

# Bonnet Bay Public School Behaviour Support and Management Plan

## Overview

At Bonnet Bay Public School, we are committed to fostering a safe, inclusive, and supportive learning environment where all students can thrive. Our Behaviour Support and Management Plan prioritises the explicit teaching and modelling of positive behaviour, ensuring that all students are supported in their learning and personal development.

Our approach is underpinned by our three core values:

**Care**  
**Respect**  
**Responsibility**

To support our students' social and emotional well-being, we implement the URStrong Wellbeing Program, which empowers students to build healthy relationships, develop resilience, and navigate social interactions positively. Through this program, students learn essential skills in conflict resolution, emotional regulation, and friendship-building, aligning with our school values.

## Partnership with parents and carers

Bonnet Bay Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by communicating school expectations to parents/carers to promote a positive school culture. This will be communicated through the newsletter, P&C meetings, and parent forums where necessary.

## School-wide expectations and rules

Expectation
<ul style="list-style-type: none"> <li>Foster a school-wide culture of inclusion, equity, and respect by embedding consistent practices that promote positive student behaviour and uphold the rights and dignity of every learner.</li> </ul>
<ul style="list-style-type: none"> <li>Explicitly teach, model, and reinforce safe, respectful, and inclusive behaviours through curriculum-aligned strategies, supporting students to self-regulate and engage positively across varied contexts.</li> </ul>
<ul style="list-style-type: none"> <li>Maintain and promote high expectations for both student learning and behaviour, ensuring consistency across all school settings.</li> </ul>
<ul style="list-style-type: none"> <li>Actively engage students, parents, and carers in collaborative processes for developing, implementing, and reviewing behaviour support strategies that are proactive, respectful, and inclusive.</li> </ul>
<ul style="list-style-type: none"> <li>Support students to resolve conflict calmly, fairly, and respectfully through restorative and relationship-based approaches.</li> </ul>
<ul style="list-style-type: none"> <li>Adhere to the school's uniform and dress code policy to foster a sense of belonging, pride, and shared identity within the school community.</li> </ul>

<ul style="list-style-type: none"> <li>• Demonstrate respect for all property, including personal belongings, school resources, and shared learning environments.</li> </ul>
<ul style="list-style-type: none"> <li>• Ensure every student has equitable access to learning opportunities by applying reasonable adjustments, in line with the <b>Disability Standards for Education 2005</b>. <a href="#">Disability Standards for Education 2005 - Department of Education, Australian Government</a></li> </ul>
<ul style="list-style-type: none"> <li>• Collaborate with all members of the school community—including students, parents, carers, staff, and external agencies—to develop supportive and effective structures that meet the individual needs of students.</li> </ul>
<ul style="list-style-type: none"> <li>• Consistently implement the school’s Anti-Bullying Plan in accordance with the <i>Bullying of Students – Prevention and Response Policy</i>, to provide a safe, supportive, and inclusive learning environment for all.</li> </ul>
<ul style="list-style-type: none"> <li>• Comply with the Department’s Work Health and Safety (WHS) policy to ensure a safe physical and psychological environment for all members of the school community at Bonnet Bay Public School. <a href="#">Work health and safety (WHS)</a></li> </ul>
<ul style="list-style-type: none"> <li>• Embed a weekly wellbeing focus through the <i>UR Strong</i> program, explicitly teaching friendship skills and social-emotional learning. This supports students in meeting behavioural expectations as safe, respectful, and engaged learners through consistent, school-wide modelling and reinforcement.</li> </ul>

### 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

Bonnet Bay uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

Care Continuum	Strategy or Program	Details	Audience
Prevention	Tier 1 – School Values  Tm 1: Care Tm 2: Respect Tm 3: Responsibility Tm 4: All Values	Schoolwide and classroom systems of support that bring together the whole school community.  School values support the teaching of explicit positive behaviour expectations that are preventive and proactive.  Schoolwide and classroom system that supports consistency of behaviour expectations by providing a structure for teachers to reinforce positive behaviours, address undesirable behaviours and allow students to self-monitor.	Whole school
Prevention	Wellbeing Program –	Schoolwide social and emotional learning program to help students maximise achievement, wellbeing and relationships. URSTRONG encourages	Whole school

Care Continuum	Strategy or Program	Details	Audience
	URStrong program	Students to stand up for themselves in a kind, respectful way. Identifying if a conflict is a Friendship Fire vs Mean on Purpose is key.	
<b>Prevention</b>	Curriculum links	Teachers deliver lessons focused on child protection and respectful relationships as part of the mandatory PDHPE K – 10 syllabus. The aim is to assist students to develop interpersonal skills, use self-management skills, take responsibility for their actions and emotions and enhance the health, safety and wellbeing of themselves and others.	Classroom teachers
<b>Prevention</b>	Differentiated teaching and learning practices	High quality differentiated teaching and learning programs are designed to address the individual learning needs of all students, maximising student engagement. Where appropriate learning adjustments are documented in a Personalised Learning and Support Plan (PLAsP), Behaviour Response Plan and/or Personal Learning Pathways (PLP).	Whole school
<b>Prevention</b>	Student Leadership	Students actively participate in decision making at school on things which shape their educational experience and wellbeing via the SRC, playground pals, student leadership opportunities and responsibilities.	Students
<b>Prevention</b>	Parent Communication of school expectations	School wide rules and expectations are shared regularly with parents and reinforced and recognised at school assemblies, school facebook account and the school newsletter.	Executive Parents
<b>Prevention</b>	Playground Support  Playground Pals SLSO's	School wide processes and resources are utilised daily to provide positive support for students in the playground, including; Kindergarten buddy program, Playground Pals, buddy benches, SLSO playground support, alternative places to play (i.e. Library). These processes aim to provide proactive approaches to supporting students' social skills and wellbeing with active playground supervision at the core.	Teachers Students Executive SLSOs
<b>Prevention</b>	Inclusion of wellbeing-related events	Students are provided with opportunities to engage with special events that promote positive relationships and wellbeing, including; Walk for Respectful Relationships, Harmony Day,	Teachers Students

Care Continuum	Strategy or Program	Details	Audience
		Friendship day, Anti-Bullying, Are U Ok? Walk for Respectful Relationships.	
<b>Prevention</b>	Community Connections	Community connections and partnerships with parents are encouraged through a variety of opportunities to engage in school programs and events, such as; The Fathering Project, open classroom visits and P&C events. These aim to strengthen the relationship between school and home and to positively engage students and families.	Families Community Students
<b>Early intervention</b>	Classroom strategies	A range of additional classroom strategies and tools are used to support students to effectively engage in learning. These include; brain breaks, sensory tools to support focus, Zones of regulation, Calm spaces, Friend Ninja	Teachers Students
<b>Early intervention</b>	<b>RESET</b>	A Tier 2 schoolwide system of support to address inappropriate student behaviour by focussing on positive behaviour and school values. This aims to reinforce positive behaviours in the classroom and playground using restorative practices.	Executive
<b>Early intervention</b>	<b>REFLECTION</b>	A Tier 2 schoolwide system of support for students who need additional support to reduce inappropriate behaviour before it becomes chronic. This aims to explicitly teach the skills required to modify student behaviour.	Executive
<b>Early intervention</b>	Restorative Practices	A positive schoolwide approach that focuses on building and maintaining positive relationships with students. It promotes self-regulation and encourages behaviour that is supportive and respectful. This strategy is used to empower students to resolve conflict, problem solve and develop self-awareness.	Teachers Students
<b>Early intervention</b>	Open Communication with parents	Schoolwide processes are in place to ensure parents are informed about low-level behaviours of concern. Parent consultation is an initial response and preventive strategy that is used to support student behaviour modification.	Teachers Parents
<b>Targeted intervention</b>	Learning and Support Team	The Learning and Support Team (including the School Counsellor) work with teachers, students and families to support students who require individual support. This could include, classroom	LST School Counsellor Parents

Care Continuum	Strategy or Program	Details	Audience
		observations, classroom strategies, adjustments and the development of short- and long-term goals.	Teachers Students
<b>Targeted intervention</b>	Modified individual expectations and goals	Positive behaviour supports that make targeted and reasonable adjustments in the classroom/ playground to support effective teaching and learning practices and student engagement. These include things such as reward charts, calm spaces, focus goals and reinforcement through negotiated rewards.	Teachers APs Parents Students
<b>Targeted intervention</b>	Schoolwide communication processes	Schoolwide tracking of student behaviour incidents in Schoolbytes alongside communication to parents, including phone calls, letters, meetings. Student behaviour is monitored regularly by school executive to support ongoing positive behaviour and to target specific behaviours and/ or students causing concern.	Teachers Executive Parents Students
<b>Targeted intervention</b>	Explicit teaching of social skills/ behaviour modification programs	Internal and external programs are suggested/ provided for students who are identified as requiring additional support to reduce inappropriate behaviour, such as social stories, 1:1 SLSO support and each fortnight focus of the URStrong wellbeing program.	LST Students Parents
<b>Individual intervention</b>	Support from other stakeholders	The school will engage with internal or external service providers for students with highly complex and challenging behaviours, such as Police Liaison officers, AP Learning and support, Itinerant support, allied health specialists, Occupational therapists, speech therapists, psychologists.	LST Executive Students Parents
<b>Individual intervention</b>	Behaviour Response Plans/ Student Tailored Risk Management Plans	Behaviour Response Plans and Student Tailored Risk Management Plans are developed in collaboration with teachers, LST, parents and other departmental staff to support students with highly complex and challenging behaviours.	LST Executive Students Parents Teachers
<b>Individual intervention</b>	Integration funding support	Applications for Integration Funding/ Services and support through the access request process will be completed by the school's learning support team in conjunction with class teacher, school counsellor and parents.	LST Parents School Counsellor Outside Agencies

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

Bonnet Bay Public School applies a structured, fair, and consistent approach to addressing inappropriate behaviour and behaviours of concern, including bullying and cyberbullying:

- Responses are aligned with the *NSW Department of Education’s Behaviour Code for Students* and the *Bullying of Students – Prevention and Response Policy*.
- Individual behaviour response plans are developed in consultation with students, families, staff, and relevant external agencies to address persistent or complex behaviours.
- Support is differentiated and adjusted based on individual student circumstances, including disability and additional learning needs, in accordance with the *Disability Standards for Education 2005*.
- Staff receive professional learning and guidance to support the implementation of personalised learning and support and behaviour response plans and appropriate escalation procedures.
- Digital citizenship and cyber safety education are embedded across the curriculum to promote responsible online behaviour and prevent cyberbullying.
- Incidents of bullying or cyberbullying are responded to promptly, using restorative and disciplinary approaches that prioritise student safety and wellbeing.

By combining preventative strategies, early intervention, and individualised support, Bonnet Bay Public School ensures a comprehensive, inclusive, and student-centred approach to behaviour that supports the wellbeing and success of all learners.

Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour	Responses to behaviours of concern
<p><b>REMINDER</b></p> <p>When students are given a ‘REMINDER’ teachers provide an opportunity for a ‘circuit breaker’ from the learning space for 5 min to reset their own behaviour. If they return and behaviour continues, they are placed on RESET.</p> <p>Executive staff are assigned to RESET duty daily for 10 - 15 minutes during Fruitbreak.</p> <p>Executive staff facilitate the discussion by supporting the student to identify the school value/s</p>	<p><b>RESET</b></p> <p>If a child is placed on RESET, staff record the behaviour in SchoolBytes in ‘Incidents’ with ‘Reset’ as a consequence.</p> <p>-Executive staff facilitate a restorative conversation and support students in completing Reset with students during fruitbreak and mark as ‘completed’ on Schoolbytes.</p> <p>-If a child receives <b>two RESETS in a 7-day period</b>, the class teacher informs the parents and stage supervisor.</p>	<p><b>REFLECTION</b></p> <p>Schoolbytes data is used to track the number of RESETs students have been given in a <b>7-day period</b>.</p> <p>-Executive staff call parents to inform that their child has received two RESETs in 7 days and are being placed on REFLECTION for <b>two lunch sessions with THE PRINCIPAL</b>.</p> <p>-If deemed necessary, student <b>may</b> be referred to the learning support team where a Behaviour Response Plan <b>may</b> be developed.</p>

<p>requiring focus to improve in the classroom/ playground.</p>	<p>- Stage supervisors to track and monitor Schoolbytes data for behaviours and students causing concern. Data to be discussed at team meetings and shared with the Learning Support Team. Parents to be informed where deemed necessary.</p>	
<p><b>WARNING OF SUSPENSION</b>                  When a student is continuing to not meet the 'Behaviour Code for Students' or their behaviour is extremely unsafe or involves physical violence or aggressive behaviour they may be placed on a warning of suspension.                   On receiving a 'Warning for Suspension', students have time to reflect off the playground for <b>THREE days</b>.</p>	<p><b>MEETING WITH PARENTS</b>                  Principal to call parents to inform them of the reason/s why the student is being given a 'Warning for Suspension'.                  -Principal to create a 'Warning for Suspension' letter through Schoolbytes to be sent home with the student outlining their behaviour and warning stays in place for 50days.</p>	<p><b>RESOLUTION</b>                  Principal to meet with parents to discuss/ devise a plan to support the child and prevent future incidents from occurring.                  -Where deemed necessary, student is referred to the learning support team where a Behaviour Response Plan may be developed and/or a student tailored risk management plan.</p>
<p><b>SUSPENSION</b>                  When a student is continuing to not meet the 'Behaviour Code for Students' or their behaviour is extremely unsafe or involves physical violence or aggressive behaviour they may be suspended for a period between 3-11 days.</p>	<p><b>MEETING WITH PARENTS</b>                  Principal to call parents to inform them of the reason/s why the student is being Suspended.                  -Principal to create a 'Suspension' letter through Schoolbytes to be sent home with the student outlining their behaviour with the Bonnet Bay Public School Behaviour Support Management Plan and access to any learning materials.</p>	<p><b>RESOLUTION</b>                  Principal to meet with parents for a 'Return from Suspension Meeting' to discuss/ plan to support the child and prevent future incidents from occurring.</p>
<p><b>ANTI-BULLYING</b></p> <p>At Bonnet Bay Public School, we are committed to fostering a safe, inclusive, and respectful environment where bullying and violence are neither accepted nor expected. Our school culture is built on prosocial values and a strong focus on learning, with staff and students working together to promote kindness, empathy, and responsibility.</p> <p>At Bonnet Bay Public School, early intervention is key to maintaining a safe and respectful learning environment. Staff work collaboratively with students to establish classroom rules, empowering them to take ownership of a climate built on respect, responsibility, and inclusion. Students are explicitly taught how to safely stand up for others and</p> <p>At Bonnet Bay Public School, staff implement targeted intervention strategies by explicitly teaching anti-bullying content through engaging, age-appropriate activities. These include the use of literature, videos, drama, role-play, music, debates, workshops, group work, and interactive digital resources. In the early years, puppets and dolls are used to help students explore and discuss respectful behaviours in a</p>		

<p>Staff actively empower students to speak up and seek help when they witness or experience bullying, reinforcing that every voice matters and every student has the right to feel safe and supported at school.</p>	<p>contribute to a positive school culture.</p> <p>Through regular analysis of behavioural data and incident trends, staff identify key times and locations for increased supervision, ensuring a proactive approach to student safety and wellbeing across the school. (Appendix 1)</p>	<p>developmentally appropriate way. These varied approaches allow students to explore real-life scenarios, practise empathy, and develop the skills needed to respond safely and effectively to bullying.</p>
<p><b>DIGITAL TECHNOLOGY</b></p>		
<p>At Bonnet Bay Public School, we prioritise the early prevention of digital safety issues by equipping students with the knowledge and skills to navigate technology responsibly. In partnership with the NSW Department of Education, we ensure students have safe and secure access to digital resources, internet connectivity, and school devices. Through proactive teaching and guided use of technology, we help students develop safe online behaviours from an early age, supporting their wellbeing in an increasingly digital world.</p>	<p>At Bonnet Bay Public School, we take a proactive approach to teaching students how to use digital devices and online services safely, responsibly, and respectfully. Through early intervention strategies, students are guided in developing positive digital habits, understanding online boundaries, and recognising the impact of their actions in digital spaces. This foundation supports safe and respectful online engagement as students grow and learn in a connected world.</p>	<p>At Bonnet Bay Public School, digital devices and online services are used purposefully and only in specific circumstances that support student learning, wellbeing, and educational outcomes. Access to technology is guided by clear expectations and aligned with educational intent. Where appropriate, targeted interventions and reasonable adjustments are provided to ensure students with specific needs can fully participate in learning on the same basis as their peers. This ensures digital tools are used safely, respectfully, and inclusively to enhance the learning experience for all students.</p>
<p><b>MOBILE PHONES, SMART WATCHES &amp; DIGITAL DEVICES</b></p>		
<p>To support a focused, safe, and socially connected learning environment, students are not permitted to use mobile phones at school, including during recess and lunch. This preventative approach encourages positive face-to-face interactions, reduces distractions, and promotes student wellbeing throughout the school day.</p>	<p>At Bonnet Bay Public School, early prevention strategies are in place to promote the safe and responsible use of mobile phones. As part of our commitment to student wellbeing and a distraction-free learning environment, mobile phone use is not permitted during school hours. However, we recognise that individual circumstances may require flexibility. The Principal will carefully consider and manage any exemption requests from parents, carers, or students to ensure safety,</p>	<p>At Bonnet Bay Public School, the safety and wellbeing of our students are our top priority. In specific circumstances, such as for educational purposes, health and wellbeing outcomes, or as part of reasonable adjustments for students with specific needs, the Principal may permit mobile phone use. These decisions are made on a case-by-case basis to ensure that all students can participate in their education on an equal footing, with the necessary support to promote both their safety and success.</p>

equity, and appropriate support for individual student needs.

Students are requested to hand in mobile phone, smartwatches or digital devices at the beginning of each day into the office. Devices will be placed in storage for the day and students can collect at the end of the day. This procedure is also expected at school excursions, camps and school run events such as discos and Year 6 farewells.

### Responses to serious behaviours of concern

When a serious behaviour of concern occurs, the following steps are taken to ensure a fair and constructive approach:

- The Principal will contact parents directly to inform them of the reasons for the student's suspension and provide details of the incident.
- A formal suspension letter will be created through Schoolbytes and sent home with the student, outlining the specific behaviour that led to the suspension.
- A meeting will be scheduled between the Principal and parents to discuss the incident, review the student's needs, and create a supportive plan aimed at preventing future occurrences.
- If necessary, the student will be referred to the Learning Support Team, where a Behaviour Response Plan or tailored risk management plan will be developed to address the underlying issues.
- Prior to the student's return to school, a resolution meeting will be organised involving the Principal, parents, and the student to ensure clarity on expectations and support.
- The procedures outlined in the NSW Department of Education's Student Behaviour Policy and Suspension and Expulsion guidelines will be followed to ensure compliance with all relevant regulations.
- Responses to all behaviours of concern extend to incidents occurring:
  - At school,
  - On the way to and from school,
  - During school-endorsed off-site activities,
  - Outside of school hours or off school premises when there is a clear link to the school environment,
  - Involving the use of social media, mobile devices, or other technology that involves interactions with another student or staff member.

This approach aims to address serious behaviours constructively, ensuring both the student's wellbeing and a safe learning environment for all.

### Reporting and recording behaviours of concern

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

- [Incident Notification and Response procedure](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Review dates

Last review date: 28.11.2025

Next review date: 28.11.2025

Appendix 1: Bullying Response Flowchart

