

Overview

Bonville Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are Berry Street Educational Model, Personal Development and Health program, Principles of Live Life Well at School and Wellbeing Teams.

Promoting and reinforcing positive student behaviour and school-wide expectations

Bonville Public School has the following school-wide rules and expectations which support the development and achievement of “students who are respectful, responsible and resilient learners’ in a school ethos that is safe, caring and inclusive.

We are always:

Respectful

Respectful of staff, students, property and the environment.

Responsible

Responsible for our property, our actions and for creating a school learning environment that is positive and focused on personal and team growth.

Resilient

We understand that at times we are faced with challenges and difficult situations, and these provide us with opportunities to learn personally, socially and academically.

Safe

Creating a safe environment in which all participants behave in a safe manner.

Caring

We are for everyone and everything , showing empathy for others.

Inclusive

Everyone has the right to be including equally into all facets of school experiences.

Bonville Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Prevention strategies and modelling of positive behaviour and relationships are utilized at all times to demonstrate appropriate behaviour in all settings.
- Explicit weekly lessons for all students on positive behaviour, personal regulation, social and emotional wellbeing.
- Awarding of 'proud moments and class merit awards recognising the students who are demonstrating the school's values.
- Messages to parents informing them of positive behaviour.
- Articles in the weekly school newsletter
- Explicit explanation by teachers of high expectations and reasons for acknowledging positive behaviour.

Behaviour Code for Students

The Behaviour Code for Students can be found at

<http://education.nsw.gov.au/content/dam/main-education/policy-library/associated-documents/behaviorcode.pdf>

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Class Rules	Teachers develop a set of class rules and routines with their class at the commencement of each school year. The class rules compliment and follow the school rules. Class routines are an explanation of expectations and ways of doing things within the classroom. Positive recognition when students follow rules.	All staff and students
Prevention	Year Six Buddy Program	Year 6 student leaders lead K-5 mixed peer groups in positive behaviour and anti-bullying lessons	
Prevention	Explicit weekly lessons	Berry Street Educational Model approach to helping young people achieve to the best of their ability	Teachers

Care Continuum	Strategy or Program	Details	Audience
	and daily checkin activities in all classes.in growth mindsets and understanding emotions	and experience positive social-emotional well-being. Teachers provide explicit lessons based on the five social-emotional capabilities or Keys to Success: confidence, persistence, organisation, getting along and resilience.	
Prevention	Staff PL	All staff engage in ongoing professional learning using the department's Universal Resources Hub, Berry Street Education Model training, PBL training, You Can Do It training and annual Connecting to Country training.	All staff
Early Intervention	Classroom and playground management	Class teachers support and guide individual students – Re-direct student to task – Discussion with student about appropriate behaviour – 'Time out' from activity in a supervised area – Removal from activity – Walking with teacher on duty – Move to another playground area – Restitution – Delivering an apology – Writing apology letters	
Early Intervention	Learning Support Team referral	Co-ordinates the student learning support services and programs in the school K-6. The Learning Support Team considers the learning needs of individual students (and students with common learning patterns in year levels and across the school) and co-ordinates services and programs to ensure maximum use of both human and physical resources. Recommendation may include referral for school counselling or access to specialist support	Teachers and the learning and support team.
Early	Special program	Programs such as "Seasons for	

Care Continuum	Strategy or Program	Details	Audience
Intervention	s	Growth” used as a specialised early intervention program for students who display emerging behaviours as a result of loss.	
Targeted Intervention	Student Individualised Plan	In consultation with parent/carer an individualised plan will be developed with short- and long-term goals.	Teacher, LST, Parent/Carer, Student
Targeted Intervention	LWO and/or APLA support	The Learning and Wellbeing Officer and/or Assistant Principal Learning Assistance will be consulted for advice and support on suitable interventions for individual students and plan collaboratively reviewed and adjusted in consultation with the parent/carer.	Deputy Principal Principal LST
Individual Intervention	LST ILP	The Principal and LST will develop a personalised plan for student informed by staff, parents, medical practitioners and agencies. The plan will be monitored and evaluated weekly	Deputy Principal, Principal, LST Delivery Support Team, Parents
Individual Intervention	Team Around a School	Specialist supports will be accessed. An individualised plan developed in consultation with the parent/carer.	Deputy Principal, Principal, LST Delivery Support Team, Parents

*Insert more rows as required.

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Reflection- students will be referred through their classroom teacher or executive staff member. Reflection activity will be writing a Reflection Task or positive expectation in place of rule broken during lunch time in the Principal or			

Action	When and how long?	Who coordinates?	How are these recorded?
Assistant Principal's office. Students will be supervised by an executive member.			

Partnership with parents/carers

Bonville Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by:

- Consultation at Parent/Teacher meetings
- Ongoing consultation with the P&C and Coffs Harbour AECG where appropriate.
- Focus group meetings for parents and carers.
- An annual school survey of students, parents and staff.

Bonville Public School will communicate these expectations to parents/carers by:

- Providing ongoing information in the weekly school newsletters, school website, parent email groups and mass SMS texts.
- Parent Information sessions.
- P&C meetings
- Individual parent/carer meetings on request from either party.

School Anti-bullying Plan

Insert a link to the school's existing anti-bullying plan here. Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

ANTI-BULLYING PLAN

Bonville Public School

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Bonville Public School's commitment

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

1 School culture and inclusion

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying behaviour. As a preventative measure the school will provide students with a range of class-based learning opportunities to explicitly promote diversity and inclusion. DoE resources can be found at <https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/educators/antibullying-units-of-work>

Our school engages in the following practices to promote a positive school culture.

1.1 Student assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Dates	Communication topics
Term 1	Behaviour code for students, Respectful relationships
Weekly	Explicit teaching of behaviour skills weekly PD/Health program

When required	The school conducts bully audits when required. This is an opportunity for students voice and to ascertain whether students
Annually	Harmony Day, Anti-Bullying Day & RU OK? Day

1.2 Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

Dates	Communication topics and Professional learning
Term 1	Introduction of Behaviour and Anti-bullying Plans to staff Code of Conduct (annual updates and review) Child Protection (annual updates and review)
Term 1	Professional learning to reintroduce policies and plans
Ongoing	Staff Meetings with a focus on any current issues or reports. Weekly LST / Wellbeing meetings

1.3 New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

- Principal to induct and meet with casual teachers at the commencement of the day and debrief at the conclusion.
- Anti-bullying, Wellbeing and Behavioural plans and guidelines are available in classrooms. This supports school strategies and school expectations.
- Visual supports and expectations are displayed throughout the school. An executive staff member speaks to new and casual staff when they enter on duty at the school.

2 Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

2.1 Website

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school's website. Check the boxes that apply.

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School Anti-bullying Plan
website

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NSW Anti-bullying

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Behaviour Code for
Students

2.2 Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

Dates	Communication methods and topic
Ongoing	Enrolment/Information packs (provided during Kindergarten transition & individual enrolment interviews)
Term 1	School website school Facebook and/or school newsletter - Bystander behaviour and bullying behaviour
Termly	Antibullying information sent via school website school, Facebook an school newsletter
Annually	Publish updated plan to website and/or newsletter

3 Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following:

- Office entrance display highlighting Wellbeing/support staff and extracurricular opportunities available to students.
- - Focused & targeted messages/presentations during Assemblies from the Principal or delegates.
- - In Term 1, 'Meet the Teacher' gathering to introduce staff, SLSo's and support staff (getting to know your support people).
- - Resilience, self esteem and mentoring small group programs via support staff - 'Wellbeing Journal', COVID support, Structured Play Groups
- - BPS LST/Wellbeing Team Student Referral attached to School Bytes
- - 'Bullying No Way ' activities celebrated yearly K-6
- - 'R U OK? Day activities celebrated K-6

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- - NAIDOC activities celebrate ATSI students and their culture each year
 - - Use of Merit system acknowledging pro-social behaviours (i.e. "being an Up-stander")
 - – Wellbeing Days using Peer Support Program to promote friendship and support between older and younger peers through regular collaboration between their classes, which fosters a sense of whole-school community
 - - Implementation of programs such as Berry Street Educational model and 'Zones of Regulation' across the whole school

Completed by: Dean Burkitt

Position: Principal

Reviewing dates

Last review date: 3 February 2025

Next review date: February 2026