

# Bundeena Public School Behaviour Support and Management Plan

## Overview

Bundeena Public 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.

Key programs prioritised and valued by the school community are:

- Positive Behaviour for Learning expectations
- PAX Good Behaviour Game for classroom management
- Learning and Support Team- including Wellbeing officer and counsellor
- Student Representative Council to facilitate student voice and
- Parents and Citizens (P&C) association to encourage community engagement

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

Bundeena Public 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

Bundeena Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management 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
- welcoming parents into our school to work in partnership to promote student learning.
- timely, polite, informative solution focussed communication from all staff.
- promoting and respecting diversity and treating everyone fairly
- resolving issues about their child's behaviour, and communicating with school staff and the school community respectfully and collaboratively consistent with the [School Community Charter](#).
- Engaging parent involvement through P&C committees and sub committees

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

- regular policy updates in the Newsletter
- good news stories on FaceBook
- school assemblies
- P&C meetings
- parent Forums and information sessions
- SeeSaw for student work

## School-wide expectations and rules

Bundeena Public School has the following school-wide expectations:

To be:

Respectful	Safe	Active Learners
Treat others fairly	Right place, right time	Ready to learn
Accept consequences	Report problems	Achieve your best
Listen, speak and act politely	Behave sensibly	Cooperative team member
Show kindness to all	Follow teacher directions	Accept change and advice
Be honest	Stay inbounds	Responsible
	Use equipment appropriately	

## 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

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

- developing a set of PAX Leader expectations at the beginning of each year- within the first 2 weeks of class formations
- explicitly teaching the school expectations, other setting expectations eg canteen, playgrounds etc and the rewards/consequences system before the end of Term 1 and reinforce throughout the year. They are taught in order of the PBL Teaching Matrix
- Recording student wellbeing issues in School Bytes
- PAX Must do/Could do expectations for PAX

### Rewards for appropriate behaviour

Class Rewards:	Encouragement/praise/stamps/stickers, Gumnuts for safe, respectful, active learning behaviours, Dojos, House
Consistent Achievement Award	<i>Average per fortnight of:</i> 3 awards per infants class 5 awards per primary class 2 R.F.F. award per class Matific/literacy pro- 1 per stage
Principal's Award:	Earned after receiving 5 Consistent Achievement Awards
School Award:	Earned after receiving 5 Principal's Awards
Best Class at Assembly:	Awarded at each whole school assembly
PAX Leader Award:	Awarded at whole school assembly
100% Attendance:	Awarded at the end of each term at whole school assembly
House Points:	Given to reward acceptable behaviour/good work etc. as deemed appropriate by the teacher. These points count towards the end of year House Trophy
Gumnut System:	Students to receive gumnut awards when observed being active, respectful and safe learners. These are to be placed in a central box and 6 names to be drawn at each K-6 assembly. The winners receive a canteen voucher to the value of \$1.00. Other Gumnuts are placed in a barrel and if full at the end of each term a reward is decided on by SRC

Care Continuum	Strategy or Program	Details	Audience
Prevention	PAX GBG	PAX means peace, productivity, health and happiness and is what the PAX Good behaviour Game helps create and strengthen in each classroom. PAX GBG consists of proven behavioural strategies used daily by teachers and students. The 10 evidence- based and trauma informed strategies builds self-regulation, strengthens peer networks, reduces impulsivity, and teaches pro social decisions in making. The peaceful classroom environment supports learning, wellbeing, participation and confidence	Whole School
	Professional Learning	Positive Behaviour for Learning-Tier 1 PAX Good behaviour Game Connecting to Country Diabetes training PDHPE lessons including respectful relationships, History and English	All staff
	Curriculum links		
Early intervention	PBL	Positive Behaviour for Learning (PBL) Tier 1 Schoolwide and classroom systems of support that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture	All staff
	Social stories, visual cues and routines	Drama and role play, self-regulating training, Grow Your Mind with support from the Wellbeing Officer E-safety learning	LST
	Professional learning		All staff
	Playground/ lunchtime groups	Students can participate in various lunchtime groups such as MATES, sketch club, Lego, gardening drama, dance and choir	Students
	School counselling service	School counselling staff support students by providing a psychological counselling, assessment, and intervention service	Individual students, families, staff
	Buddy Program	Year 6 are allocated a kindergarten buddy to assist in the transition to school process	Year 6 and Kindergarten
	Harmony Day	Students participate in lessons and incursions to reinforce the themes of Anti bullying and belonging	All students and staff
Targeted intervention	Professional learning	Functional behaviour Assessment eLearning Understanding Behaviour Support Planning eLearning	All staff
	Learning and support	The Learning and Support team work with teachers, students and families to support those students who require personalised learning and support. Including instructional leadership, development of risk assessments and the development of short- and	Individual students, families, staff

Care Continuum	Strategy or Program	Details	Audience
	Transition programs	long-term goals through ILP's, PLPs and Behaviour Support Plans  Teachers liaise with previous school, future school or preschool to gather information and support students' successful transitions	Year 6 to 7 and preschool to kindergarten
Individual intervention	Wellbeing Officer	The wellbeing officer assists individual students develop social competencies after being referred by teachers and/or parents	Individual students, families, staff
	Allied Health professionals	Modified individual expectations and goals, communication with allied health providers	Individual students, families, staff
	Attendance programs	Tier 3 intervention- principal works collaboratively with DEL, HSLO and family to understand contributing factors of non-attendance. Implement a range of formal and informal methods to encourage attendance	Individual students, families, staff

## 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.

Bundeena 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, 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.

#### [BPS Anti Bullying Plan 2024.pdf](#)

### **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.

Bundeena Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. PAX Good Behaviour Game (PAX GBG) consists of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

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 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**

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.

## 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

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection time	If a student has demonstrated repeated inappropriate behaviours that have been addressed at the classroom and executive level, the student can be directed to have reflection time at lunch to participate in a restorative conversation and complete a reflection worksheet. This may include check in /check out monitoring for a period of 5 or 10 days.	Executive and Principal	School Bytes
Teacher Directed time out	After using a range of de-escalation strategies, a student can be directed by a teacher to go to a buddy class or a space in the classroom to complete work for a maximum of 10 minutes to minimise the escalation of minor, low level inappropriate behaviour.	Classroom Teacher  LST  Buddy Teacher	Slip completed by classroom teacher.  Exec to record in School Bytes
Self-Directed time out	Supervised pre-arranged area used by a student to self-regulate for a maximum of 10 minutes. The use of this space is a planned strategy identified in the student's individual student planning. The student can move freely between the spaces and can be always seen by the teacher	Classroom Teacher  LST	Recorded by the classroom teacher in daybook. Part of a student's ILP/PLP/Behaviour Support Plan

## Review Process and dates

The annual review process will include:

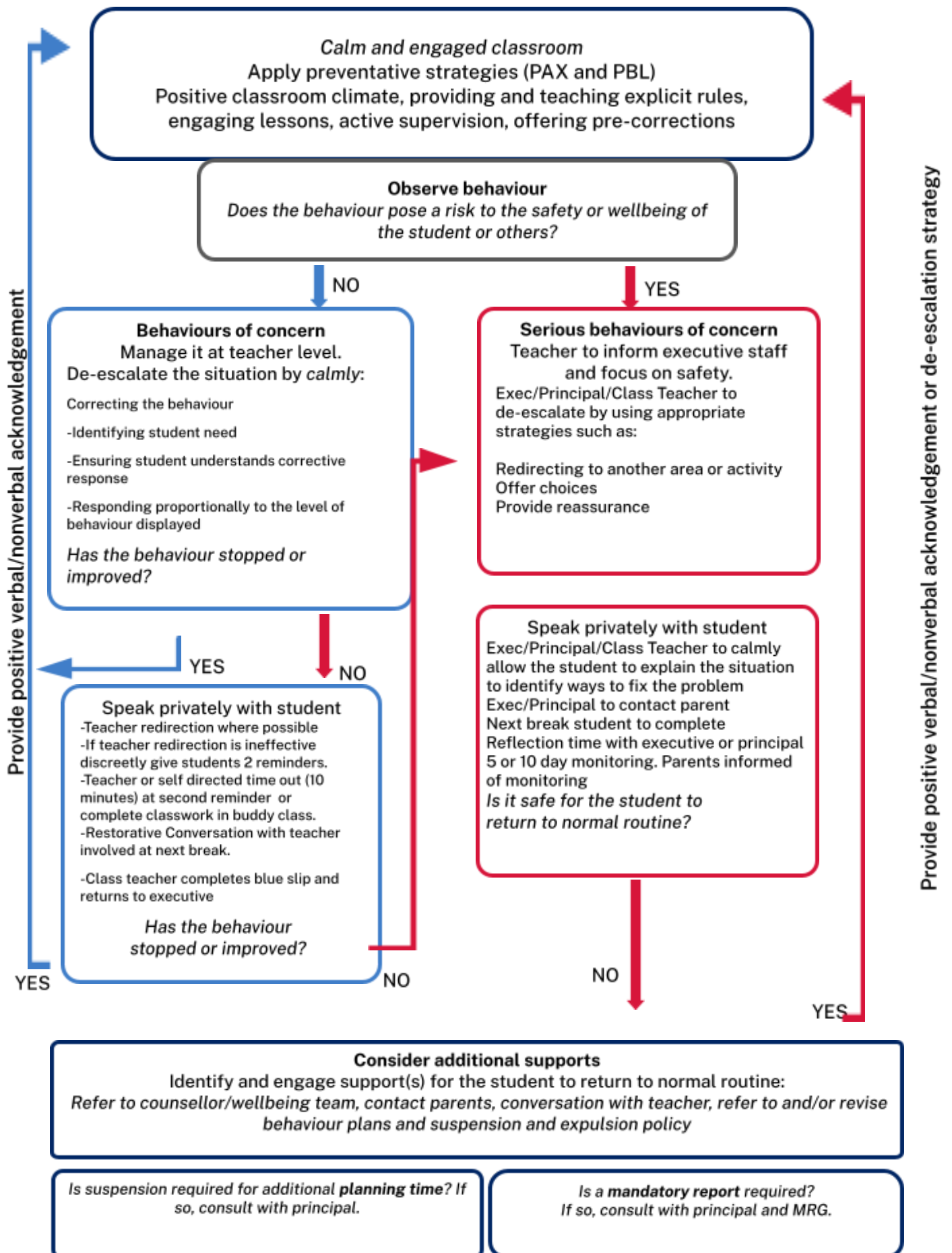
- undertaking a review of school data
- academic and attendance data
- current school behaviour procedures, systems and practices
- referrals to the executive, the school learning and support team, and Delivery Support team
- current department policies and procedures
- revising and developing positive behaviour systems and processes to maintain a climate of respect, including behavioural expectations, behaviour management flowchart and interventions across the care continuum
- determining professional learning needs for the coming year
- reviewing, and if necessary, updating the responsibilities of staff, students, and parents and carers

Last review date: :Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026



## BPS Behaviour Management Flowchart



## BPS Bullying Response Flowchart

