

Overview

Bungendore Public School is committed to explicitly teaching and modelling positive behaviour and supporting all students to demonstrate responsibility through exhibiting the values of being respectful, engaged and safe. These values encompass the following themes:

Respectful	Engaged	Safe
Empathetic Kind Polite Inclusive Honest Integrity	Verbal communication Non-verbal communication Hands off, feet off Cooperation	Verbal communication Non-verbal communication Hands off, feet off Cooperation

Our school community works together to maintain a culture of high expectations to ensure;

- Positive and respectful relationships are evident throughout the school community.
- All classrooms and other learning environments are well managed within a consistent, school-wide approach, and maximised learning time is a focus in every classroom.
- Students develop the social and emotional skills to develop and maintain positive relationships and engage in prosocial behaviour.

An educative approach to teaching behaviour underpins our restorative practice approach, in which inappropriate behaviour is viewed as a learning opportunity.

Principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice.

Aligned with the [Care Continuum](#), a whole school approach is embedded in evidence-informed practices in every classroom, providing inclusion in education for all students.

To achieve our mission, key programs prioritised and valued by the school community are:

[The Bungendore Way](#)

[The Resilience Project](#)

[Cool Kids](#)

[NSW DoE PDHPE Syllabus](#)

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

Bungendore Public School defines Behaviours of concern and Bullying as:

Behaviour of concern	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, developmentally appropriate behaviour.
Bullying	Bullying behaviour involves the intentional misuse of power in a

	relationship, is ongoing and repeated and involves behaviour that can cause harm.
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Bungendore 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 and are committed to maintaining evidence based approaches and strategies that promote a positive climate where bullying is less likely to occur.

Partnership with parents and carers

Parents and carers play an important role in the school community. The [School Community Charter](#) informs parents and carers on how to engage with NSW public schools.

Bungendore Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and anti-bullying 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
- reviewing school systems, data and practices
- regular communication with students and community through reflection, phone calls and meetings as required
- the use of visuals to support students, families and staff to be familiar with the school wide expectations and processes.

Facilitating a mutual understanding and expectations of the learning environment further supports student behaviour and learning.

Bungendore Public School will communicate these expectations to parents/carers through the school newsletter and school website. The school also holds information sessions throughout the year, and meetings on an individual basis as required.

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

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.

Bungendore Public School has the following school-wide rules and expectations aligned to the [NSW Behaviour Code for students](#).

Respectful	Safe	Engaged
Communicate and behave appropriately	Make safe choices	Be ready to learn
Value differences	Be in the right place at the right time	Actively participate in learning

Respect all property	Negotiate and resolve conflict	Respect the learning needs of others
Restore harm	Care for self and others	Ask for help

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 and reinforcing 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.
- actively encouraging student voice
- evidence-based classroom management
- whole school expectations
- whole school positive acknowledgement of behaviour
- explicit teaching of social and emotional learning (SEL) skills

Our strong focus on preventative practices creates a safe and supportive learning environment in which behaviours of concern, including bullying, are less likely to occur.

Care Continuum	Strategy or Program	Details	Audience
Prevention	K-6 Transition Procedures	Transition processes support students to know their classroom, peers and teacher for the	Students Parents

Care Continuum	Strategy or Program	Details	Audience
		following year providing predictability for students, staff and families.	
Prevention	Professional Learning	Ongoing professional learning for all staff around a range of topics to build knowledge and understanding of proactive and preventative measures for wellbeing.	Staff
Prevention	Playground Supports	A range of playground structures are available for students including the library for quiet games, social skills and other interest-based clubs.	Students
Prevention	Social and Emotional Learning (The Resilience Project)	Explicit teaching of expected behaviours, social skills, emotional regulation and executive functioning are taught and reinforced.	Students
Prevention	Effective Classroom Management (The Bungendore Way)	Preventative strategies are proactive and encourage students to be on-task, motivated to learn, and prosocial. Responsive strategies provide corrective responses to inappropriate behaviours and support students to re-engage in learning.	Students
Prevention	<u>Child protection</u>	Teaching child protection education is a mandatory part of the syllabus.	Students
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner <u>Toolkit for Schools to prevent and respond to cyberbullying</u>	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.	Students Staff Parents
Prevention / Early Intervention / Targeted / Individual	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	Students Staff Parents
Targeted intervention	Allied Health	Allied Health services to recommend learning adjustments, equipment and strategies which are appropriate and effective for students.	Students Parents Staff
Individual intervention	School Counsellor	School Counsellor can support individualised intervention with a teacher and parents referral.	Students Staff Parents

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Functional Behaviour Assessment	A range of information is collected directly via observation and indirectly via interviews and surveys, to assist with determining the goal or function of the behaviour and developing strategies to address or support the problem behaviour.	Students Staff Parents
Individual intervention	Individual Support Plan	Individual plans are established and monitored in consultation with students, families, teachers and specialist staff as required. These plans are regularly reviewed aligned with school guidelines.	Students Staff Parents
Individual intervention	Integration Funding Support	Integration Funding Support is additional funding for extra support. This support provides essential adjustments to support students in accessing learning.	Staff Parents
Individual intervention	Home School Liaison Officer	Targeted support for families whose children are an attendance risk. They work together with the school and family to implement attendance plans.	Students Staff Parents

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

A consistent, whole school approach to positive behaviour supports all students to engage in learning. Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement, guided by the Bungendore Public School Behaviour Management Continuum in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the observable behaviour poses a risk to the safety or wellbeing of the student and/or others.

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. Age appropriate behaviours are aligned with the ACARA Personal and Social Capability Continuum.

Our social and emotional teaching practices consist 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. 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.

All response to behaviour is guided by the whole school *Response to Behaviour Continuum* and supporting resources.

Responses to serious behaviours of concern

The response to high and extreme level behaviours is outlined in our behaviour response continuum and include;

- referral to Assistant Principal/Principal for support
- 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
- restorative practices
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, 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
- 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](#).

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](#).

Reflection and restorative practices

Restorative practices is a pro-social approach to resolving conflict. Restorative Practice is a positive approach that works with students, rather than doing things to them or for them. It recognises that conflict is an inevitable part of life. How we work to resolve conflict impacts on a school's climate and culture and ultimately on students' social and academic outcomes.

A restorative approach focuses on building and maintaining positive relationships across the whole school community. It aims to create an ethos of respect, inclusion, cooperation, accountability and responsibility. Restorative dialogues can provide important 'teachable moments' and opportunities to understand the impact of behaviour of self and others. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions.

In our restorative school we;

- value quality relationships
- model empathy and respectful relationships
- value student voice and utilise collaborative problem solving
- view inappropriate behaviours as opportunities for learning
- apply procedural fairness
- recognise the importance of repairing damaged relationships
- separate the 'deed' from the 'doer'
- use active listening and positive language and tone
- avoid scolding, judging, lecturing or blaming
- foster self-awareness in the student
- implement consequences that are proportional and fair
- remain future focused

A restorative approach offers a continuum of strategies from informal conversations through to formal community conferencing and may include:

- positive classroom management strategies
- logical consequences
- collaborative problem-solving
- trained peer support teams for the playground
- structured one-on-one conversations
- mediation
- conferencing
- circle time

Key elements which underpin any restorative encounter:

- honesty and sincerity
- positive regard for individuals
- empathy
- individual responsibility
- shared accountability
- an optimistic view of personal growth and change.

Restorative Practice is more than a series of questions. It is a non-punitive approach which accepts that we all make mistakes and have the ability to 'fix' the problem together by learning from our experiences and ensuring more positive choices are made in the future. Restorative Practice is inclusive and concerned with maintaining and building connectedness between students, parents, teachers and the community.

Strategy	When and how long?	Who coordinates?	How are these recorded?
<p>Reflective Practice - Low level restorative conversation</p> <p>(Low level behaviours)</p>	<p>After an incident</p> <p>Shortest possible time</p>	<p>Students</p> <p>Teachers</p>	<p>Sentral</p> <p>School reflection template</p>
<p>Reflective Practice - Low level restorative conversation</p> <p>(Mid, High, Extreme level behaviours)</p>	<p>After an incident</p> <p>Shortest possible time</p>	<p>Students</p> <p>Teachers</p> <p>Assistant Principal (extreme level behaviours)</p>	<p>Sentral</p> <p>School reflection template</p>
<p>Restorative Action</p>	<p>After an incident</p> <p>Timeframe agreed upon with students and aligned with the incident</p>	<p>Students</p> <p>Teachers</p> <p>SLSOs (as required)</p> <p>Assistant Principal (as required)</p>	<p>Sentral</p> <p>School reflection template</p>
<p>Teacher directed time out to a peer classroom or alternate learning space</p>	<p>Planned as part of student support plan</p> <p>After an incident where this is deemed the safest and most effective approach to support all students involved</p> <p>In response to ongoing low-level behaviour or mid - high level behaviour</p> <p>Shortest possible time</p>	<p>Teacher</p>	<p>Sentral</p>
<p>Alternate play plan – withdrawal from free choice play and/or re-allocation to pre-determined play space for supervised play following breach in behaviour.</p> <p>The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices</p>	<p>Next break - specified timeframe (1-5 days after first reflection)</p>	<p>Students</p> <p>SLSOs</p> <p>Teachers</p> <p>Assistant Principal</p>	<p>Sentral</p>

Bullying Response Flowchart

The following flowchart explains the actions Bungendore 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.

First Hour: Listen 	<ul style="list-style-type: none"> ·Provide a safe, quiet space to talk and reassure the student that you will listen to them ·Let them share their experience and feelings without interruption ·As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours
Day 1: Document 	<ul style="list-style-type: none"> ·Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots) ·Write a record of your communication with the student and check with the student to ensure you have the facts correct ·Enter the record in Behaviour / wellbeing ITD system ·Notify school executive of incident if required in line with behaviour management flowchart ·Notify parent/s that the issue of concern is being investigated
Day 2: Collect 	<ul style="list-style-type: none"> ·Gather additional information from other students, staff or family ·Review any previous reports or records for students involved ·Make sure you can answer who, what, where, when and how ·Clarify information with student and check on their wellbeing
Day 3: Discuss 	<ul style="list-style-type: none"> ·Evaluate the information to determine if it meets the definition of bullying (see above) ·Make a time to meet with the student to discuss next steps ·Ask the student what they believe will help address the situation ·Engage the student as part of the solution ·Provide the student and parent with information about student support network ·Agree to a plan of action and timeline for the student, parent and yourself
Day 4: Implement 	<ul style="list-style-type: none"> ·Document the plan of action in Behaviour / wellbeing ITD system ·Complete all actions agreed with student and parent within agreed timeframes ·Monitor student and check in regularly on their wellbeing ·Seek assistance from student support network if needed
Day 5: Review 	<ul style="list-style-type: none"> ·Meet with the student to review situation ·Discuss what has changed, improved or worsened ·Explore other options for strengthening student wellbeing or safety ·Report back to parent ·Record outcomes in Behaviour / wellbeing ITD system
Ongoing Follow Up 	<ul style="list-style-type: none"> ·Continue to check in with student on regular basis until concerns have been mitigated ·Record notes of follow-up meetings in Behaviour / wellbeing ITD system ·Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved ·Look for opportunities to improve school wellbeing for all students

The purpose of this operational document is to outline school processes and practices that reflect the strategic, integrated whole-school behaviour management approach utilised at Gundaroo Public School. This is aligned with the Student Behaviour policy, Behaviour Code for Students and

the School Community Charter. This plan will be reviewed annually in line with school practices and uploaded to the school's website for the start of the following school year.

Last review date: 31 January 2025

Next review date: 31 January 2026