

NSW Department of Education

Bendemeer Public School Behaviour Support and Management Plan

Overview

Bendemeer Public School is committed to explicitly teaching and modelling positive behaviour while supporting every student to engage successfully in learning.

Our goal is to inspire every child to participate positively in the school community and beyond. We are committed to promoting excellence, opportunity and success for every student, every day. We value and develop safe, respectful and cooperative learners within a caring, inclusive learning community.

Principles of positive behaviour support, trauma-informed practice, inclusive practice and social and emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses to behaviour.

To achieve this, the school implements the following evidence-informed wellbeing programs:

- Life Skills Go

This program strengthens students' social and emotional skills, supports positive mental health, builds respectful relationships and helps prevent bullying.

Bendemeer Public School rejects all forms of bullying, including cyber bullying, and is committed to providing a safe, inclusive and respectful learning environment where every student feels known, valued and cared for. Staff implement evidence-informed approaches that promote positive behaviour and create a school climate where bullying is less likely to occur.

All members of the school community play an active role in fostering a welcoming culture that values diversity, promotes respectful relationships and makes it clear that bullying is not accepted in any form. School staff respond promptly and consistently to incidents of bullying behaviour in accordance with departmental policy.

Partnership with parents and carers

Bendemeer Public School partners with parents and carers to establish shared expectations for student engagement and the development and implementation of behaviour support and anti-bullying strategies by:

- inviting feedback from parents, carers and students through formal and informal processes, including school surveys and consultation with the P&C.
- using feedback and concerns raised through the school's complaints procedures to review and strengthen school systems, practices and decision-making.
- Twice yearly parent/teacher/student conferences to set goals and discuss student learning.

These expectations are communicated through the school newsletter, website and Facebook page. We proactively build collaborative partnerships with families and the wider community to develop a shared understanding of how we can work together to support every student's learning, safety and wellbeing.

School-wide expectations and rules

Bendemeer Public School has the following school-wide expectations and rules:

Respect, Cooperate, Strive

Respect	Cooperate	Strive
Be kind and value others	Work co-operatively	Ask for help
Respect each other and property	Co-operate with everyone	Be your best
Use appropriate language		Strive to always do your best
Accept differences		

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 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

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches across the care continuum to promote positive behaviour and respond effectively to behaviours of concern, including bullying and cyber-bullying.

These approaches are underpinned by evidence-informed classroom practices that foster student engagement, positive relationships and high expectations for learning. These practices include:

- explicitly teaching and reinforcing classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- recognising and reinforcing expected behaviours through positive feedback and the school's Dojo Award System
- celebrating student achievement through progressive award levels:
 - Bronze – 100 points
 - Silver – 200 points
 - Gold – 300 points
 - Emerald – 500 points
 - Ruby – 700 points
 - Diamond – 1,000 points

Students are recognised at school assemblies and receive a certificate and badge upon achieving each level. Diamond Award recipients receive a trophy, and student achievements are celebrated in the school newsletter.

- recognising positive playground behaviour through Leadership Awards presented by senior students
- responding consistently to inappropriate behaviour
- providing active supervision across all school settings
- maximising opportunities for active engagement in learning
- delivering engaging, well-sequenced lessons that provide opportunities for student choice
- differentiating learning to meet the needs of all students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Living Skills	The Positive Living Skills (PLS) program is an evidence-based comprehensive mental health and wellbeing approach based on a combination of social and emotional learning, preventative mental health, resilience and life skills.	All
Prevention	You Can Do It	Program consists of evidence-based strategies used by teachers to teach getting	All

Care Continuum	Strategy or Program	Details	Audience
		along, organisation, persistence, confidence and resilience.	
Prevention	Life Skills Go	Lessons focus on Self Awareness and Management; Social Awareness and Management.	All
Early Intervention	School Counselling Service	Support students by providing psychological counselling, assessment and intervention.	Individual K-6 students
Targeted intervention	Individual behaviour support plan	Development, implementation, monitoring and reviewing of individual behaviour plans.	Individual students, parent/carer, staff
Targeted intervention	<u>Learning and Support</u>	The LST works with teachers, students and families to support students who require personalised learning and support.	Individual students, parent/carer, staff, LAST teacher
Individual intervention	Support from other stakeholders e.g. Team Around the school.	Teacher works with specialists to develop and implement a plan.	Individual students, parent/carer, staff, outside professionals
Individual intervention	Integration Funding	Apply for Integration funding through Access Request, allowing for employment of SLSO.	Individual students, parent/carer, staff, counsellor

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

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.

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. See Appendix 1 and 2.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded in School Bytes. 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.
- 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.

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.

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](#).

Detention, 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.

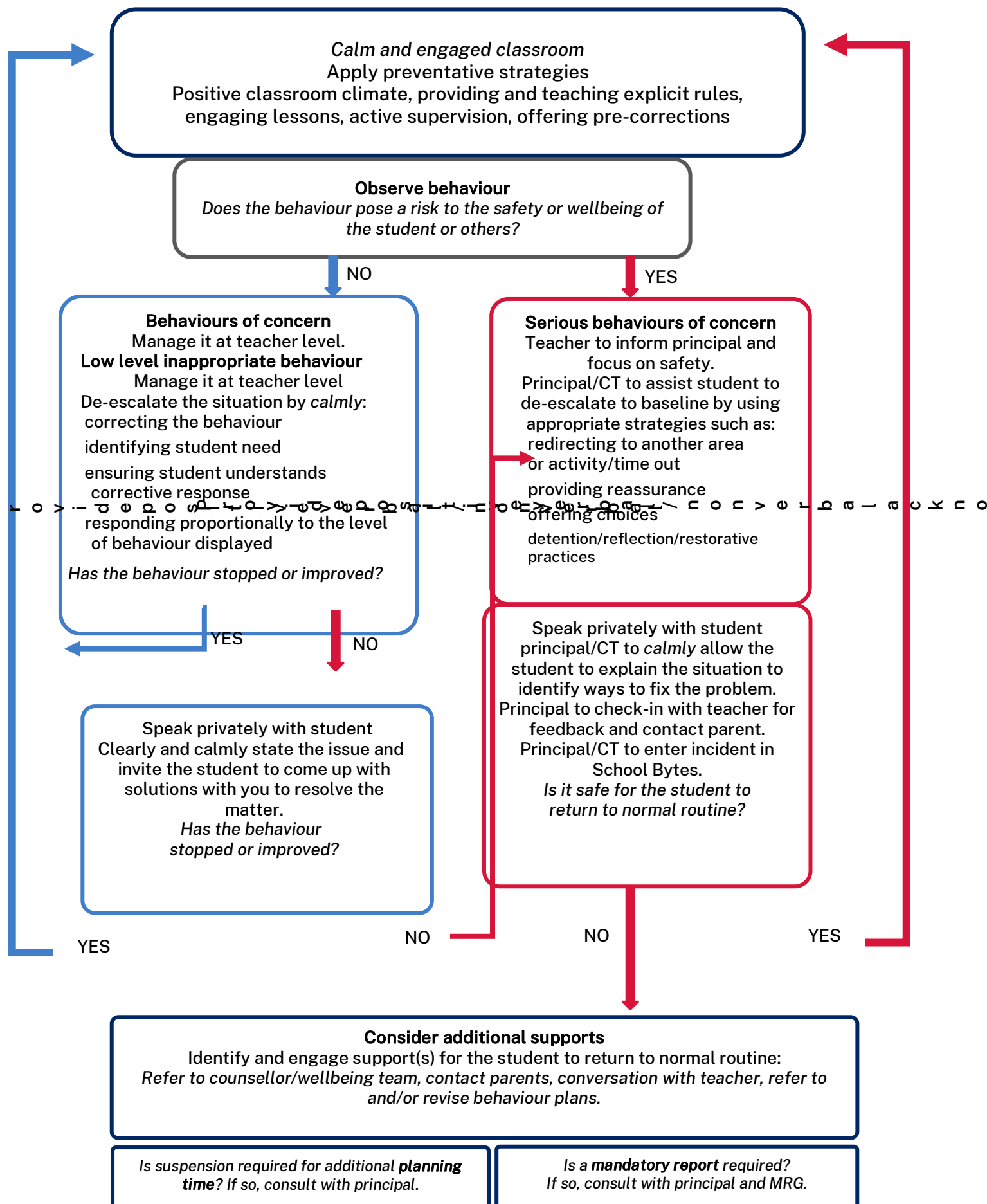
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at either lunch or recess break	Principal/Teacher	Documented in School Bytes
Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom 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 – individual or group (detention)	Next break	Principal/Teacher	Documented in School Bytes
Restorative practice – peer mediation or circles in groups	Scheduled for lunch break	Principal/Teacher	Documented in School Bytes

Review dates

Last review date: 22nd July 2026

Next review date: End Term 1 2027.

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart

