schools as partners we follow the restorative continuum to elevate student behaviour, empathy and relationships whilst focusing on the core expectations; Be Responsible; Be Respectful; Be Safe; School is for Learning; and Do Your Best. Behaviour is seen as a form of communication and student voice is paramount. Representatives voted into the Student Representative Council attend meetings to facilitate collaboration, growth and creativity.

The school supports each other to elevate student behaviour restoratively;

- We look to address behaviour by starting with Affective Statements before they escalate
- We solve problems restoratively, through the lens of high expectation and high support
- Staff feel empowered and motivated to take the initiative to address behaviours
- We use restorative circles as embedded in daily practice and processes whilst acknowledging various individual circumstances requiring a variety of outcomes
- We find effective ways to build empathy by respectfully holding ourselves and one another accountable for the impact of our behaviour
- We consistently use the restorative process to move up and down the restorative continuum as required, acknowledging individual circumstances require a variety of outcomes
- We recognise that all student behaviour is a form of communication and work with students and families in seeking to understand the cause of behaviour

A number of initiatives are implemented each year through the Learning & Support team, including counselling, nurse and external providers. These include (but are not limited to) Language groups (Paakantji language nest), Occupational Therapy (Kindergarten and Stage 1), and social skills programs.

## Partnership with Families

Parents and carers play an important role in our school community. The School Community Charter informs parents and carers on how to engage with NSW public schools. The [School Community Charter](#) (Appendix) outlines how important it is to create a positive learning environment for our students.

At Broken Hill North Public School, parents and carers can expect:

- to be welcomed into our schools to work in partnership to promote student learning
- communication from teaching staff will be timely, polite, informative and solutions focused
- professional relationships with school staff will be based on transparency, honesty and mutual respect
- to be treated fairly
- tolerance and understanding are promoted as we respect diversity
- we look for ways to include families in both the positive and negative behaviour patterns of their children
- we look for ways to include and communicate with parents and carers as valued partners in learning, focused on ongoing school improvement

Once a month, the Broken Hill North Public School P&C meet on school grounds. At this meeting, the principal tables many school procedures to gain feedback from the community.

The school seeks feedback from school based surveys yearly.

# Our School Expectations & Rules



1

## Be Safe

We move safely  
We use equipment safely

2

## Do Your Best

We challenge ourselves  
We ask for help

3

## Be Respectful

We use kind voice, words and actions  
We are active listeners

4

## Be Responsible

We take care of people, places and things  
We own our choices

5

## School is for Learning

We strive to improve  
We follow instructions

## 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.

### ***In NSW public school 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.

<b>Respect</b>	<b>Safety</b>	<b>Engagement</b>
<ul style="list-style-type: none"> <li>▪ Treat one another with dignity</li> </ul>	<ul style="list-style-type: none"> <li>▪ Model and follow departmental, school and/or class codes of behaviour and conduct</li> </ul>	<ul style="list-style-type: none"> <li>▪ Attend school every day (unless legally excused)</li> </ul>
<ul style="list-style-type: none"> <li>▪ Speak and behave courteously</li> </ul>	<ul style="list-style-type: none"> <li>▪ Negotiate and resolve conflict with empath</li> </ul>	<ul style="list-style-type: none"> <li>▪ Arrive at school and class on time</li> </ul>
<ul style="list-style-type: none"> <li>▪ Cooperate with others</li> </ul>	<ul style="list-style-type: none"> <li>▪ Take personal responsibility for behaviour and actions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be prepared for every lesson</li> </ul>
<ul style="list-style-type: none"> <li>▪ Develop positive and respectful relationships and think about the effect on relationships</li> </ul>	<ul style="list-style-type: none"> <li>▪ Negotiate and resolve conflict with empathy</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Value the interests, ability and culture of others</li> </ul>	<ul style="list-style-type: none"> <li>▪ Take personal responsibility for behaviour and actions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Actively participate in learning</li> </ul>
<ul style="list-style-type: none"> <li>▪ Dress appropriately by complying with the school uniform or dress code</li> </ul>	<ul style="list-style-type: none"> <li>▪ Care for self and others</li> </ul>	<ul style="list-style-type: none"> <li>▪ Aspire and strive to achieve the highest standards of learning</li> </ul>
<ul style="list-style-type: none"> <li>▪ Take care with property</li> </ul>	<ul style="list-style-type: none"> <li>▪ Avoid dangerous behaviour and encourage others to avoid dangerous behaviour</li> </ul>	

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, 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.

The [Behaviour Code](#) can be found in the appendix.



**Education**

Whole School Approach Across the Care Continuum

<b>Whole School Approach</b>			
<b>Care Continuum</b>	<b>Strategy</b>	<b>Explanation</b>	<b>Audience</b>
Prevention	Restorative Conversations	Adults speak positively and SPIT at students to ensure they are specific, positive, immediate and truthful for most impact.	All students
	Peer Support	Stage 3 focus to build skills for high school	Stage 3 and Kinder
	Classroom Adjustments	Teachers make informed judgements using expertise using NCCD.	All students
	Personalised Learning Pathways or Personalised Learning and Support Plans	Plan specifically to adjust learning for individual students	Students below grade level & Students who identify as First Nations
	Brain breaks	Everyday throughout the day classes engage in brain breaks using a range of tools which include mindfulness and physical activity	All students
	Zen Zone	Zen Zone is a wellbeing space accessible to students before school, recess and lunch times as a supportive and quiet space within the school	All students
	Zone of Regulation	Students determine how they are feeling before they begin the day. This allows teachers to check in and support if need be.	All students
Early Intervention	Communication with parents/carers	Phone calls, emails, student portal messages, onsite/offsite	Parents/carers
	LST referral	Referral made online after discussion and implementation of strategies suggested by AP.	All students
	Transition programs	Includes Kindergarten, High School, new enrolments and support classes.	All students and those with additional needs
	Staff Communication meetings	Informing staff behaviour patterns and strategies being used	Staff
	Learning and Support teacher and Assistant Principal	Providing support and intervention groups focusing on Literacy and Numeracy	All students

	Behaviour Management Plans	Formal plan using the MAPA escalation scale for proactive behaviour management.	Complex student behaviours
	Risk Management Plans	Formal plan when there are WHS risks in the school.	Students with high needs and Special Education classes
	Health Care Plans	Formal plan to administer medication or to keep staff aware of current health needs.	Students with health needs
	Mandatory Reports	Mandatory Reporter Guide and subsequent referrals to Child Wellbeing Unit or DCJ submitted for students and families of concern	Teacher with Principal or School Counsellor
<b>Targeted Intervention</b>	Wellbeing Plan	Plan created to support students who may need regulation in consultation with class teacher and child.	Targeted students
	Sensory Room	Used as a regulation tool	Targeted students
	Buddy Class	Can be a supportive layer to have a time out in another area safely to de-escalate	Targeted students
	Time out (reflection)	Safe space to de escalate and engage in conversation to unpack emotional state	Targeted students
	Counsellor referral	Within LST referral or parent/carer asks for support/intervention	Targeted students
	Assistant Principal LST	Request support through Principal for additional expert advice to support staff and students.	All staff and targeted students
	Zones of Regulation	Students assess where they feel they are at, regularly throughout the day.	Students
	ARCO	The Anti Racism Officer(ARCO) is a teacher and executive member of staff who has been nominated by the Principal to support anti-racism in the school. Our school ARCO is Mrs Kandie Delbridge in 2024.	Students, staff and parents
<b>Individual Intervention</b>	Class Dojo	Communication between school and home	Parents and school
	Monitoring Book	Monitoring to support and provide feedback to student and teachers working with the student	Students, parent, staff
	Allied Health Support	In school support eg Catholic Care initiated by the school and/or parents	
	Disability Confirmation Sheet	A disability confirmation sheet to assist with a recognised diagnosis	Targeted students
	Access Request	Completed by LST for Support Class placement or IFS	LST teacher



	Partial Attendance Plan	A formal plan to assist transitions over a five week period	Principal, parent
	Warnings of suspension	Formal caution because of inappropriate behaviour	Assistant Principal or Principal
	Suspension	Issued due to at risk behaviours	Principal
	Crisis Management Plan	Developed where needed to support individual students who require support.	APLS and LST Parent child

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

<b>Promoting Positive Student Behaviour</b>		
<b>Initiative</b>	<b>Where?</b>	<b>Description</b>
Restorative Conversations	All settings	Conversations with students ensure validating student feelings, showing empathy and understanding providing opportunities to unpack choices/decisions to drive improvement
Walking and Talking	Playground and external to classroom learning	Adults engage student to walk and talk so they can have a conversation in a safe space. It also acts as a change/activity to support student de-escalation/regulation
Weekly attendance acknowledgement	Daily Messages & Classes	Classes are acknowledged for their behaviour and attendance at the weekly Assembly and class awards being presented
Classroom acknowledgement	Classrooms	Teachers have their own acknowledgement systems that work for them and their cohort and context.
Assembly Merit Awards	Assembly	Students are acknowledged with merit awards for individual achievements. Superstar and Legend Awards are given related to our school expectations. Names are printed in our weekly newsletter.
Superstar and Legend Awards		
Positive Principal Phone Call	All settings	Teachers can acknowledge student achievement/learning by sending them to the Principal who calls home to explain what wonderful things their student has done. Photos and names are published in the newsletter and placed on social media if appropriate.
Acknowledgement to Country	All settings	Said every Monday morning at our morning school Assembly, at Assemblies and before all meetings to show respect/inclusion.
Morning and Afternoon Circle	All settings	Held daily morning and afternoon for inclusion, meeting, acknowledgements, expectations and socialisation.

All behaviour serves a purpose and has a form (what it looks like) and function (purpose). Students communicate appropriately and inappropriately based on their own knowledge and past experiences.

At Broken Hill North Public School if we want our students to do something we know we have to teach it explicitly; to ensure they know and understand what they are expected to do.

### **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 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.

### **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](#).

At Broken Hill North Public School, we have sequences to respond to student behaviour, aligned to our school expectations. We have positive behaviours acknowledged through awards at assembly and at other times. We also have minor and major behaviours that are managed by teachers and if need be, escalated to executive support.

Minor behaviours are: inappropriate language, mild disruption, non compliance, physical contact and property misuse.

Major behaviours are: absconding, abusive language, criminal behaviour, defiance, disruption, harassment, physical aggression, property damage and theft.

Depending on the student and the situation, there are possible actions for adults to use to support their learning as to why the behaviour is inappropriate, what would be a better choice and a conversation to make sure the child understands why the inappropriate behaviour is unacceptable.

Please see appendix for Broken Hill North Public School's response to behaviour for both classroom and playground, behaviour definitions and the school's response for bullying concerns. Broken Hill North Public School has an Anti-Bullying Plan that is published on the school website.

Response to some behaviours may require more strategy and intervention as documented below.

Conversation	<p>Discuss what happened when student is de-escalated following the Restorative Questions;</p> <p>For those that have done the wrong thing</p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What did you do?</li> <li>• What were you thinking about at the time?</li> <li>• How does this make you feel?</li> <li>• How did this make others feel?</li> <li>• Who has been affected by what you have done? In what way?</li> <li>• What will you do now to make things right?</li> </ul> <p>For those who have been harmed</p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What did you do?</li> <li>• How did you feel at the time?</li> <li>• How do you feel now?</li> <li>• What do you think needs to happen to make things right again?</li> </ul>	Staff
Restating the expectation	Restating the expectation from our matrix short and sharp	Staff
Time out	<p>Time to think about behaviour with questions to respond to after time out</p> <p>May occur in another classroom or in the office</p>	Teacher or Assistant Principal
Walk and talk	During duty, an adult may have a student walk and talk with them to unpack an incident, it may also occur outside of a duty	Teacher
Badge withdrawal	If a student has a school role (eg SRC) they may lose their privilege and badge for two weeks.	Assistant Principal or Principal
Monitoring	Written feedback to identify triggers, areas for improvement and strengths across all areas if needed; communication and collaboration with home too.	Assistant Principal or Principal
Unavailability	In consultation with parents/carers, students may be unavailable for school representation at events.	Principal



# School Community Charter

**Collaborative. Respectful. Communication.**

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

We treat each other with **respect**

## What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 – 2022.



## Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- To be welcomed into our schools to work in partnership to promote student learning.
- Communication from school staff will be timely, polite and informative.
- Professional relationships with school staff are based on transparency, honesty and mutual respect.
- To be treated fairly. Tolerance and understanding are promoted as we respect diversity.

We **prioritise** the wellbeing of all students and staff

**Unsafe behaviour** is not acceptable in our schools

We work **together** with the school

**Ensuring respectful learning environments for all members of NSW Public Schools communities.**



We create **collaborative** learning environments

We all play **our part**

We work **in partnership** to promote student learning

### Communicating with our schools

Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

Our guide for parents, carers and students provides useful information about the complaints process:

[education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students](https://education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students)

### Respectful communication is a right

In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.



### Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.



**Collaborative.**  
**Respectful.**  
**Communication.**

**School Community Charter**

education.nsw.gov.au

## Behaviour code for students

### Information for students and parents or carers

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe behaviours we value in our students.

**In NSW public schools students are expected, to the best of their ability, to:**

- show respect to 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
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

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

**All students have a right to:**

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of 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.

**Behaviour code for students: Student actions**

Promoting the inclusion, 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 across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

**To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.**

#### Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

#### Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

#### Engagement

- 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.



## Broken Hill North Public School School Response: Student Bullying Concerns

*Students can report a bullying concern via verbal to a trusted teacher, written using the bullying concern slips (classrooms) or parents/caregivers contacting school staff*

### Step 1

- Listen carefully and calmly
- Ensure a private place to talk. Inform the student that you will be asking them some questions and taking some notes. Do not dismiss their concerns or make them feel they are at fault.

### Step 2

- Document what the student tells you
- Listen to their account fully first and then ask them:
  - Did you tell them to stop the behaviour?
  - Did you ignore the behaviour? If yes, what did you do?
  - Have you previously reported the incident? If yes, to whom and when?
  - Who have been the upstanders supporting you?
  - Do you need help? Yes, how can I help you?
- Write a record of the conversation in School Bytes and notify the classroom teacher and Assistant Principal for that grade

### Step 3

- Collect additional information
- Speak with all students involved, including upstanders. Ensure you have information that answers who, what, where, when, how and why

### Step 4

- Meet with the students involved (individually)
- When meeting with students involved in the incident, discuss the following
  - Broken Hill North Public School expectations
  - Provide suggestions of what students can do if the bullying behaviours are displayed again
  - Inform students and develop a plan together of where to next and how to mediate future concerns

### Step 5

- Contact Parents / Caregivers (script available)
- Make contact with the parents / caregivers of the victim and the student displaying bullying behaviours. Without violating the privacy of other students, advise them of the incident and the resulting cause of action, including referring to the Department of Education policies
- Record this contact in School Bytes

### Step 6

- Follow up with students and monitor
- It is essential to be alert to ongoing bullying behaviours, particularly the possibility that bullying can 'reappear' in another form some time later
- School Bytes notifications sent to Classroom Teacher, Assistant principal and Learning and Support when student involved in five (5) bullying concerns



**And**

**Anti bullying plan 2025**

When completed

The following are published on our school's website:

- School Behaviour Support and Management Plan
- Anti-Bullying Plan

Student Behaviour Support and Management Plan

Completed: 18 December 2024

Completed by: Principal and Assistant Principal

Reviewed: