

Bundarra Central School Behaviour Support and Management Plan

Overview

Bundarra Central School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

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

Principles of positive behaviour support, trauma-informed practice, inclusive practice, and social 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 achieve our mission, key programs prioritised and valued by the school community are:

- [Positive Behaviour for Learning \(PBL\)](#)
- [Life Skills Go](#)

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports the prevention of bullying.

Bundarra Central 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. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

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 actively respond to student bullying behaviour.

Partnership with parents and carers

Bundarra Central School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as 'Tell Them from Me' surveys, school surveys, consulting with the P & C and local AECG.
- using concerns raised through complaints procedures to review school systems, data and practices.

Bundarra Central School will communicate these expectations to parents/carers through the school newsletter and school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

Bundarra Central School has the following PBL expectations in 'All Settings':

RESPONSIBILITY	INVOLVEMENT	SUCCESS	EXCELLENCE
Use respectful school talk	Right place, right time	Follow staff instructions	Try your best
Wear school uniform	Phone off and away all day	Respect school property	Lead by example
Hands & feet to yourself	Be on time		

Note: In our PBL Settings Matrix, Bundarra Central School also has PBL expectations specific to each setting across our school.

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
- 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 that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	<u>Positive Behaviour for Learning (PBL)</u>	Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.	All
Prevention	<u>National Week of Action (NWA)</u>	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Staff, students K-12
Prevention	<u>Child protection</u>	Teaching child protection education is a mandatory part of the PDHPE syllabus.	Students K - 12
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner <u>Toolkit for Schools</u> to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
Targeted / Individual intervention	<u>Learning and Support</u>	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	<u>Attendance support</u>	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance co-ordinator
Targeted / individual intervention	<u>Life Skills Go</u> Data checks	Students participate in daily check-in processes, with this data used to provide individual, class, stage and school supports where appropriate to facilitate student readiness to learn.	Students, teachers, stage leaders and executive
Individual intervention	<u>Individual behaviour support planning</u>	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carers, LAST, AP

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

Identifying behaviour of concern, including bullying and cyberbullying

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. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. See Appendix 1.

Bundarra Central 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, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

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.

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.

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 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 is managed by teachers in the classroom and the playground.
- **Executive managed** – behaviour of concern is managed by school executive.
- Corrective responses are recorded on [Sentral](#). These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> • expectation reminder • re-direct • offer choice • error correction • prompts • reteach expectation • seat change • stay in at break to discuss • stay in a break to complete unfinished schoolwork • detention, reflection and restorative practices • communication with parent/carer. 	<ul style="list-style-type: none"> • expectation reminder • re-direct • offer choice • error correction • prompts • reteach expectation • play or playground re-direction • walk with teacher • detention, reflection and restorative practices • communication with parent/carer.

Bundarra Central School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Student voice is captured through the **Life Skills GO** check-in procedures and allows staff to explore support strategies at an individual, class, year, stage and whole school level. The daily check-in may be part of attendance roll marking or other time as determined within each stage.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

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

- help 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.

Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour are teacher managed.	Responses to behaviours of concern are executive managed
<u>PBL</u> Behaviour expectations are taught through a weekly PBL lesson with a focus setting and referred to regularly. Teachers model PBL expectations and provide opportunities for practice.	Encourage self-regulation through emotional regulation visuals, calm corner, break, drink of water or a walk and talk.	Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage executive ASAP and before the end of the school day.
<u>Verbal and non-verbal specific positive feedback</u> Acknowledges students displaying PBL expectations.	Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	Executive/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.
<u>Green PBL Tickets</u> Free and frequent reinforcers of students displaying PBL expectations. Tickets are put into class box. 1 ticket per class chosen out at fortnightly assembly and win a \$5 canteen voucher.	Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.	Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Sentral and contact parent/carer by message, email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
<u>Certificates</u> Students' positive behaviour is rewarded at fortnightly assemblies via merit, commendation and principal awards. These are given points to earn bronze, silver, gold and platinum behaviour levels and special PBL prizes.	Communication and Referral Teacher records on Sentral by the end of the school day. Monitor and inform family if repeated. For some incidents, referral made to the school's anti-racism contact officer (ARCO), school counsellor or Learning and Support Team.	Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.
<u>PBL End of Term Rewards Day</u> If students have 2 or less negative Sentral entries, no suspensions or formal cautions, they will be invited to: Term 1: Pool Party Term 2: Movies Term 3: Ten Pin Bowling Term 4: Green Valley Farm Visit		
<u>Life Skills Go</u> Students engage in daily emotional check-in which teaches important 'Social emotional learning'. Student data is reviewed and trends responded to with necessary support.		

Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
<u>Positive contact home</u> Teacher contact through phone calls home, emails or other appropriate tools are used to communicate student effort to meet expectations.	Teacher contacts parents by message, phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on **Sentral**. 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, message, 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.

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](#)

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety](#) Guide.

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.

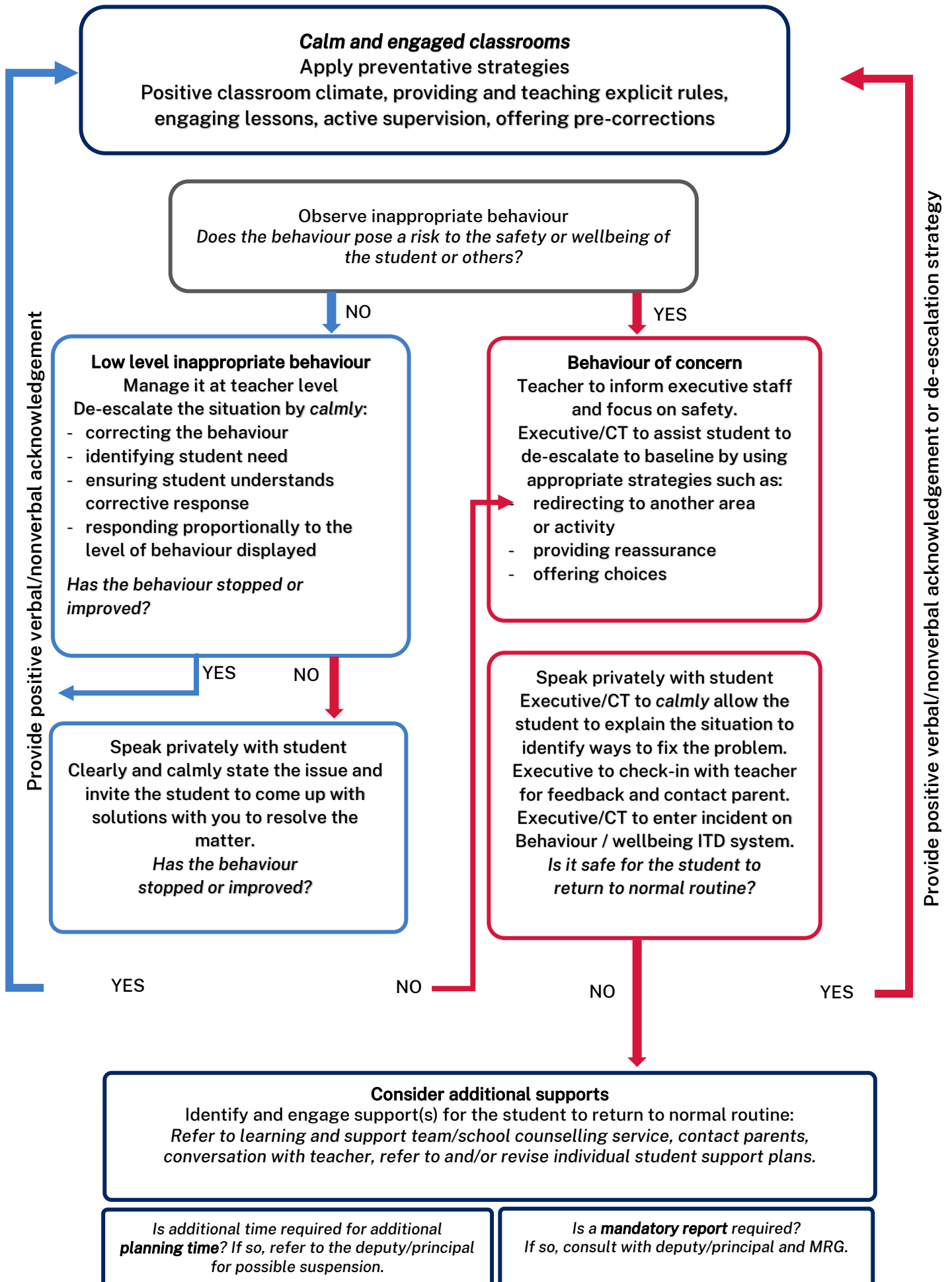
Strategy	When and how long?	Who coordinates?	How are these recorded?
Teacher Managed Reflection Time – a brief period of reflection and discussion with the ‘managing’ teacher to recall the behaviour, provide redirection and move forward.	Next suitable break from class/activity	Teacher	Documented in Sentral
Reflection Break – a structured debriefing and planning after a crisis event or behaviour of concern with student (reflection)	Next day at either lunch or recess break	Assistant Principal/ Head Teacher	Documented in Sentral
Alternate play plan – withdrawal from free choice play and re-allocation to specific area of playground, 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.	Next break	Assistant Principal/ Head Teacher	Documented in Sentral
Restorative practice – peer mediation or circles in groups, or restorative led discussions with staff	Scheduled for either lunch or recess break	Assistant Principal/ Head Teacher	Documented in Sentral
Executive Managed Detention/Reflection – following previous steps (or where executive intervention is warranted instead of previous interventions) where students engage in reflection of behaviours and explore more constructive responses that could have been undertaken.	Next day at either lunch or recess break	Principal	Documented in Sentral

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 3, 2025

Appendix 1: Behaviour management flowchart



Bullying Response Flowchart

The following flowchart explains the actions Ross Hill Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.



NSW Department of Education

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.

