

Behaviour Support and Management Plan

Burke Ward Public School 2025



Burke Ward Public School's Behaviour Support and Management Plan



Year 2025	Principal Mrs Kate Hogg	Network Far West Mr Peter Macbeth (DEL)
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Overview

At Burke Ward Public School we embrace the whole child, their individuality and cultural diversity by collaboratively building emotional and academic resilience and a love of learning. We foster emotional and academic endurance through differentiated and consistent teaching and learning experiences that include the whole community. Our desire is to nurture a culture of excellence for all. Burke Ward Public School provides an inclusive and supportive environment for students, parents, staff and community through Positive Behaviour for Learning (PBL) practices focusing on the core values; collaboratively agreed on; of being respectful, responsible and honest. Behaviour is seen as a form of communication and student voice is paramount. Representatives voted into the Student Representative Council attend meetings to facilitate collaboration, growth and creativity.

The school uses PBL to reinforce positive expectations using a school-wide matrix, fast and frequent rewards (black/red tokens for classroom/playground), all-inclusive rewards days, assemblies of recognition and management flowcharts for all staff. It is a multi-tiered approach where universal supports exist but layers are applied to those who need more; targeted and individual needs comprise up to 15% of the school community. PBL is evaluated annually by the Principal, Learning and Support team and Assistant Principal/s using the Tiered Fidelity Inventory (TFI) and the self assessment survey (SAS; which is completed by staff). This drives an annual update of the school's PBL plan moving forward.

A number of initiatives are implemented each year through the Learning & Support team, including counselling, nurse and external providers. These include (but are not limited to) DRUMBEAT (resilience through music), Language group (Paakantji language nest), Occupational Therapy (Kindergarten and Stage 1), and social skills programs (outsourced.)

Partnership with parents and carers

Parents and carers play an important role in our school community. The School Community Charter informs parents and carers on how to engage with NSW public schools. The [School Community Charter](#) (Appendix) outlines how important it is to create a positive learning environment for our students.

At Burke Ward Public School, parents and carers can expect:

- to be welcomed into our schools to work in partnership to promote student learning
- communication from teaching staff will be timely, polite, informative and solutions focussed
- professional relationships with school staff will be based on transparency, honesty and mutual respect
- to be treated fairly. Tolerance and understanding are promoted as we respect diversity.

At Burke Ward Public School we invite students' families onsite throughout the term to participate in 'Family Friday'. During this time, families stay for lunch and play time. Staff are encouraged to use these times each to build relationships with families and allow families to see our school in action on a regular basis.

Once a month, the BWPS P&C meet on school grounds. At this meeting, the principal tables many school procedures to gain feedback from the community.

The school seeks feedback from surveys yearly.

Burke Ward Public School Expectation Matrix

<i>Full version found in appendix</i>	<i>Respect</i>	<i>Responsibility</i>	<i>Honesty</i>
CLASSROOMS	Follow adult instruction the first time Polite/considerate actions/comments to all Respect all belongings (own/school/others)	Seek help/support appropriately Be prepared with correct equipment Be considerate of your words/actions during learning time Remain in designated areas	Be truthful Honest reflection on your effort and learning Use appropriate language
PLAYGROUND	Play by agreed rules Wait your turn Speak politely Follow adult instructions Wait your turn in conversations Place rubbish in bin	Play in the correct areas Set rules before playing Keep hands, feet and objects to yourself Wear BWPS hat Eat sitting down Walk scooter and bike in school grounds Music means move - at the start of the music	Eat your own food Play by agreed rules Be truthful when speaking
ALL SETTINGS	Follow adult instructions the first time Be polite Respect property (own/others/school)	Seek help/support appropriately Promptly report inappropriate behaviours to a teacher Be responsible for own actions Keep hands, feet and objects to yourself Be prepared If no hat; play in structured shaded areas	Be truthful Use appropriate language

Expectations are organised under the school's values of **Respect**, **Responsibility** and **Honesty** and aim to follow the principles of OMPUA (Observable, Measurable, Positively Stated, Understandable and Always Applicable).

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.

In NSW public school students are expected to:

- Respect 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
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

Behaviour Code for Students

Actions promoting the 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 to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

<i>Respect</i>	<i>Safety</i>	<i>Engagement</i>
▪ Treat one another with dignity	▪ Model and follow departmental, school and/or class codes of behaviour and conduct	▪ Attend school every day (unless legally excused)
▪ Speak and behave courteously	▪ Negotiate and resolve conflict with empathy	▪ Arrive at school and class on time

▪ Cooperate with others	▪ Take personal responsibility for behaviour and actions	▪ Be prepared for every lesson
▪ Develop positive and respectful relationships and think about the effect on relationships	▪ Negotiate and resolve conflict with empathy	
▪ Value the interests, ability and culture of others	▪ Take personal responsibility for behaviour and actions	▪ Actively participate in learning
▪ Dress appropriately by complying with the school uniform or dress code	▪ Care for self and others	▪ Aspire and strive to achieve the highest standards of learning
▪ Take care with property	▪ Avoid dangerous behaviour and encourage others to avoid dangerous behaviour	

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources, 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.

The [Behaviour Code](#) can be found in the appendix.



Education

Whole school approach across the care continuum

<i>Whole School Approach</i>			
Care Continuum	Strategy	Explanation	Audience
Prevention	PBL	Positive behaviour for learning with school wide expectations with consistent language and consequences.	All students
	Zones of Regulation	Students assess where they feel they are at, regularly throughout the day.	All students
	Restorative Conversations	Adults speak positively and SPIT at students to ensure they are specific, positive, immediate and truthful for most impact.	All students
	Peer Support	Stage 3 focus to build skills for high school	Stage 3 and Kinder
	Classroom Adjustments	Teachers make informed judgements using expertise using NCCD.	All students
	PLaSP or PLP	Plan specifically to adjust learning for individual students	Students below grade level
	Berry St Trauma Informed Practice	All Exec are trained in Berry St and the majority of staff have participated in some level of exposure. Programs are adapted to suit trauma aware eg morning circles	All students
	Smiling Mind	Everyday after lunch students are exposed to mindfulness using the Smiling Mind app.	All students
	Family Friday	Before assembly at least twice a term to encourage the community to come into our schools and celebrate their child's learning.	All students
Early Intervention	Communication with parents/carers	Phone calls, emails, student portal messages, onsite/offsite	Parents/carers
	LST referral	Referral made online after discussion and implementation of strategies suggested by AP.	All students
	Transition programs	Includes Kindergarten, High School, new enrolments and support classes.	All students as required
	Staff Sentral notices and emails	Informing staff of positive behaviour for learning focus areas for the fortnight, trends in behaviour data and information regarding students.	Staff
	Learning and Support teacher and Assistant Principal	Providing support and intervention groups focusing on Literacy and Numeracy	All students

	Behaviour Management Plans	Formal plan using the MAPA escalation scale for proactive behaviour management.	Complex student behaviours
	Risk Management Plans	Formal plan when there are WHS risks in the school.	Students with high needs and Support classes
	Health Care Plans	Formal plan to administer medication or to keep staff aware of current health needs.	Students with health needs
	Mandatory Reports	Mandatory Reporter Guide and subsequent referrals to Child Wellbeing Unit or DCJ submitted for students and families of concern	Teacher with Principal or School Counsellor
Targeted Intervention	In the Zone Plan	Plan created to support students who may need regulation in consultation with class teacher and child.	Targeted students
	Sensory Rooms	Used as a regulation tool usually within an In the Zone Plan or Individual Education Plan	Targeted students and Support classes
	Buddy Class	Can be a supportive layer to have a time out in another area safely to de-escalate and/or regulate	Targeted students
	Time out (reflection)	Safe space to de escalate and engage in conversation to unpack emotional state	Targeted students
	Counsellor referral	Within LST referral or parent/carer asks for support/intervention	Targeted students
	Assistant Principal LST	Request support through Principal for additional expert advice to support staff and students.	All staff and targeted students
	FBA/Erase	Functional assessment of the function of behaviour and ERASE a brief FBA	Targeted students
	ARCO	The Anti Racism Officer(ARCO) is a teacher who has been nominated by the Principal and undergone specialised professional learning to support anti-racism in the school. Our school ARCO is Mrs Kandie Delbridge in 2025.	Students, staff and parents
Individual Intervention	Communication book (Sentral Parent Portal)	Communication between school and home	Parents and school
	Monitoring Book	Monitoring to support and provide feedback to student and teachers working with the student	Students, parent, staff
	Allied Health Support	In school support eg Catholic Care initiated by the school and/or parents	Targeted students
	DCS	A disability confirmation sheet to assist with a recognised diagnosis	Students with a diagnosed disability

	Access Request	Completed by LST for Support Class placement or IFS	LST teacher
	Partial Attendance Plan	A formal plan to assist transitions over a five week period	Principal, parent
	Warnings of suspension	Formal caution because of inappropriate behaviour	Assistant Principal or Principal
	Suspension	Issued due to at risk behaviours	Principal
	Crisis Management Plan	Developed where needed to support individual students who require support.	APLS and LST Parent child

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

<i>Promoting Positive Student Behaviour</i>		
<i>Initiative</i>	<i>Where?</i>	<i>Description</i>
Fast, free and frequent	All settings	Blue tokens and yellow tokens are given in the classroom and playground to acknowledge meeting the school wide expectations. Adults are expected to explain WHY students are being acknowledged. SRC are rostered on at lunch times to acknowledge positive behaviour through tokens.
Restorative Conversations	All settings	Conversations with students ensure validating student feelings, showing empathy and understanding providing opportunities to unpack choices/decisions to drive improvement
Walking and Talking	Playground and external to classroom learning	Adults engage student to walk and talk so they can have a conversation in a safe space. It also acts as a change/activity to support student de-escalation/regulation
SPITting at students	All settings	When engaging in conversations; adults SPIT at students - Specific, Positive, Immediate and Timely/Truthful . Evidence-based practice.
Daily attendance acknowledgement	Classes	Before 9am all class = all students receive an iceblock After 9 but before 11 = 5 minutes of free play Classes are listed in the weekly newsletter and class photo taken where appropriate.
Classroom acknowledgement	Classrooms	Teachers have their own acknowledgement systems that work for them and their cohort and context.
Assembly Merit Awards	Assembly	Students are acknowledged with merit awards for individual achievements. Names are published in our weekly newsletter with photo of student and award.

Assembly Value Awards	Assembly	Value awards are given related to our school values and our behaviour matrix. Names are published in our weekly newsletter with photo of student and award.
Learning Highlight Awards	All settings	Students are acknowledged for effort and application with individualised awards from different executives. Photos and names are published in our weekly newsletter.
Good News Call	All settings	Teachers can acknowledge student achievement/learning by sending them to the Principal who calls home to explain what wonderful things their student has done. Photos and names are published in the newsletter and placed on social media if appropriate.
Kindness initiative	All settings	When a staff member or student notices a kind act, the name of the student who performed the act is written on a ticket and placed into a kindness box. Each assembly, one student from Infants and one from Primary will be drawn from the box to win a special prize as a thank you for their kindness. Tickets are tallied to recognise those students who consistently demonstrate kindness. The top three students from Infants and the top three from Primary will be invited to enjoy a special lunch with the Principal as a celebration of their positive impact on our community.
Acknowledgement to Country	All settings	Said daily in all classrooms in English and Paakantyi and before meetings to show respect/inclusion.
Morning and Afternoon Circle	All settings	Held daily morning and afternoon for inclusion, meeting, acknowledgements, expectations and socialisation.



Awarded to: _____

Date : _____

GOOD NEWS CALL

Mrs Hogg 

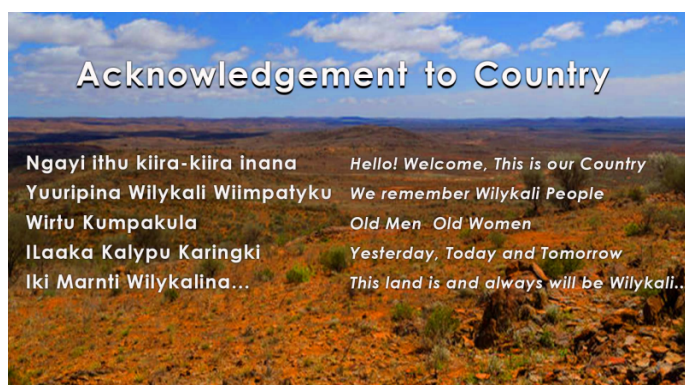


LEARNING HIGHLIGHT

Awarded to: _____

Date : _____

Mrs Belbridge 

**Respect
Responsibility
Honesty**



BURKE WARD PUBLIC SCHOOL

Awarded to _____

for _____

Teacher: _____ Date: _____

Consequences of inappropriate behaviour

All behaviour serves a purpose and has a form (what it looks like) and function (purpose). Students communicate appropriately and inappropriately based on their own knowledge and past experiences. At Burke Ward Public School if we want our students to do something we know we have to teach it explicitly; to ensure they know and understand what they are expected to do.

Having expectations and meeting those expectations is very important. If you do not meet our school wide expectations; first and foremost an adult will have a private conversation to unpack the why using the SPIT analogy;

- Specific
- Positive
- Immediate
- Truthful/Timely

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](#).

At Burke Ward Public School, we have sequences to respond to student behaviour, aligned to our values of being respectful, responsible and honest. We have positive behaviours acknowledged through awards at assembly and at other times. We also have minor and major behaviours that are managed by teachers and if need be, escalated to executive support.

Minor behaviours are: inappropriate language, mild disruption, non compliance, physical contact and property misuse.

Major behaviours are: absconding, abusive language, criminal behaviour, defiance, disruption, harassment, physical aggression, property damage and theft.

Depending on the student and the situation, there are possible actions for adults to use to support their learning as to why the behaviour is inappropriate, what would be a better choice and a conversation to make sure the child understands why the inappropriate behaviour is unacceptable.

Please see appendix for Burke Ward Public School's response to behaviour for both classroom and playground, behaviour definitions and the school's response for bullying concerns. Burke Ward Public School has an Anti-Bullying Plan that is published on the school website.

Response to some behaviours may require more strategy and intervention as documented below.

Conversation	Discuss what happened when student is de-escalated	Staff
Restating the expectation	Restating the expectation from our matrix short and sharp	Staff
Time out	Time to think about behaviour with questions to respond to after time out May occur in another classroom or in the office	Teacher or Assistant Principal
Worksheet reflection	Written activity to support behaviour consequence and the behaviour's likelihood to continue	Teacher or Assistant Principal
Walk and talk	During duty, an adult may have a student walk and talk with them to unpack an incident, it may also occur outside of a duty	Teacher
Cold	Giving an ice block, ice or cold water to stimulate senses and de-escalate behaviour	Teacher
Badge withdrawal	If a student has a school role (eg SRC) they may lose their privilege and badge for two weeks.	Assistant Principal or Principal
Monitoring book	Written feedback to identify triggers, areas for improvement and strengths across all areas if needed; communication and collaboration with home too.	Assistant Principal or Principal
Unavailability	In consultation with parents/carers, students may be unavailable for school representation at events.	Principal



School Community Charter

 **Collaborative. Respectful. Communication.**

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 – 2022.



Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- To be welcomed into our schools to work in partnership to promote student learning.
- Communication from school staff will be timely, polite and informative.
- Professional relationships with school staff are based on transparency, honesty and mutual respect.
- To be treated fairly. Tolerance and understanding are promoted as we respect diversity.

We treat each other with **respect**

We **prioritise** the wellbeing of all students and staff

Unsafe behaviour is not acceptable in our schools

We work **together** with the school

Ensuring respectful learning environments for all members of NSW Public Schools communities.



We create
collaborative
learning
environments

We
all play
our part

We work
in partnership
to promote
student
learning

Communicating with our schools

Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

Our guide for parents, carers and students provides useful information about the complaints process:
education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students

Respectful communication is a right

In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.



Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.



Collaborative.
Respectful.
Communication.

School Community Charter

education.nsw.gov.au



BURKE WARD PS BEHAVIOUR EXPECTATIONS MATRIX v1.25



	CLASSROOMS	ALL SETTINGS	PLAYGROUND	VERANDAHS/ HALLWAYS	TOILETS	SHADE SHELTER	ASSEMBLIES	EXCURSIONS/ GALA DAYS	CANTEN	OFFICE	TRAFFIC LIGHTS BUS STOP
R E S P E C T	Follow adult instructions the first time Be polite Respect property (own/others/school) Respect property (own/school/others) Participate in classroom activities	Follow adult instructions the first time Be polite Respect property (own/others/school)	Play by agreed rules Wait your turn Speak politely Follow adult instructions Wait your turn in conversations Place rubbish in bin Respect property (own/school/others)	Walk quietly Be considerate of property (own/school/others) Be considerate of other classes	Respect others' privacy Turn taps off completely Keep toilet area clean	Follow adult instructions Give attention to the speaker Share space with others	Sit quietly with hands, feet and objects to yourself Track the speaker (Look and listen to presenter) Use manners	Positively encourage others Be polite Follow instructions from officials Leave facilities clean and tidy Display positive sportsmanship	Polite/considerate actions/comments to all Wait your turn in line Use manners Use inside voices	Enter/wait quietly and sensibly Use manners Use inside voices	Wait to follow a instruction Follow bus driver instruction Speak politely
R E S P O N S I B I L I T Y	Seek help/support appropriately Be prepared with correct equipment Be considerate of your words/actions during learning time Remain in designated areas Participate in classroom activities	Seek help/support appropriately Promptly report inappropriate behaviours to an adult Be responsible for your actions Keep hands, feet and objects to yourself Be prepared If no hat, play in structured shaded areas	Play in the correct areas Set rules before playing Keep hands, feet and objects to yourself Wear BWPS hat Eat sitting down in correct areas Walk scooter and bike in school grounds and place in the area behind the office Music means move - at the start of the music Report incidents to an adult when they occur	Walk quietly Gain permission from teachers to be on verandahs Be responsible for your own belongings Keep verandahs tidy Bags placed on seats or hooks available	Do your business and leave Wash your hands Turn off taps Flush the toilet Use allocated times Use a quiet voice Walk	Keep your bag with you before 8.30am Sit quietly and wait for teacher	Be a respectful audience member Sit where you will be regulated Participate in school formalities	Check your bag for notes and money and hand in on time at the office Wear appropriate clothing Remain seated on bus when travelling Stay in designated areas Be a positive representative of BWPS Take care of own belongings	Line up sensibly Place rubbish in the bin Use manners Sit and wait quietly	Gain permission to be there Wait sensibly at the front counter Use manners Sit and wait quietly	Wait at the Lea sign/gate (bus) Wait behind the line Follow adult instruction to cross Rakow St Walk across road including bikes/scooters
H O N E S T Y	Be truthful Honest reflection on your effort and learning (Did I try my best?) Use school appropriate language	Be truthful Use school appropriate language	Eat your own food Play by agreed rules Be truthful when speaking	Be truthful about your motives	Only go to toilets when needed	Go to a structured shade shelter when you don't have a hat		Play according to the rules as enforced by officials or teachers	Use your own money	Be truthful when speaking	

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.

Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

BWPS - BEHAVIOUR DEFINITIONS

MINOR BEHAVIOURS	MAJOR BEHAVIOURS
<u>Inappropriate language</u> - Verbal messages or use of words in an inappropriate way for the developmental age of the student <u>Mild disruption</u> - Interruption or disagreement with other students' activities <u>Non-compliance</u> - Not following a direct instruction or known school expectations <u>Physical Contact</u> - Non-serious, but inappropriate physical contact, eg pushing in lines, careless play <u>Property Misuse</u> - Using property in a manner that it was not designed for; throwing sport equipment, kicking bins RESPECT RESPONSIBILITY HONESTY	<u>Absconding</u> - Leaving the school grounds or running away to hide from staff <u>Abusive language</u> - Inappropriate language directed at another person intended to offend or intimidate (rude finger) <u>Criminal Behaviour</u> - Criminal or delinquent behaviour Cyberstalking, prohibited weapon, making credible threats, using technology to intimidate or harass, harassment and victimisation, criminal damage, vilification <u>Defiance</u> - The act of intentionally refusing to follow directions, talking back or socially rude interactions (often repeatedly) <u>Disruption</u> - Repeated and sustained interruption or prevention to the flow of an activity or event <u>Harassment</u> - Tease/taunt/harassing others due to their race/religion/gender or other <u>Physical Aggression</u> - intent to cause physical or emotional harm - fighting, striking, throwing projectiles <u>Property Damage</u> - Deliberate and willful damage to property that does not belong to a student <u>Theft</u> - Student is in possession of, having passed on, or being responsible for removing someone else's property



BURKE WARD PS

Sequence for Student Behaviour – Classroom



Positive Behaviour	Be Respectful - Follow adult instructions - Polite/considerate comments to all - Respect all belongings (own/school/others) - Use appropriate language	Be Responsible - Seek help/support appropriately - Be prepared with correct equipment - Be considerate of your words/actions during learning time - Remain in designated areas	Be Honest - Be truthful - Honest reflection on your effort and learning	Acknowledgements - Value Tokens (black) - Good News call - Learning highlight - Assembly awards - Positive Postcard - Self-reflection affirmations - Whole school acknowledgements
Minor Behaviour <i>Parent contact by teacher is expected for repeated minor behaviours</i>		Classroom Teacher Managed - Not engaged in class activities - Failure to complete work - Not following instructions (non-compliance) - Calling out - Inappropriate language/swearing - Not in designated area - Disrespecting others and their property - Not tidying up area/graffiti on desk or walls - Using electronic devices inappropriately		Possible Teacher Action - Must be logged on Sentral - Proximity control - Redirect/re-teach by classroom teacher - Provide choice - Student conference - Modification of class environment - Curriculum adaptation - Contact parent/carer - Use of buddy class - Provide own time/space - Student access <i>In the Zone</i> plan
	Major Behaviour <i>Executive staff in conjunction with parents/carers and department policies will assess individual students' circumstance regarding non-attendance to events</i>	Executive Managed - Persistent disobedience - Ongoing intimidation/harassment/bullying - Verbal abuse - Assault/violence - Vandalism - Theft - Cyber bullying - Inappropriate filming - Possession of major banned items - Students under the influence of drugs		Possible Executive Action - Must be logged on Sentral by teacher, exec will add their action to incident - Contact parent/carer (teacher/executive) - Meeting arranged - Alternative break time areas/activities - Monitoring Book - LST referral and action: behaviour plans, risk assessments - Outside agency intervention - Formal Caution - Suspension

RESPECT
RESPONSIBILITY
HONESTY



BURKE WARD PS



Sequence for Student Behaviour – Playground

Positive Behaviour

Be Respectful

- Set the agreed rules
- Play by agreed rules
- Wait your turn
- Speak politely
- Follow adult instructions
- Wait your turn in conversations
- Place rubbish in bin

Be Responsible

- Eat sitting down
- Wear own hat
- Play in the correct areas
- Set rules before playing
- Keep hands, feet and objects to yourself
- Walk scooter and bike in school grounds

Be Honest

- Eat your own food
- Play by agreed rules
- Be truthful when speaking to an adult and peers

Acknowledgements

- Value Tokens (red)
- Good News call
- Assembly Awards
- Positive postcard
- Whole school acknowledgements

Minor Behaviour

Parent contact by teacher is expected for repeated minor behaviours

Teacher on Playground Duty Managed

- Not wearing a hat
- Not tidying up area
- Not playing by the agreed rules
- Not following instructions
- Inappropriate language/wearing
- Disrespecting others and their property
- Anti-social behaviour
- Playing in inappropriate areas/out of bounds
- Kicking balls (only allowed on Siebler)
- Riding scooter/bike in playground

Possible Teacher Action

- Must be logged on Sentral
- Proximity
- Non-verbal cue
- Restate expectations
- Provide choices
- Isolation in playground (time out/send to another area)
- Contact parent/carer on day of incident

Major Behaviour

Executive staff in conjunction with parents/carers and department policies will assess individual students' circumstance regarding non-attendance to events

Banned Items:

- Electronic devices
- Chewing gum
- Energy drinks
- Lighters
- Aerosol cans
- Weapons
- Drugs & alcohol (including vapes)

Executive Managed

- Absconding school
- Persistent disobedience
- Ongoing intimidation/harassment/ bullying
- Verbal abuse
- Assault/violence
- Vandalism
- Theft
- Cyber bullying
- Inappropriate filming
- Possession of major banned items
- Students under the influence of drugs

Possible Executive Action

- Must be logged on Sentral by teacher, exec will add their action to incident
- Contact parent/carer (teacher/executive)
- Meeting arranged
- Alternative break time areas/activities
- Monitoring Book
- LST referral and action: behaviour plans, risk assessments
- Outside agency intervention
- Formal Caution
- Suspension

RESPECT
RESPONSIBILITY
HONESTY



Burke Ward Public School

School Response: Student Bullying Concerns

Students can report a bullying concern via verbal to a trusted teacher, written using the bullying concern slips (classrooms) or parents/caregivers contacting school staff.

Step 1: **Listen carefully and calmly.**

Ensure a private place to talk. Inform student that you be asking them some questions and taking some notes. Do not dismiss their concerns or make them feel they are at fault.



Step 2: **Document what the student tells you.**

Listen to their account fully first and then ask them:

- Did you tell them to stop the behaviour?
- Did you ignore the behaviour? If yes, what did you?
- Have you previously reported the incident? If yes, to whom and when?
- Who have been the upstanders supporting you?
- Do you need help? Yes, how can I help?

Write a record of the conversation under Sentral. Notify Classroom Teacher.

Bullying Reports

These questions are basic guidelines, please adapt for student needs.



Step 3: **Collect additional information**

Speak with all students involved, including upstanders. Ensure you have information that answers who, what, where, when, how, why.



Step 4: **Meet with the students involved (individually)**

When meeting with students involved in the incident, discuss the following:

- *Burke Ward Public School Expectations
- *Provide suggestions of what students can do if the bullying behaviours are displayed again.
- *Inform students and develop a plan together of where to next and how to mediate future concerns.



Step 5: **Contact Parents/Caregivers** **Script Available**

Make contact with the parents/caregivers of the victim and the student displaying bullying behaviours. Without violating the privacy of other students, advise them of the incident and the resulting course of action, including referring to the Department of Education policies.

Record parent/caregiver contact in Sentral.



Step 6: **Follow up with students and monitor**

It is essential to be alert to ongoing bullying behaviours, particularly the possibility that bullying can "reappear" in another form some time later.

Sentral notifications sent to Classroom Teacher, Assistant Principal and Learning and Support when student involved in five (5) bullying concerns.

ANTI-BULLYING PLAN 2025

Burke Ward 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.

Burke Ward 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.

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
Terms 1-4	Daily Morning Circle - outlines playground and classroom expectations for each day
Terms 1-4	Fortnightly playground expectations read out each day during daily announcements. Placed into weekly newsletters
Term 3	Health Lessons - focus on bullying.
Term 3	Backflips against Bullying incursion performance

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	Playground and classroom expectations discussed at staff development days
Term 1, Wk 5	Staff meeting - Positive Behaviour for Learning
Term 1, Wk10	Staff meeting - ABC of Behaviour, In the Zone Plans
Term 3	SLSO PL - supporting mental health

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.

As part of the BWPS induction process:

- information is provided in a handout to staff when they enter on duty at the school
- an executive staff member speaks to new and casual staff when they enter on duty at the school
- the principal speaks to new executive staff when they enter on duty at the school, as part of the induction process.
- staff meetings have positive behaviour for learning focus
- the Learning and Support team mentor staff as appropriate

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.

- ☒ School Anti-bullying Plan ☒ NSW Anti-bullying website ☒ 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
Termly	P&C meeting: behaviour and bullying addressed as required. Principals informs of initiatives.
Terms 1-4	Executive contact for behaviours of concern
Terms 1-4	Parent/caregiver meetings or contact as required
Terms 1-4	School website, social media and/or newsletter contain articles, including cyber bullying

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.

Positive Behaviour for Learning (PBL) expectations are explicitly taught.
Learning and Support team analyses and responds to data on a fortnightly basis.
Flow chart for bullying behaviour exists and is available for all staff on Sentral. This also includes suggested questions and responses.
Positive behaviours are consistently acknowledged, eg acknowledgment tokens (free & frequent), Positive Postcards, Good News Call, Learning Highlights, Merit and Values awards.
Outside agencies are engaged to work with both students and staff for wellbeing and behaviour.
UDRH practicum students and/or FWLHD Occupational Therapy to deliver emotional regulation lessons.
Headspace engaged for Stage 3 students.
Checkins by Learning and Support staff for those students at risk
Zones of Regulation used by all students to plot emotions daily
Morning & afternoon circle

Completed by: BWPS Learning and Support team

Position:

Signature:



Date: 15.9.2025

Principal name: Kate Hogg

Signature:



Date: 15.9.2025

When completed

The following are published on our school's website:

School Behaviour Support and Management Plan

Anti-bullying Plan 2025

School Behaviour Support and Management Plan

Completed: 16 April 2024 Completed by: Principal and Assistant Principal

Reviewed: 15 September 2025