

School Behaviour Support and Management Plan

Incorporating the Wellbeing, Behaviour and Discipline Policies of Dungay PS

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Endorsed by:

School Staff: SDD - 21 July 2025 - minuted

P&C on behalf of our school community: 11 August 2025 - minuted

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Overview

Dungay Public School is dedicated to explicitly teaching and modelling positive behaviour to ensure all students are actively engaged in their learning. Our **Behaviour Support and Management Plan** is designed to create a safe, respectful, and inclusive learning environment that fosters academic excellence and personal growth.

Our plan inspires every child to actively and positively contribute to the school community and beyond. With a focus on promoting excellence, opportunity, and success for every student, every day, we value and work to develop safe, respectful learners in a caring and supportive community. Building and maintaining positive relationships with all members of our school community is central to our approach.

We place a strong emphasis on **student wellbeing**, offering programs that support social and emotional learning, mental health, and the prevention of bullying. High standards of behaviour are maintained through effective role modelling, explicit teaching, and responsive strategies. Staff are provided with targeted professional development opportunities each year to build their capacity to support student wellbeing.

The **Student Behaviour Support and Management Plan** provides a clear framework for guiding student conduct, fostering positive social interactions, and addressing behavioural challenges. This plan is informed by key Department of Education policies, including:

- **Student Behaviour Policy (2023)**
- **Wellbeing Framework for Schools (2018)**
- **Behaviour Code for Students (2023)**
- **Inclusive Education Statement for Students with Disabilities (2022)**
- **Bullying of Students – Prevention and Response (2022)**

We also place a strong emphasis on **partnerships with parents and carers**, engaging them in the development and implementation of behaviour management and anti-bullying strategies. Through regular communication, surveys, and consultation with the P&C, we foster a shared understanding of how best to support student learning, safety, and wellbeing.

Purpose

Dungay Public School's motto is 'Seek, See, Achieve' with the belief that all students can and will succeed when appropriately supported. The Dungay Public School Behaviour Support and Management Plan acknowledges the roles of the student, the staff and the parent/carers as essential in supporting all students to 'do and be their best'.

Application

This policy is applicable for all students, staff and parents/carers across all settings and will be accessible to all through the Dungay Public School Website and the front office.

Rationale

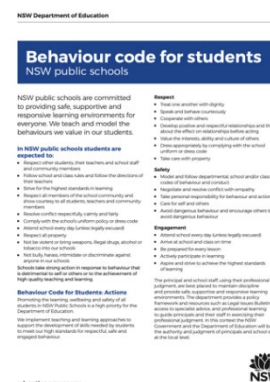
All students, staff and community members have the right to be treated fairly and respectfully when engaging and interacting as part of the Dungay school community. The School Behaviour Support and Management Plan policy has been reviewed in consultation with our whole school community, including the P&C, through the school newsletter, and through student surveys. This document clearly articulates the expectations of students, staff and parents/carers to ensure students, families and staff are supported and successful in a safe learning environment.

Rights and Responsibilities

STUDENTS' RIGHTS	STUDENTS' RESPONSIBILITIES
• a right to be yourself • a right to be safe • a right to express your feelings in an appropriate manner • a right to an education • a right to tell your side of the story	• to follow class and school rules • to complete your class work and allow others to do the same • to follow the school's code of behaviour while travelling to and from school, participating in out-of-school activities, on excursions and in the school playground • to be polite, helpful and cooperative • to be respectful when given instructions by teachers and staff members • to take care of property • to take school messages home • to be punctual for all timetabled school activities • to act safely in all school activities • to have all library books, projects, assignments and homework handed in on the due date • to wear school uniform • to make sure you don't inappropriate items to school

Behaviour Code for Students

Dungay PS has high expectations for student behaviour which are established and maintained through effective role modelling, explicit teaching and planned responses. Our school implements The Department of Education's Behaviour Code for students. This document can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>



TEACHERS' RIGHTS	TEACHERS' RESPONSIBILITIES
• a right to be yourself • a right to be safe • a right to express your feelings in an appropriate manner • a right to teach effectively • a right to be listened to	• to implement school and Department of Education policy • to educate students in a relevant and meaningful way in line with policy and syllabuses • to focus on positively reinforcing appropriate behaviours • to be encouraging to students at all times • to show a consistent and caring attitude to students • to be a positive role model • to be polite, helpful, respectful and cooperative • to take care of school property • to report to parents about the students and the school (within the guidelines of the code of conduct) • to act in a professional manner toward colleagues, students and parents • to ensure that the welfare and safety of each student has the highest priority • to be an advocate for public education and equity for all

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PARENTS' / CARERS' RIGHTS	PARENTS' / CARERS' RESPONSIBILITIES
● a right to be yourself ● a right to be safe ● a right to express your feelings in an appropriate manner at organised meeting times ● a right to be listened to ● a right to be involved in the P&C Association	● to ensure students: – dress in school uniform – have adequate sleep – have sustaining food provided – bring appropriate equipment to school e.g., pens, pencils, library books, library bags – return Library books by the due date – have suitable standards of hygiene ● to keep students' home if they are ill, have health problems or have head lice ● to accept that student discipline is a shared responsibility ● to oversee homework ● to ensure students' punctuality and to collect them from school on time ● to develop/encourage in the students that they are responsible for their own learning ● to read notes sent home from school ● to notify the school of change of address, phone number and any relevant personal details ● to return permission notes for excursions etc as promptly as possible ● to acknowledge the professional roles of teachers by making appointments to see them (thus avoiding interruptions to lessons by impromptu visits) ● to notify teachers when they cannot attend a prearranged meeting ● to provide explanations for absences and sign out at the office for a variation in routine eg permission for child to go home with another adult, leaving early, late arrival ● to ensure the safety of own child/children whilst traveling to or from school ● to reinforce and support school policy and procedure

Promoting and Reinforcing Positive Student Behaviour and School Wide Expectations

Dungay PS is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

The Dungay Way

Dungay PS has school-wide expectations of behaviour and the way our community interacts with each other. Embedded in the culture at Dungay PS is the belief and shared commitment to 'The Dungay Way'. The Dungay Way is the respectful, responsible and safe way we interact and conduct ourselves at all times at Dungay PS. This phrase is used daily, in all learning environments and interactions across the school community. See appendix 1.

Dungay Public School has the following school-wide expectations and rules:

To be respectful, responsible and caring learners.

Respectful	Responsible	Safe
Value others	Be Kind	Follow instructions carefully
Use appropriate language	Be on time	Keep hands, feet, and objects to yourself
Work co-operatively	Be ready to learn	Report any unsafe behaviour to a teacher or trusted adult
Accept differences	Accept help (access)	Use school equipment, including playground and sports gear, appropriately

Key programs prioritised and valued by the school community are:

- Positive Behaviour for Learning Behaviour Expectations - The Dungay Way
- 5 Keys to Success (Getting Along, Resilience, Confidence, Persistence and Organisation)
- The Breathing Project

These programs underpin the successful culture we cultivate at Dungay PS. All staff are committed to implementing explicitly the 5 Keys (Getting Along, Organisation, Persistence, Resilience, Confidence) and daily breathing as a tool to reset and prepare for learning.

Partnerships with Parents and Carers

Dungay PS will partner with parents and carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by regularly providing opportunities for parents and carers to offer feedback to our school. The P&C will be used as a significant conduit between the parent and carer community and the school.

Dungay PS will communicate these expectations to parents and carers through regular segments in the newsletter, reminders of our school expectations via the newsletter. We will also discuss these expectations at assemblies, annual parent connect evenings and appropriate parent and community events.

School Anti-bullying Plan

Dungay PS 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 students' wellbeing. Our school has an Anti-bullying policy which supports the School Behaviour Support and Management Plan. The Anti-bullying policy can be accessed through the front office.

Our School rejects all forms of bullying behaviours, including online (or cyber) bullying. We maintain 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 the individual 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 are pro-active about anti-bullying messages and programs, and actively respond to any student bullying behaviour.

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.

Our school is committed to:

- Minimising all forms of harassment or violence in the school or on-line
- Establishing a climate of respect for and caring for others which is supported by staff, students and parents / carers

Our Anti-bullying Policy requires staff to:

- Be observant to signs of distress
- Respond as a matter of priority to reported incidents of bullying
- Make efforts to minimise or prevent incidents by monitoring students in the classroom and playground (active patrolling)
- Take steps to help all students and apply procedural fairness
- Report incidents to appropriate staff members
- Participate in regular professional learning to maintain awareness of best practices
- Plan for and implement pro-active programs, events and explicit lessons to maintain student awareness of expectations

Our Anti-bullying Policy requires students to:

- Participate in programs and events
- Understand the definition of bullying, and how bullying is different to being rude or mean
- Demonstrate the school values of respect, responsibility and care
- Use appropriate problem-solving strategies when they encounter disagreement
- Encourage and involve peers in activities in the playground and classrooms

Our Anti-bullying Policy requires parents and carers to:

- Be familiar with and supportive of the existing policies and procedures currently in place at the school
- Understand the definition of bullying, and how bullying is different to being rude or mean
- Have open and positive lines of communication with their child's class teacher to address any issues or concerns

Bullying Response Flowchart

The following flowchart explains the actions Dungay 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.

See Appendix 5



Whole School Approach to Encouraging Positive Behaviour

Care Continuum



Care Continuum	Strategy or Program	Details	Audience
Prevention	The Dungay Way	A Positive Behaviour for Learning (PBL) program used to explicitly teach and encourage respectful, responsible and safe ways of behaving and interacting.	Students Parents and Carers Staff
Prevention	5 Keys to Success	Following a whole school scope and sequence, this evidence based positive behaviour for learning program is explicitly implement through lessons in classes as well as whole school discussions at assemblies. This program is also embedded in the Friday assembly merit program where students are awarded certificates based on their effective use of the 5 Keys. Fortnightly school newsletters also discuss the current school focus.	Students Parents and Carers Staff
Prevention	The Breathing Project	Daily use of breathing techniques is used as a whole school at the end of each play break and at the start of the day. Students are reminded of the importance of using the breath as a tool to help bring calm to ourselves and help to prepare us for learning.	Students Staff
Prevention	Merit and Principal Awards	Each Friday at the weekly assembly, students' efforts are recognised with merit awards. These awards are based on three categories. 'Effort', 'General merit' and 'The 5 Keys focus' for that fortnight. 4 merits = a bronze principal's award 4 bronze principals' awards = a silver principal's award 4 silver principals' awards = a gold principal's award It is considered prestigious to receive a gold principal's award throughout your time at Dungay PS.	Students Parents and Carers
Prevention	Weekly Assemblies	School leaders and senior students run the weekly assemblies. They chair the events, present the awards and run the effort card and attendance draw.	Students
Prevention	Attendance Draw	For every school week within a term where a student has full attendance (all 5 days) students receive an 'entry' ticket into the end of term attendance draw. 10 weeks of 100% attendance = 10 tickets. At the end of term attendance draw students receive a prize.	Students
Prevention	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	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 K - 6
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
All Levels	Class Behaviour Chart	This behaviour chart is used in all classrooms including the multi-purpose room. It is a visual representation on how engaged students are and it helps students to visually track poor behaviour choices to encourage ownership of behaviour and support correction of inappropriate behaviours (see appendix 1)	Students Teachers

Care Continuum	Strategy or Program	Details	Audience
Prevention and Early Intervention	Targeted wellbeing programs	The Seasons for Growth program is an evidence-based wellbeing program implemented by The Department's students support and recovery program.	Students
Prevention and Early Intervention	Targeted Social Skills programs	Social skills program such as 'The incredible Flexible you - A Social Thinking Curriculum for the Preschool and Early Elementary Years' delivered to targeted students identified in K-2. The program is typically engaged with through external support workers and NDIS funding.	Identified students
Early intervention	Targeted small group sessions	This could include groups to increase targeted students' social skills, social confidence or social interactions.	Small groups K-6.
Prevention and Targeted Intervention	Effort Cards	Effort cards can be awarded to students at any time for cooperative, helpful, and kind behaviour as well as great effort with learning tasks. Effort cards are also awarded when a student reaches the excellent effort level of the classroom behaviour chart. The effort cards are entered into the weekly 'Effort Card Draw' which is conducted at the weekly assembly. Students that have their effort card 'drawn out' receive a canteen voucher where they can purchase something from the school canteen.	Students
Targeted / individual intervention	Attendance support	The LST refers 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. Home School Liaison Officer supports the school.	Individual students, attendance co-ordinator

Whole School Approach for Reflection and Restorative Practices

Dungay PS uses reflective and restorative practices to create a positive school culture. This is supported by building a sense responsibility for appropriate and inappropriate behaviour among students and staff.

Behaviours that enact Reflection and Restorative Practices

Reminder Behaviours	RTC and White Slip Behaviours	Immediate Principal Support
- Disruptive class behaviour (stopping others from learning) - Throwing inappropriate objects - Playing out of bounds - No hat in playground - Interfering with games - Anti-social behaviour - Climbing trees/swinging on branches - Low level physical contact (rough games) - Misuse of equipment - Teasing / name calling - Disrespectful communication: back chatting or augmentative - Playing after the bell - Not respecting other's personal space	← Repeated / consistent breaches of 'Reminder Behaviours' - Dishonesty - Offensive language/gestures - Physical violence - Intimidating/targeting others/bullying/racism - Stealing - Leaving the school grounds without permission/truancy - Damaging property/minor vandalism - Insolence/disrespect - Repeated defiance of teachers' instructions	← Repeated / consistent breaches of 'RTC and White Slip Behaviours' - Intentionally causing injury or threatening behaviour - Serious physical violence - Serious vandalism/graffiti - Verbal harassment or abuse - Endangering the safety of others intentionally - Possession of weapons or illegal substances - Criminal behaviour

Strategies to Support Inappropriate Behaviour

Action	When and how long	Who coordinates?	How are these recorded?
Classroom Behaviour Chart - See appendix 2 - This behaviour chart is used in all classrooms including the multi-purpose room. It is a visual representation on how engaged students are and it helps students to visually track poor behaviour choices to encourage ownership of behaviour and support correction of inappropriate behaviours.	Used every day, all day, in every classroom and the multi-purpose room.	Class teacher	N/A unless RTC class is used.

Action	When and how long	Who coordinates?	How are these recorded?
RTC (Responsible Thinking Classroom) Slips and RTC Room - See appendix 3 - The RTC slip and RTC room is enacted if a student reaches this level on the classroom behaviour chart.	Used when a student is being disruptive, not following teacher instructions or stopping others from learning. The student will spend 10-20 minutes in their designated RTC class and fill in an RTC student reflection slip. The student is also required to meet with the principal at the next available break. The teacher needs to ensure that the principal is aware a student has used the RTC.	Class teacher Supported by buddy teacher.	RTC Slips - used and recorded by class teacher as an incident in School Bytes. RTC slips are tracked by and stored with the principal.
White Slips - Used in the playground for inappropriate behaviour	A teacher issues a white slip to a student who has used inappropriate behaviour and is not meeting the expectations of The Dungay Way. A white slip also requires the student to meet with the principal at the next available break and the student to fill in a white slip reflection slip. The teacher on duty needs to ensure that the principal is aware a student has received a white slip.	Teacher on duty and principal	Principal keeps records in School Bytes and White Slip tracking sheet.
Reflection Document (Sheet)	A reflection sheet is used by a student with the principal if: • The student went to RTC • The student used behaviour that required immediate principal support • The student has received more than one White Slip. The reflection sheet is a document that is filled out by the student (with principal support) to reflect on and restore inappropriate behaviour. This sheet is signed by the student, the principal and is sent home for the parent to sign and return.	Principal	Principal records the use of a reflection sheet. The principal also records when the student returns the signed reflection sheet.

Contact with parents	Parents are contacted several ways and at various points in time: • When a student brings a reflection sheet home. • By classroom teacher via email or phone call if behaviour is consistently inappropriate. • By principal via phone call if a student receives multiple white slips or has been sent to RTC multiple times.	Classroom teacher and principal	Classroom teacher and principal to record parent contact in School Bytes.
Restrictions and Caution of Suspension	Once the student has been sent to the Principal 3 times in a term. (Class teacher and Learning Support Team to check White Slip Data at LST meetings) The Principal and classroom teacher will discuss next steps for the student if the behaviour of concern continues. This may include a formal caution to suspend and /or restrictions from in-school and out-of school activities. A behaviour meeting with the Principal, Teacher, Parent/Carer and student is to be held. A formal caution letter to suspend in accordance with the NSW Department of Education Student Behaviour Policy will be issued.	Classroom teacher and principal Classroom teacher, principal, parent and student	Classroom teacher and principal to record parent contact in School Bytes.
Restricted activities on school grounds	In order to support a student who has consistently demonstrated inappropriate behaviour, there may be a need to restrict activities on site. This ensures that the student and their peers are safe. Restriction of on school grounds activities is always discussed with parents first.	Principal	Contact with parents and recorded in School Bytes

Action	When and how long	Who coordinates?	How are these recorded?
Restricted activities off school grounds	Representing the school and off-site excursions are a privilege and as such are earned, not automatic. Students must consistently use appropriate behaviour in order to be invited to participate in such activities. To support a student who has consistently demonstrated inappropriate and unsafe behaviour, there may be a need to restrict off-site activities. This ensures that the student and their peers are safe. Restriction off school grounds activities is always discussed with parents first.	Principal	Contact with parents and recorded in School Bytes

Appendix

Appendix 1 - Behaviour Expectations for Dungay PS - The Dungay Way

Appendix 2 - Classroom Student Behaviour Chart

Appendix 3 - Responsible Classroom Thinking (RTC) Slip / RTC Student Reflection Slip

Appendix 4 - White Slip / White Slip Reflection Slip

Appendix 5 – Bullying Response Flowchart



Behaviour Expectations for Dungay PS

The Dungay Way

The Dungay Way is the respectful, responsible and safe way we interact and conduct ourselves at all times at Dungay PS. The behaviour expectations listed below are used by our whole school community and are explicitly taught to students.

The Dungay Way is closely linked to the 5 Keys to Success.

	ALL AREAS	CLASSROOM	PLAYGROUND	VERANDAHS	TOILETS	UNDER THE COLA	BUS LINES/BUS GATE
BE RESPECTFUL	• Use equipment appropriately • Keep hands, feet and objects to yourself • Respect others' personal space and property • Use polite language	• Raise your hand to speak • Respect others' right to learn • Talk in turns • Be a good listener • Tell an adult if you need to leave the classroom	• Be sun safe; wear a school hat • Play fairly – take turns, invite others to join in and follow rules • Use positive and encouraging words in games • Wear shoes and socks at all times	• Walk quietly and orderly so that others are not disturbed • Carry items • Keep walkways clear	• Respect privacy of others • Keep the toilets tidy and clean	• Use voice level appropriate for the activity • When lining up, sit behind the last person in the line without fuss.	• Listen to instructions from teachers and bus drivers • Wait your turn
BE RESPONSIBLE	• Be on time • Be in the right place at the right time • Follow instructions straight away	• Be prepared • Complete set tasks • Take an active role in classroom activities • Keep workspaces tidy • Be honest	• Be a problem solver • Return equipment to appropriate place at the right time • Care for the environment	• Move in a calm manner • Be in the right place at the right time	• Use toilets during breaks	• At bell time, line up quickly and quietly	• Be ready in the bus lines promptly • Keep your belongings nearby
BE SAFE	• Care for equipment • Clean up after yourself • Wait your turn	• Walk • Enter and exit room in an orderly manner	• Participate in school approved games • Follow the rules of the game	• Rails are for hands • Walk one step at a time	• Wash hands • Walk	• Move in a safe manner • Handballs are the only balls to be used	• Listen to teacher instruction • Walk to and from the gate • Wait inside the gate until the bus stops

Dungay PS Classroom Student Behaviour Chart



Principal	Consistent Effort	Great Effort	Switched On	1st Verbal Reminder	2 nd Verbal Reminder	R T Class (Responsible Thinking)	Principal
Student has produced exceptional work or used exceptional behaviour. They are being an outstanding role model to the rest of the class. The student's name is moved to this level. The student is sent to the principal for positive acknowledgement.	Student receives verbal praise from teacher /SLSO + an effort card. The teacher explains exactly what consistent positive behaviours are being used. The student's name is moved to this level.	Student receives verbal praise from teacher /SLSO. The teacher explains exactly what consistent positive behaviours are being used. The student's name is moved to this level.	Students to start in this spot at the start of every day. It is a positive if student stays in this area for the whole day.	A verbal reminder has been given to the student to support correcting inappropriate behaviour. The student's photo is moved to this level. The student may be asked to move to a designated spot in the classroom. The teacher helps the student to identify strategies to correct behaviour. A student can work hard to get back to expected behaviour and beyond.	A verbal reminder has already been given. The student's photo is moved to this level. The student may be asked to move to a designated spot in the classroom. The teacher helps the student to identify strategies to correct behaviour. A student can work hard to get back to expected behaviour and beyond.	The student is still disrupting the class. Student will now move to designated buddy class to complete work. SLSO or buddy student to take them. Teacher to fill out RTC Slip to send with student. The student's photo is moved to this level. Student returns to class: 10-20mins (age and incident dependent). Teacher to enter incident report in School Bytes and ensure RT Class Slip is kept and given to principal.	The student is disrupting buddy class. Teacher sends student to the office or if needed, calls principal to come and collect student. If principal is on class student is to be sent to principal's class. If the student has already been to buddy class that day and upon return continues negative behaviour, the student is sent to the principal as above. A White Slip is issued, and the student must see the principal in the next available break time.

Appendix 3

Responsible Thinking Class Slip					
Student _____		Teacher _____		Class _____	
Date _____		Time out _____		Time in _____	
☐	Disruptive	☐	Non-compliant	☐	Hands on
☐	Language	☐	Disrespectful		
Comment _____ _____					
Class Teacher Signature _____		RT Class Teacher Signature _____		Student Signature _____	

RTC Slip – Student Reflection		
Please circle. I was <u>NOT</u> :		Name: _____
Respectful	Responsible	Safe
What I was doing: _____ _____		
Why I made that choice: _____ _____		
What I was supposed to be doing: _____ _____		
What I can do next time: _____ _____		

Appendix 4

White Slip					
Student _____	Teacher _____	Class _____			
Date _____	Location _____	Time _____			
☐ Unsafe	☐ Unfair / Disrespectful	☐ Hands on	☐ Inappropriate Language	☐ No hat (repeated)	
Comment _____ _____ _____					
Teacher Signature _____		Student Signature _____		Principal Signature _____	

White Slip – Student Reflection		
Please circle. I was <u>NOT</u> :		Name: _____
☐ Respectful	☐ Responsible	☐ Safe
What I was doing: _____ _____		
Why I made that choice: _____ _____		
What I was supposed to be doing: _____ _____		
What I can do next time: _____ _____		

