

Bungwahl Public School

Behaviour Support and Management Plan

Overview

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

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

Principles of positive behaviour support, trauma-informed practice, inclusive practice and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

Key programs prioritised and valued by the school community are the Berry Street Education Model (BSEM) and Grow Your Mind.

Bungwahl Public School rejects all forms of bullying behaviours, including cyberbullying 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.

Promoting and reinforcing positive student behaviour and school-wide expectations

Bungwahl Public School has the following school-wide core values and expectations:

CORE VALUES

LEARNING- We are all learners.

RESPECTING- We demonstrate respect towards people and the environment.

BELONGING- Everyone belongs in our school community.

CREATIVITY- We value and encourage creativity.

EXPECTATIONS

We care for ourselves and others.

We come to school ready to learn.

We care for the safety of ourselves and others.

We communicate clearly and honestly and listen thoughtfully and respectfully.

Bungwahl Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and school expectations:

- Core values and positive behaviour are modelled and reinforced during the morning welcome circle and throughout each day
- Students collaborate to create class expectations and rules each year
- Student leaders model and support positive behaviours in the classroom and playground
- Prevention strategies and modelling of positive behaviour are utilised at all times to avoid inappropriate student behaviour
- To share success and gain positive feedback from other staff and peers, students visit other rooms and the office
- Articles are included in the newsletter focusing on promoting positive mental health strategies and social skills
- Teaching programs include explicit lessons for all students on positive behaviour and social and emotional wellbeing
- Teachers provide explicit explanations of high expectations and reasons for acknowledging positive behaviour

Behaviour code for students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

The behaviour code for students can be found at <https://education.nsw.gov.au/content/dam/main-education/policy-library/associated-documents/behaviourcode.pdf>

At Bungwahl Public School, high expectations for student behaviour are established and maintained through positive relationships, effective role modelling, explicit teaching and planned responses.

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 cyberbullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Classroom management and rules	Teachers develop a set of class expectations, rules and routines with their class at the commencement of each school year. The class rules	Teachers

		compliment and follow the school values and expectations. Class routines are an explanation of expectations and ways of doing things within the classroom. Positive recognition is given when students display positive behaviour. Classroom/school expectations are made visible throughout the school.							
Prevention	Staff PL	All staff engage in ongoing professional learning using the department's Universal Resources Hub, Grow Your Mind, BSEM training and any other relevant training as needed.	All staff						
Prevention	Daily Wellbeing Check In	All staff and students 'Check in' daily with fellow class members/teachers to discuss how they are feeling and why (BSEM).	All staff						
Prevention	Acknowledgements	<p>-The school promotes an environment where praise and positive affirmations for positive behaviour for learning is a regular feature of each day by staff and students.</p> <p>-Classroom based reward systems such as class dojos, table points or certificates for acknowledgement of academic achievement and positive behaviour.</p> <p>-Student of the week award is chosen by the school leadership team and aligned with school core values.</p> <p>-Principal/executive recognition: Students may be sent to the principal or APCI for praise and recognition of their positive efforts.</p> <p>-Kindness Awards: Students are acknowledged at the whole school assembly for demonstrating kindness to others within the school.</p> <p>-Achievement Awards (Accumulating)</p> <table border="1"> <tr> <td>Bronze</td> <td>3 (Yearly)</td> </tr> <tr> <td>Silver</td> <td>2 (Yearly)</td> </tr> <tr> <td>Gold</td> <td>1 (Yearly)</td> </tr> </table>	Bronze	3 (Yearly)	Silver	2 (Yearly)	Gold	1 (Yearly)	Teachers/ Executive staff
Bronze	3 (Yearly)								
Silver	2 (Yearly)								
Gold	1 (Yearly)								
Prevention	Zones of Regulation	Students are encouraged to 'check-in' with their emotions as they enter the classroom daily and at the end of break times. This allows students to acknowledge how they are feeling and begin to regulate their emotions.	Teachers All students						
Early Intervention	Classroom and playground management	<p>Class teachers support and guide individual students through use of Behaviour Flowchart:</p> <ul style="list-style-type: none"> - Redirect student - Discussion with student about appropriate behaviour - Alternative activity - Move to another classroom or playground area 	Teachers						

		<ul style="list-style-type: none"> - Restorative conversation - Student reflection during recess or lunch 	
Early Intervention	Learning Support Team meeting	Class teacher, principal and APCI meet to discuss student support using a case management approach. A class/playground plan to support positive behaviour with a specific goal is developed and communicated to relevant staff.	Teachers, principal and, APCI
Targeted Intervention	Student Individualised Plan	In consultation with parent/carer an individualised plan will be developed with short and long term goals.	Teacher, LST, Parent/Carer, Student
Individual Intervention	LST ILP	The principal and classroom teacher will develop a personalised plan for the student informed by staff, parents, medical practitioners and agencies. The plan will be monitored and evaluated every 5 weeks.	Principal, LST, Parents, APCI

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

Identifying behaviour of concern, including bullying and cyberbullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. Bungwahl Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a child or young person's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member.

Preventing and responding to behaviours of concern

Bungwahl Public School uses the following strategies to recognise and reinforce positive student behaviour and behavioural expectations:

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.

Specific positive feedback may not be sufficiently reinforcing for some students, so the school-wide continuum provides the opportunity to pair verbal or non-verbal feedback with a positive, tangible consequence.

The school-wide continuum for acknowledging expected behaviour includes:

- free and frequent – for everyday use by all staff in all settings
- moderate and intermittent – awarded occasionally
- significant and infrequent –semester or annual types of recognition.

Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded in the centralised recording system. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- reflection and restorative practices (listed below)
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, 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.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response procedure](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#)
- If a behaviour of concern is also a child protection matter use the [Mandatory Reporting Guideline Tool](#).

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

Detention, reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Action	When and how long?	Who coordinates?	How are these recorded?
Off Playground Reflection- Students will be referred to the principal or teacher on duty based on behaviour incident or when they have reached 'Take a break' on the behaviour flowchart. Staff lead a <i>reflective conversation</i> about the behaviour incident and restorative practices discussed. Students will be supervised by the Principal or staff member on duty	Class time and break times as required	Principal/Classroom teachers Teacher on duty/principal	Incidents and action recorded in behaviour and wellbeing on School Bytes.

on the Reflection Bench or in the Library. If there is a risk to safety, staff seek help from the principal or other staff member and follow emergency procedures.			
Behaviour Letter/ phone call Parents are informed in a formal capacity of their child's behaviour that includes the appropriate steps that need to be followed.	Parents/ carers will be contacted within 1 day	Principal/APCI	School Bytes
Formal Caution to Suspend Parents/carers are given a formal letter/email and are contacted to discuss the formal caution to suspend. This is designed to let parents and students know that their behaviour needs to improve.	Issued within 1 day. The formal caution is valid for 50 school days	Principal/APCI	School Bytes
Suspension The Principal may decide to suspend the student if the behaviours following the formal warning of suspension continue. In addition, if there are severe behaviour incidents or events the Principal may seek approval to suspend from the Director of Educational Leadership.	Parent/carer contacted immediately if possible or within 24 hours. Length of suspension variable.	Principal	School Bytes

Partnership with parents/carers

Bungwahl Public School will partner with parents/carers in establishing expectations for parent/carer engagement in developing and implementing student behaviour management and anti bullying strategies by:

- Ongoing consultation at P&C meetings regarding behaviour
- An annual school survey

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

- Providing ongoing information in the fortnightly school newsletter and on the school website
- P&C meetings and Individual parent/carer meetings on request
- Parent/carer information sessions and welcome information packs

Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

Review dates

Last review date: 5/2/25 Next review date: Week 1 Term 1 2026

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