

Budgewoi Public School's Behaviour Support and Management Plan

Overview

Budgewoi Public School is committed to fostering a safe, respectful, and inclusive learning environment where all students can thrive academically, socially, and emotionally. We uphold school-wide expectations for students to be safe, respectful learners, aligning with the NSW Department of Education's standards and our vision of achieving educational excellence in a supportive environment with high expectations. To support all students in achieving their best, we explicitly teach and model positive behaviour, ensuring every student feels valued and supported.

At Budgewoi Public School, we believe that every student has the right to learn in a safe and supportive environment, free from bullying and harm. We recognise that positive behaviour is essential for effective learning, best achieved through explicit teaching, recognition, and reinforcement of expected behaviours. Collaboration with families and the community is vital in promoting positive behaviour and supporting students' social, emotional and cognitive development. We believe all students can succeed when provided with appropriate support and interventions tailored to their individual needs.

To promote positive behaviour, Budgewoi Public School implements strategies such as The Budgie Way lessons, which are tied to our school values, the explicit teaching of behaviour expectations, reward systems, and adherence to the NSW Department of Education's Behaviour Code for students. While our approach incorporates unique elements specific to Budgewoi Public School, it fundamentally aligns with the NSW Department of Education's endorsed evidence-based frameworks of Positive Behaviour for Learning (PBL) and the principles of inclusive practice.

Partnership with parents and carers

Budgewoi Public School recognises the essential role parents and carers play in supporting student behaviour and wellbeing. We are committed to building strong partnerships with families to set clear expectations for behaviour management and anti-bullying strategies.

To enhance engagement with the broader school community, we will utilise existing partnerships, including the Parents and Citizens (P&C) Association and the Muru Bulbi Aboriginal Education Consultative Group (AECG). Feedback from parents, carers, and students will be gathered through school surveys and concerns raised via the complaints process, helping us review and improve school systems and practices.

We will also encourage parent participation through goal-setting conferences and regular updates on their child's behaviour and progress. This collaborative approach strengthens communication and fosters a shared understanding of how to support student learning, safety, and wellbeing.

These expectations will be communicated through newsletters, information sessions and digital platforms like Seesaw, providing parents with resources and updates to reinforce positive behaviours at home.

School-wide expectations and rules: The Budgie Way

Wearing the correct uniform and attendance	Transitioning around the school	Entering the classroom and being dismissed
We arrive to school on time and after 8:35am in the correct school uniform	We walk in 2 lines in our designated position	We line up quietly and wait for instructions
We attend school every day unless we are unwell	We walk quietly and sensibly with our hands by our sides	We enter the room quietly with an adult
	We walk on the left of the walkways	We wait for the teacher's cue to leave the lesson once our space is tidy
Bag Storage	Transitioning around the school	Right Place, Right Time
We place our bags in its designated area and touch our bag only	We walk to the assembly in two lines and walk in our designated spots	We move to lines when the music starts playing
We take all our necessary belongings into the classroom	We show whole body listening	We are seated before the bell rings
We ensure all items are in our bags and our bag is zipped up	We remain seated until we are instructed otherwise and walk back sensibly	We use the toilets and bubblers in break times
		We raise our hand if we need to leave the classroom
Being respectful in the classroom	Playing kindly and safely at break time	
We follow teacher instructions	We use friendly talk and appropriate language	
We do not interrupt the speaker and listen carefully	We keep our hands and feet to ourselves	
We remove our hats when indoors	We follow the rules of the game	
We raise our hand if we need to move around the classroom	We stay in bounds to remain safe	
We help our peers and speak nicely	We wear our school hat in designated areas	
We sit in our designated seat/spot in the classroom		

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

Our 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 through the Budgie Way
- 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
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Budgie Way	• Development of school core values around being safe, respectful learners with explicit Budgie Way lessons and signage to promote positive behaviours • Explicit teaching of the Budgie Way including attendance and uniform expectations	Whole School
Prevention	Positive Reward System	Buddy tickets, Super Student, Privilege Badge, Class awards and prizes, Gold Award recipients	Whole School
Prevention	Attendance	• Daily Attendance Draws • Termly Attendance Draws • Letters home • Class of the week • Parent handbook • Social media posts	Whole School
Prevention	Consistent Classroom Practice	• Implementation of the Budgie Way with the Budgie Way displayed in all classrooms for students and teachers • Classroom behaviour flowchart explicitly taught to staff • Phone policy • Right time, right place • Use of Budgie Way Circles – behaviour management tool • Use of visual timetables/cues • 1 to 5 scale • Buddy tickets	Whole School
Prevention	Cultural Inclusive Initiatives	• EALD support • Harmony Day	Whole School

Prevention	Anti-bullying Initiatives	• National Day of Action Against Bullying • Backflips Against Bullying – Incursion • E-safety Commissioner Information on Facebook • Explicit Lessons on Bullying • Recognising and rewarding students for inclusive behaviours	Whole School Whole School School Community Whole School Individual students
Prevention	Wellbeing Inclusive Initiatives	• Anti-bullying Day – NDA • R U OK Day • School camps/excursions • Social Futures program • Life Skills Go • Children's Uni • Stewart House	Whole School
Prevention	Student Voice	• SRC • House Captains • Year 6 Leadership Team • 2 friends to consider for class formation • 2 trusted adults	Whole School
Prevention	Class formation	• Classes are formed on students social capacity and academic ability reviewed annually by Stage APs, AP Wellbeing and Deputy Principal • Class handover opportunities provided to staff to ensure relevant and appropriate information is shared between teachers to ensure smooth transition into the new year	Whole School
Prevention	Aboriginal and Torres Strait Islander	• School funded Aboriginal Education Officer • Didgeridoo Group • Aboriginal Dance Group • Bilby Bash • PLP Yarn Up • Bro Speak • Sista Speak	Whole School
Prevention	Pedagogy	AP C&Is coaching around consistent and best practice pedagogies to enhance student engagement and performance with a focus on EI	Whole School
Prevention	Wellbeing Hub	Students can voluntarily attend Wellbeing Hub during breaks: alternate playground space for students experiencing difficulty on the playground	Whole School
Prevention	Social Supports	• Budgie Buddies - Individual students identified by peers to positively engage with students on the playground to promote PBL and engage in playground activities – role modelling	Years 3-6

		• Use of Buddy Benches to identify students in need of social support • Special Interest Clubs • SLSO facilitated playground games • Sporting teams	
Prevention	Parent Involvement	• Each semester student led conference include parents, students, teachers where they set 2 goals of their choosing around academic and social achievements • Parent meet and greets • Seesaw for communication • Whole school events • Kindy transition	Whole School
Prevention	Police Youth Liaison Officer	Whole school engagement in cyber safety and social programs	Whole School
Early Intervention	Playground Initiatives	• Implementation of Playground Card for early identification of social concerns/issues between students • Quiet Area – craft and sensory activities • Use of playground cards - Students allocated zoning in the playground to minimise social issues	Groups and Individual students
Early Intervention	Classroom Initiatives	• Use of safe space/calm down areas in all classrooms for identified students • Reset and reflect opportunities – use of buddy class • Communication with parents ie: phone calls • Structured seating	Individual students
Early Intervention	Learning Support Team	• Weekly meeting involving Principal, Deputy Principal, AP Wellbeing, Behaviour Specialist, Speech Therapist and School Counsellor to support students learning and behaviour needs. • Identification of Tier 3 students and Behaviour Response plans completed • PLaSPs	Individual Students
Early Intervention	Right Place, Right Time	Students arriving late to class lines are recorded	Individual students
Early Intervention	Anti-Bullying Initiatives	• PYLO: Cyber Safety Talk • PYLO: Anti Bullying Assembly • Bullying PL on MYPL • Explicit Teaching of expected behaviours through the Budgie Way • Restorative practices ie: apologising, write an apology letter • Just Like You program	Years 5 & 6 Years 3-6 Staff Whole School Individual students Whole School

		Budgie Buddies program	Targeted students
Targeted Intervention	Behaviour and Learning Support in the Classroom	- LaST work with teachers, students and families to support students requiring personalised support - Goal setting and behaviour support planning - SLSO support in class - Behaviour support strategies ie: tick charts, brain breaks - Sensory support ie: ear defenders, wobble cushions/chairs - Planning room and restorative practice - Wellbeing check-ins with AP Wellbeing - Parent meetings - conferences	Individual students
Targeted Intervention	Behaviour Support on the Playground	- SLSO support on the playground - Playground cards – separations - Structured play	Individual students
Targeted Intervention	Time out for support	Students identified by Classroom Teacher, Assistant Principal, Assistant Principal Wellbeing, Deputy Principal: Student given timeout to access identified mentor/support person to support in regulating behaviour	Individual students
Targeted Intervention	Resilience/Wellbeing support	PCYC one on one and group programs	Individual students
Targeted Intervention	Anti-Bullying Initiatives	- Mediation - Social skills program at lunch time	Individual students
Individual Intervention	Police Youth Liaison Officer	Engagement in 1 on 1/group programs, parent meetings, counselling and identification of mentoring programs	Groups and Individual students
Individual Intervention	Negotiated Attendance Plans	5 weekly negotiated attendance plans with parent consultation to support student needs	Individual students
Individual Intervention	Behaviour Planning	- Behaviour Response Plans - Risk Management Plans	Individual students
Individual Intervention	Anti-Bullying Initiatives	- Functional Behaviour Assessments - Referring for counselling support - One-on-one playground monitoring by SLSO - Behaviour Response Plan - PYLO engagement	

Individual Intervention	Team around the School	• Learning and Wellbeing Officer • APLAS • HSLO • ACLO • Behaviour Specialist • Network Specialist Coordinator	Individual students
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Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying

Responding to positive behaviour

A key aspect of an effective behaviour management system is the direct teaching of behavioural expectations and the consistent, immediate rewarding of positive behaviours. To do this, we have Buddy Tickets for Buddy Ticket Draws and Merit Awards. The peg system is a behaviour management tool that provides students with a visual chart to track both positive and negative behaviours. Every student starts each session on "Ready to Learn," ensuring a fresh start for all. This strategy ensures clear and consistent expectations across classrooms and allows students the opportunity to correct their behaviour if needed. Students can be recognised as a "Super Student" in each lesson and receive a Super Student sticker as acknowledgment. Those who consistently model the Budgie Way—by taking initiative, showing leadership, being proactive learners, and demonstrating kindness—can be recognised as Role Models. Role Model students are rewarded with a Role Model badge, special privileges, and a positive entry in Sentral. At the end of the year, students who have been identified as Role Models, have fewer than four yellow negatives, and are consistently in full school uniform will receive the prestigious Gold pin.

Another strategy the school employs to ensure consistent practices for behaviour management and reinforce positive initiatives is the Budgie Way. As a school, we have identified eight key target areas that all classes work towards achieving. Once a class has achieved all eight target circles, they are rewarded with a class prize. This initiative continues throughout the year, motivating students to consistently strive towards these positive behaviours.

Identifying behaviour of concern, including bullying and cyberbullying

A behaviour of concern refers to challenging, complex, or unsafe behaviours that requires more persistent and intensive interventions. It does not encompass minor inappropriate or developmentally typical behaviours. Bullying involves the intentional misuse of power within a relationship, is repeated and ongoing, and includes actions that can cause harm. Budgewoi 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
- concerns raised by a parent, community member or agency.

Students or parents can report bullying to any staff member which will be responded to and addressed immediately in consultation with parents. 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.

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 along with the behaviour matrix 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 (yellow) is managed by teachers in the classroom and playground.
- AP managed: moderate inappropriate behaviour (orange) is managed by Stage Assistant Principals.
- Executive managed: serious/concerning behaviour (red) is managed by AP Wellbeing, Deputy Principal or Principal.

Responses to serious behaviours of concern

Responses for serious behaviour of concern are recorded on our school's SENTRAL system. These responses may include:

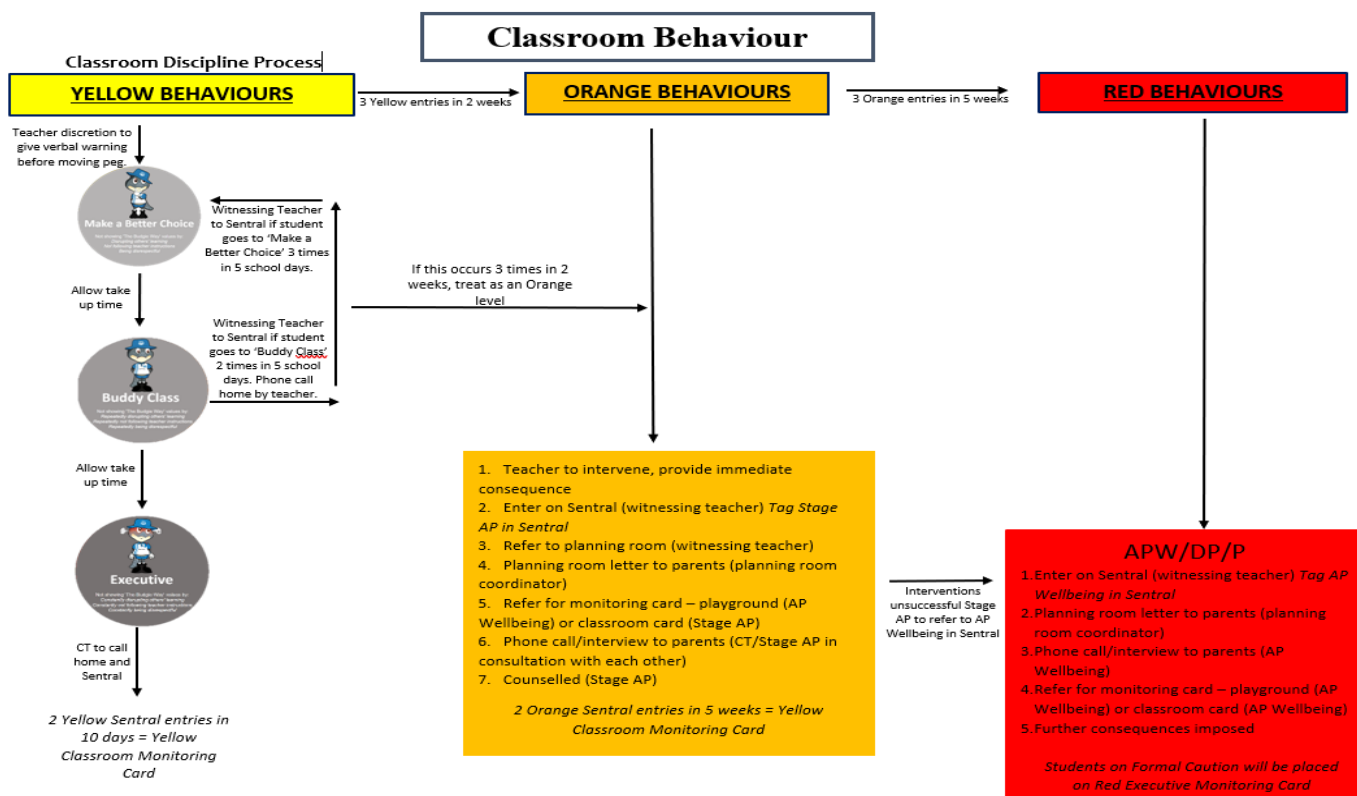
- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour 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, seesaw, 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, during school-related activities that are off-site, outside school hours where there is a clear and close connection between the school and students' conduct, or through the use of technology involving another student or staff member. The behaviour matrix and classroom behaviour flowchart (Appendix 1 and 2) guide these responses, and incidents are recorded in our School Management System - Sentral.

2024	Yellow – Teacher Level	Orange – Stage AP Level	Red - APW/DP/P Level
Safe	- Out of bounds - Leaving the room without permission <i>ix</i> to go to the toilet etc - No hat in the wrong area - Swinging on chair - Climbing trees - Throwing an object in the room without intent or aggression - Unsafe play on or near equipment - Playing in toilets and/or causing low level mess - Running on concrete - Rough play - Hands on	3 Yellow entries in 2 weeks - Leaving school grounds without permission - Abducting from class - Throwing an object aggressively - Physical aggression – minor - Using or making objects that could be used as a weapon - Using mobile/tech at school	3 Planning Rooms following Orange Level in 5 school weeks - Use of/bringing weapons - Use of/bringing illegal substances/items - Violence - Abducting from school - Smoking/vaping - Throwing furniture - Using objects as weapons to cause harm - Physical aggression (causing injury or pain/intent – depending on level may refer to Orange level) - Throwing an object with intent - Inciting violence
Respectful	- Disturbing others in the toilet - Inappropriate language/swearing - Spitting - Littering - Teasing - Disrespecting others property - Disruptive behaviour - Excluding others - Annoying others - Deliberately interfering with a game - Rude gestures	- Intimidation - Continual disobedience - Inappropriate comments - Low level damage to property <i>ix</i> graffiti. - Threatening others - Offensive language towards another student - Inciting anti-social behaviour - Using language of a sexual nature - Racism – refer to ARCO – Depending on level may refer to Red level	- Offensive language towards a member of staff or community member - Ongoing offensive/inappropriate comments - Spitting at another person - Inappropriate touching - Cyberbullying - Bullying - Sexual harassment - Sexualised physical contact - Sexualised behaviour - Deliberate destruction of school/others property - Stealing - Racism – refer to ARCO – Depending on level may refer to Orange level
Learner	- Refusal to comply - Out of seat - Off task behaviour - Late to class/lines - Refusing to go to class - Out of uniform on the 3rd reminder	- Continual disruption - Inappropriate use of technology (low level racial, sexual, violence)	- Persistent/severe disobedience - Inappropriate use of technology (racial, sexual, violence)
Action/Consequences	POSSIBLE ACTIONS - Expectation reminder – If necessary, no Sentral entry on first occasion - If its worthy of a Sentral you MUST implement a consequence THIS ACTION MUST OCCUR IF IN THE CLASSROOM - Peg movement after warning in the classroom. - If student goes to 'Make a Better Choice' 3 times in 5 school days, teacher MUST Sentral and call home. - If student goes to 'Buddy Class' 2 times in 5 school days teacher MUST Sentral and call home. - Provide a consequence i.e.: catch up on work in play time, community service THIS ACTION MUST OCCUR IF ON THE PLAYGROUND - If incident is twice in one week the witnessing teacher MUST enter on Sentral and Tag the Classroom Teacher. - Provide a consequence i.e.: shadow teacher, community service, sit out from play. After 2 yellow entries in 10 days the Class Teacher is to place the student on a Yellow Classroom Monitoring Card for 1-2 weeks in consultation with Stage AP and class teacher calls home.	THE ACTION THAT MUST OCCUR - Witnessing teacher MUST enter behaviour on Sentral and Tag Stage AP and CT. - Refer to planning room after discussing with Stage AP or Exec and counselled by Stage AP. - Phone call to parents by Stage AP or by CT in consultation with Stage AP. POSSIBLE CONSEQUENCES - Restricted playground areas (AP Wellbeing) - Structured play (AP Wellbeing) - Further Orange behaviours will result in Red Level – Formal Caution After 2 orange level behaviours in the classroom in 5 weeks the Stage AP is to place the student on a Yellow Classroom Monitoring Card and check in with the student at the end of week 1 on the card. After 2 orange level behaviours on the playground in 5 weeks the Stage AP is to refer the student to AP Wellbeing for a playground card. 	THE ACTION THAT MUST OCCUR - Witnessing teacher to enter behaviour on Sentral and Tag AP Wellbeing, CT and Stage AP. - Refer to planning room after discussion with Exec or Stage AP. - Phone call/interview to parents by the AP Wellbeing or DP. POSSIBLE CONSEQUENCES - Planning room (duration to be decided by AP Wellbeing or DP) - Playground monitoring card or Restricted playground areas - Red Monitoring card - Principal discretion to remove student privilege to represent the school or participate in extracurricular activities. - DP involvement - Formal caution - Suspension - Expulsion FOR ONGOING RED BEHAVIOURS - Behaviour Support plan to be completed by LAST. - Behaviour Response plan to be completed by DP. - Risk Management plan completed by DP. - AP Wellbeing to complete LST referral. When a student receives a Formal Caution, they will be placed on a Red Executive Monitoring Card. When a student returns from a suspension that was a result of continual disobedience, they will be placed on a Red Executive Monitoring Card.

Appendix 2



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

All students will be given the opportunity to use the toilet and eat their lunch during planned 'eating time'.

Action	When and how long?	Who coordinates?	How are these recorded?
Planning room – a structured debriefing and planning after a behaviour of concern with an individual student.	Lunch break – preferably on the same day if possible	Assistant Principal	Sentral
Buddy Class – part of the school wide behaviour management tool (peg system) – teacher directed timeout is a de-escalation strategy and occurs where a student is directed away from an educational setting when they engage in behaviours of concern. Used after other de-escalation strategies and teaching practices have been tried.	During class time when directed by teacher	Class Teacher	2 times in 5 school days = Sentral entry
Reset – self-directed timeout enables a student to remove themselves from a situation or environment causing stress.	During class time when student identified for 5 minutes	Class Teacher	Documented if becomes a pattern
Alternative play plan – withdrawal from free choice play and re-allocation to office or Wellbeing Hub 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.	Duration dependent upon behaviour concern/need to separate students	Assistant Principal Wellbeing Deputy Principal	Sentral
Alternative play plan (Playground Card) – reallocation to a structured play area for closer monitoring and supervision or for use to separate specific students	Duration dependent upon behaviour concern/need to separate students	Stage Assistant Principal Assistant Principal Wellbeing	Sentral > Wellbeing
Restorative Practices	Negotiated and monitored by Assistant Principal Wellbeing, Deputy Principal, Principal to be proportionate and appropriate to behaviour of concern ie: written	Assistant Principal Wellbeing Deputy Principal Principal	Sentral > Wellbeing > Interventions/or level

	apology, community service and cleaning and repair of damage, peer mediation		
Goal Setting	Conference at time of red level behaviour concern	Assistant Principal Wellbeing Deputy Principal Behaviour Specialist	Sentral > Plans > Behaviour support plans
In-school Withdrawal	=<3 days withdrawal or until restorative practice completed	Assistant Principal Wellbeing Deputy Principal Principal	Sentral > Wellbeing > Red

Review dates

Budgewoi Public School is dedicated to continuous improvement in its approach to behaviour support. The annual review process will not only focus on assessing current practices but also on identifying new opportunities for enhancing student engagement and wellbeing.

Last review date: 31/1/25: Term 1, 2025

Next review date: 19/12/2025: Term 4, 2025