NSW Department of Education

School Behaviour Support and Management Plan

Overview

At Buninyong Public School it is our mission to provide our students with a quality education in a caring environment. Our school is student focussed and provides excellence in education across the following areas as determined by External Validation in 2021: Learning and Culture, Wellbeing, Curriculum, Reporting, Effective classroom practice, Data skills and use, Learning and Development, Educational leadership, School planning implementation and reporting, School resources and Managing practices and processes.

We pride ourselves on making a diverse range of co-curricular and educational opportunities available to all with equity and access. Staff, parents and the wider school community work in partnership to develop the whole child. Student wellbeing encompasses everything the school community does to meet the personal, social and learning needs of students. We develop and enhance a safe, caring school environment in which students are nurtured as they learn. We acknowledge and support differences within the school community and provide programs and
support which incorporate these differences. Within our students' Personal Learning Pathways (PLP's), Personalised Learning Support Plans (PLSP's), and Personalised Attendance Plan (PAP) we acknowledge their strengths and set goals around aspiring to achieve at each individual's highest level of achievement. Buninyong Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

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

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

- Whole school initiatives such as Positive Behaviour for Learning and Positive Living Skills.
- Targeted and individualised initiatives such as social skills groups, social stories and regulation programs.
- Our school draws on connections with Departmental, Non-Government Organisations and specialist practitioners to support students.

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

Buninyong Public School rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

Partnership with parents and carers

Buninyong Public School partners with parents and carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- Inviting parents/carers and student feedback through formal and informal means, such as school designed questionnaires and surveys, parent/carer interviews (PLP, PAP, PLSP meetings), consulting with the P&C and local AECG.
- Clear communication will continue to be achieved through regular contact (phone calls, meetings, interviews) and data tracking on School Bytes.
- Sharing student success around behaviour through school systems, such as positive cards home, facebook posts and invitations to reward events.
- Informing parents of current PBL focus areas through regular updates on the school Facebook page and the school newsletter.
- Connecting parents/carers to support services, medical professionals, therapy teams and mental health organisations.
- Using concerns raised through complaints procedures to review school systems, data and practices.

School-wide expectations and rules

Expectation – Be Safe	Expectations – Be Respectful	Expectation – Be Learners
We keep our hands feet and objects to ourselves	We nicely to others	We are prepared for work
We use equipment safely	We respect others' personal space	We actively participate
We move safely around the school	We respect the differences of others	We attend school everyday
	We report bullying and harassment	We are determined and resilient

Behaviour Code for Students

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

The Behaviour Code for Students can be found at https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01. This document translated into multiple languages is available here: Behaviour code for students.

Whole school approach across the care continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning	All staff at Buninyong Public School participate in the teaching and rewarding of positive student behaviours at our school. This includes all teachers, administrative staff and support staff working within the school setting. Students are explicitly taught the expectations around behaviour in all school settings. Students are rewarded regularly for displaying the expected behaviours through the reward system.	All

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Living Skills	The Positive Living Skills (PLS) program is an evidence-based comprehensive mental health and wellbeing approach based on a combination of social and emotional learning, preventative mental health, resilience and life skills.	All
Prevention	Anti Bullying Programs	Regular explicit teaching occurs around identifying, reporting and responding to bullying through programs such as social skills groups, PBL/PLS lessons. Students who are experiencing bullying are supported by the whole staff, having regular check-ins with key staff members, chosen mentors and the school's wellbeing officer.	All
Prevention	Transition	Whole grade transition programs support students as they transition from preschool to school, between each grade level, and transition to high school. Staff from Buninyong Public School are active members of transition planning teams with the Dubbo College junior campuses, providing important insight into the student cohorts moving to high school settings. Individualised transition programs are implemented for high needs students when transitioning each year. Other transition supports include: • Accessing regional supports • NGOs • Birth Certificates Centrelink Supports through the School as a Community Centre • Kindy Pack (Information for starting school and school hats to support positive start)	All
Prevention	Effective Classroom Practice	Teaching staff engage in professional learning around effective classroom practice to enhance student engagement and positive behaviour in the classroom. Professional learning occurs around PBL/PLS/HPGE, and trauma informed practice	Teaching Staff
Prevention	Royal Far West (RFW)	Students identified by the Learning and Support team work with OT/Speech practitioners and in school therapists. Identified students receive regulation interventions with school practitioners. This is facilitated by Royal Far West.	Individual students K-6

Care Continuum	Strategy or Program	Details	Audience
Prevention	Child Protection	Teaching child protection education is a mandatory part of the syllabus. Regular classroom lessons are delivered to students, professional learning is provided to staff, and DCJ interventions and support procedures are in place.	All
Prevention	Community Partnerships	Partnerships and consultation with the local AECG and Connecting to Country (DoE program).	AECG, Staff
Early intervention	Sista Speak/Bro Speak	Trained Aboriginal Education Officers at Buninyong Public School collaborate to deliver these programs to Aboriginal and Torres Strait Islander students in Stage 3.	Stage 3, AEO, Stage 3 staff.
Early intervention	WHIN	The LST refer students to the In-reach Nurse Practitioner to access General Practitioners, Paediatricians and NGOs.	WHIN, individual students
Early/ Targeted/ Individual intervention	Aboriginal Medical Service health checks	Medical checks, including dental, vision, hearing and general health screeners are offered to students to support active engagement in learning. Follow up appointments and specialist support and referrals are provided, including subsidised glasses.	Identified Students
Targeted/ Individual intervention	Marathon Health Hearing	Hearing screening and monitoring is conducted by Marathon Health specialists to track, monitor and treat student hearing concerns.	Identified students.
Targeted/ Individual intervention	DoE Hearing & Vision team	One on one individualised in-school support is provided to students and their families who have identified hearing and/or vision concerns.	Identified Students, DoE Hearing & Vision Teams.
Early/ Targeted/ Individual intervention	Learning and Support	The LAST and LST coordinator works with teachers, students and families who require personalised learning and support. Students are referred firstly, at a stage level, then at a whole school LST meeting (Attendees - WHIN, School counsellor, LST coordinator, Speech therapist, Wellbeing officer, AP Wellbeing, Principal)	Teachers, LST coordinator and LST team.
Targeted/ Individual intervention	Attendance Support	Attendance is monitored by classroom teachers. Students with attendance concerns are referred to the Learning Support team. Plans are put in place with students and families to improve	All

Care Continuum	Strategy or Program	Details	Audience
		attendance and address barriers. School Bytes is used to track attendance data, reward positive attendance and identify students who require supports such as PAPs.	
Targeted/ Individual intervention	Individual Behaviour Support Plans	These may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans. Classroom teachers, the AP Wellbeing, parents/carers and students collaboratively design, implement and review these plans regularly. If required, for high needs cases, regional supports such as APL are accessed.	Teachers, LST Coordinator, Parents/ carers, individual students
Targeted/ Individual intervention	High Potential and Gifted Education (HPGE) programs	HPGE programs are embedded across all classrooms and explicitly outlined in Personalised Learning and Support plans to ensure all students are engaged in learning. Students are identified, provided with targeted opportunities and extended. Staff engage in evidence-based professional learning in this area.	All Individual students
Targeted intervention	Toileting/ Health and Hygiene plans	Students requiring healthcare supports are referred to LST for toileting, health and hygiene plans as required and outlined in PLSPs	Individual students, LST and LaST
Targeted intervention	Medication	Administration of medication to support the learning needs of students by trained, experienced staff members, according to individual students' medical plans	Individual students, LST team and coordinator
Targeted intervention	NGO supports	The LST refers students to NGOs as required. Some of these services include but are not limited to; Mission Australia, Orana Support Services, Uniting Family, Burnside Brighter Futures, CAMHS, Dubbo Mental Health, Ability links, Care West, Lands Council, Dubbo Aboriginal Medical service, NDIS providers, Challenge Children Services, MSTCAN, Marathon Health.	Individual students, LST team and coordinator
Targeted intervention	Stewart House	The LST team and teaching staff identify students who would benefit from the Stewart House program. Students are supported for two weeks each year experiencing minor medical interventions and recreational opportunities.	Individual students, Principal, LST, staff

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	High needs interventions and supports	When students are identified as requiring high needs intervention and supports the school will access support services, such as Team Around a School support services, behaviour specialists, SEO1 and 2 for student services, Boys to the Bush, Mian SSP, Network Specialist, Barnardos, VI training, Critical Incident Reports, WHS structures, EAPS, the Injury hotline.	Principal, LST coordinator

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

A behaviour of concern is challenging, complex and 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. Buninyong Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

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

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

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

- At school
- On the way to and from school – The school and the parents will work together to support the student.
- 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 – The school, the parents and where appropriate the local police will work together to support involved students.
- When using social media, mobile devices and/or other technology involving another students or staff member – Parents will be communicated with and supported to help their child make positive choices when using social media.

Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgment in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- Teacher managed - Low level inappropriate behaviour is managed by the teachers and in the classroom.
- Executive managed – Behaviour of concern is managed by the school executive.
- Safety and Security incident notification to occur when critical incidents/ near misses have taken place.

Corrective responses are recorded in the school's behaviour and wellbeing system on School Bytes.

Corrective responses include:

• Rule reminder

• Re-direct

• Offer choice

• Error correction

• Prompts

• Reteach

• Seat change (classroom)

• Stay in at break to discuss/ complete work (appropriate for student ability)

• Walking with the teacher (playground)

• Conference

• Skill builder Room

• Restorative practices

• Communication with parent/carer

• Referral to AP Welfare

• Police notifications

Buninyong Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and expectations. The whole school Positive Behaviour for Learning framework and supporting programs, as outlined above, consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks. We acknowledge that not all students are engaged by the same thing or in the same ways. When learning new skills students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behaviour efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- Help adults and learners to focus on positive social behaviour
- Increase the likelihood that students will use the expected behaviours and skills in the future

- Decrease unexpected behaviour and reduce the need to correct responses
- Enhance self-esteem and build an internal focus of control.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Contact office to seek help from executive straight away if there is any risk to staff, student or peer safety. Otherwise notify students stage supervisor or executive ASAP and before the end of the school day personally and via School Bytes.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a schoolwide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Executive and classroom teacher to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident
3. Tangible reinforcers include: Bluey's Bucks, Positive Postcards, Class certificates, Class PBL rewards, Stage rewards, PBL discos, whole school reward days	3. Use direct responses e.g. expectation reminder, re-teach, provide choice, scripted interventions and/or student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied. If behaviour continues corrective responses are implemented (as outlined above).	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on School Bytes and contact parent/carer by phone or email. Executive/principal may consider further action e.g. formal caution or suspension.
4. Social emotional learning lessons are taught weekly. Refer to programs in the care continuum section.	4. Teacher records on School Bytes under wellbeing – incidents, as soon as possible or by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the Principal if involving racism, violence or bullying.	4. Refer to the schools Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.
Teacher contacts parents and carers to communicate student effort to meet expectations through phone calls,	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral Learning Support Team may be	Parent/ carer contact is made by school executive to discuss any support and

positive postcards, email and during parent/teacher interviews. Recognition rewards for positive individual and class behaviour are given out regularly. These include Bluey's bucks/dojo points, positive postcards, class and assembly certificates, and reward sessions.	discussed.	behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on the schools Behaviour system on School Bytes. These may include:

- Review and document incident
- Determine appropriate response/s, including supports for staff or students impacted
- Refer/monitor the student through the school learning and support team
- Develop and review individual student support plans, including teaching positive replacement behaviour and making learning and environmental adjustments
- Use of detention, reflection and restorative practices (listed below)
- Liaise with Team Around a School for additional support or advice

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 procedure
- Student Behaviour policy and Suspension and Expulsion procedures.

Detention, reflection and restorative practices

Toilet and food breaks are always included when withdrawn from free choice play at either break planned as a response to behaviour. The maximum length of time will be appropriate to the age/development level of the student. Children participate in planned and directed activities during these sessions focused around identifying behaviour, identifying positive

choices and planning for more appropriate responses aligned to the schools PBL expectations.

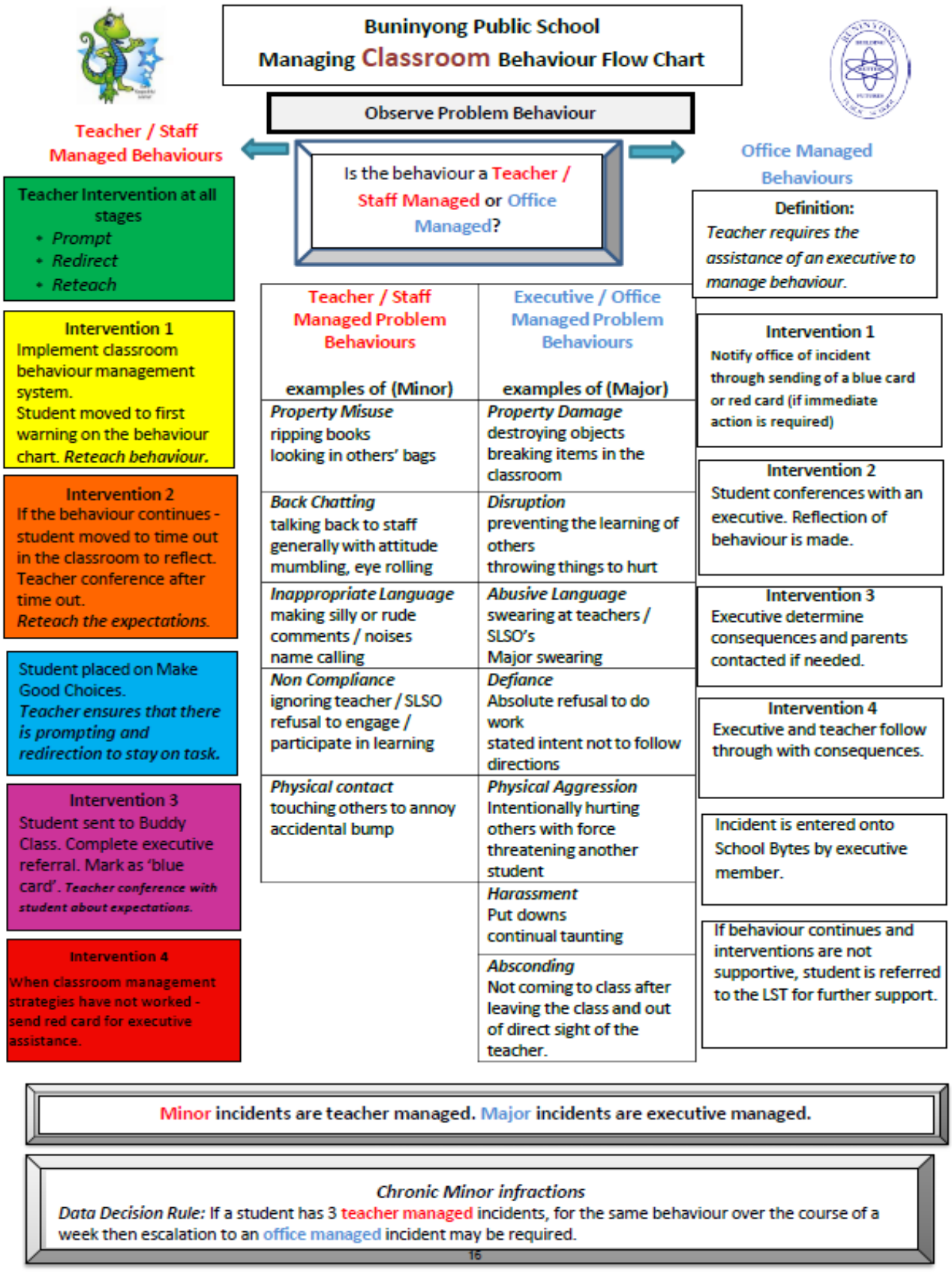
Strategy	When and how long?	Who coordinates?	How are these recorded?
Principal A structured debriefing and planning after a crisis event.	As required dependent on crisis level of behaviour.	Principal and Assistant Principal Wellbeing	Documented in School Bytes Wellbeing, School Safety and Security directorate
Skill builders Room A structured debriefing and planning after a behaviour event with an individual student or group of students. This session is designed for students to reflect on their behaviour choices.	Next play break session following the behaviour incident, usually day of incident or the next day. Further check-ins may be put in place if required.	Executive staff	Documented in School Bytes Wellbeing
Alternative Play Plan (blue card) Withdrawn from free choice play and reallocated to alternative play space following a breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices. This may also be necessary to keep students apart for a designated period. This may occur individually or in a group setting	Next break. Further check-ins may be put in place if required.	Executive staff	Documented in School Bytes Wellbeing. Alternative play plans will be documented on Behaviour Management Plan if ongoing.

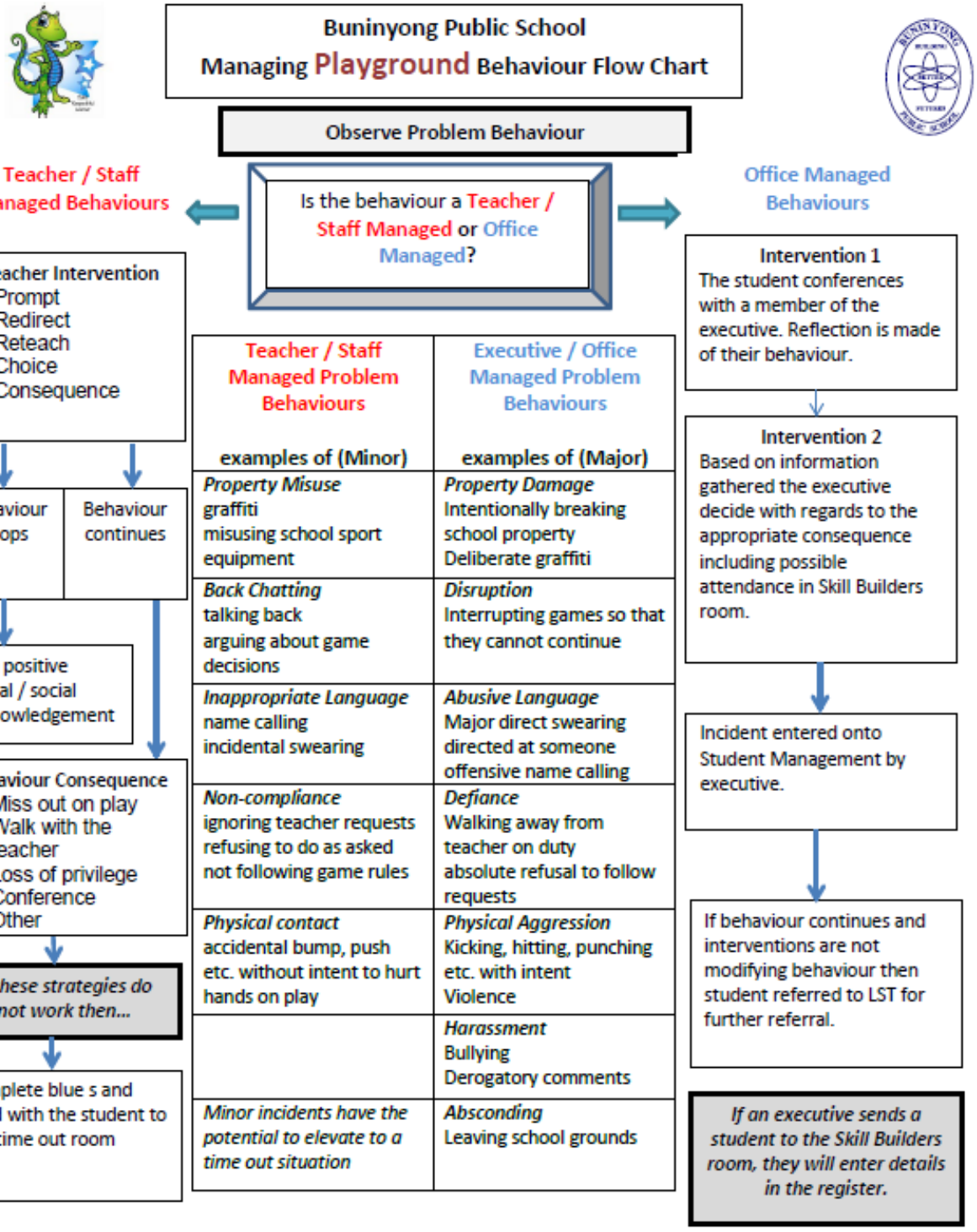
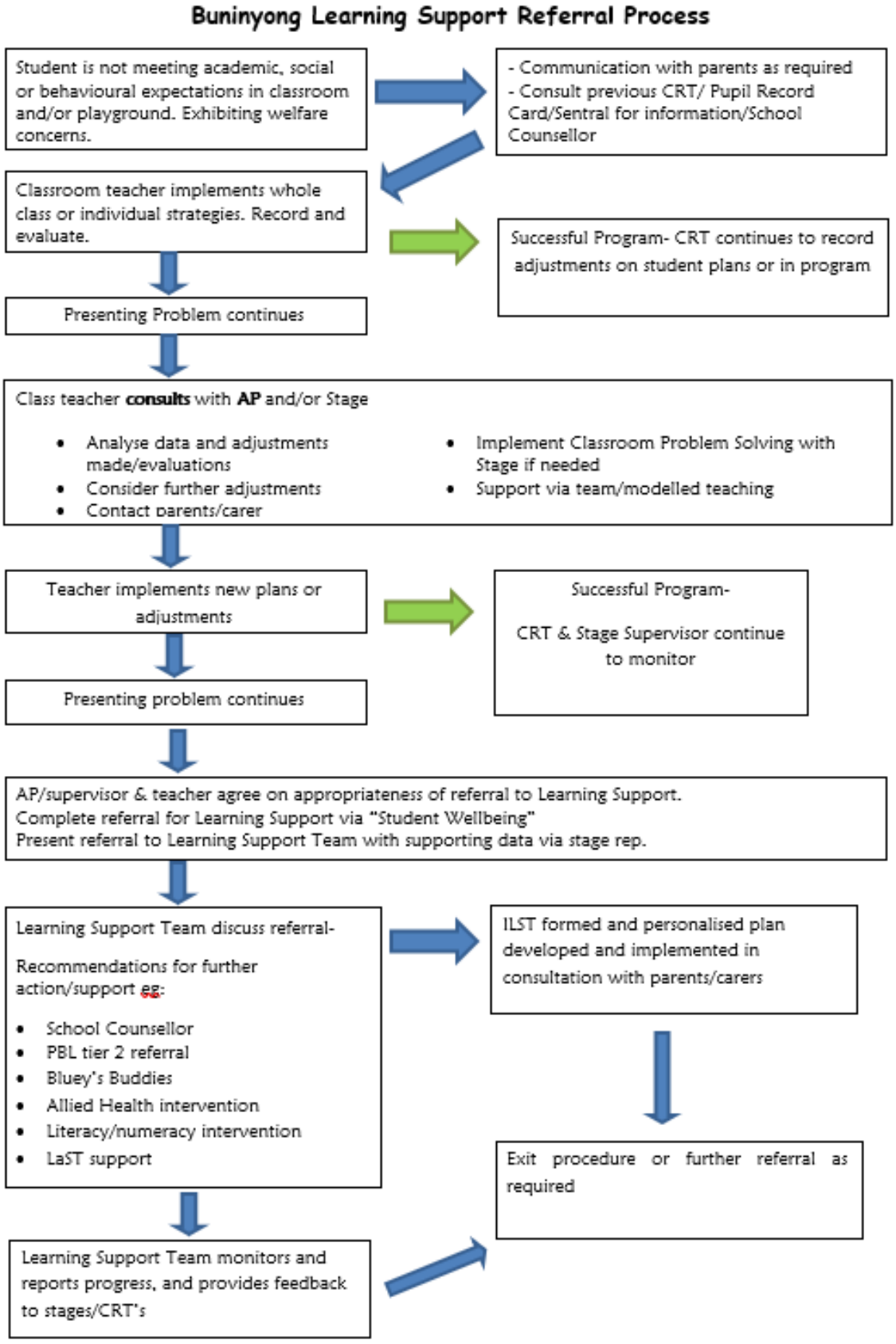
Review dates

Last review date: 31st Jan 2025

Next review date: Term 3 2025

Appendix 1: Behaviour Flowcharts (Classroom & Playground)




Buninyong Public School
Managing Playground Behaviour Flow Chart
Observe Problem Behaviour
Is the behaviour a Teacher / Staff Managed or Office Managed?
Teacher / Staff Managed Behaviours
Office Managed Behaviours
Teacher Intervention
• Prompt
• Redirect
• Reteach
• Choice
• Consequence
Behaviour Stops
Behaviour continues
Give positive verbal / social acknowledgement
Behaviour Consequence
• Miss out on play
• Walk with the teacher
• Loss of privilege
• Conference
• Other
If these strategies do not work then...
Complete blue s and send with the student to the time out room
Teacher / Staff Managed Problem Behaviours
examples of (Minor)
Property Misuse
graffiti
misusing school sport equipment
Back Chatting
talking back
arguing about game decisions
Inappropriate Language
name calling
incidental swearing
Non-compliance
ignoring teacher requests
refusing to do as asked
not following game rules
Physical contact
accidental bump, push etc. without intent to hurt
hands on play
Minor incidents have the potential to elevate to a time out situation
Executive / Office Managed Problem Behaviours
examples of (Major)
Property Damage
Intentionally breaking school property
Deliberate graffiti
Disruption
Interrupting games so that they cannot continue
Abusive Language
Major direct swearing
directed at someone
offensive name calling
Defiance
Walking away from teacher on duty
absolute refusal to follow requests
Physical Aggression
Kicking, hitting, punching etc. with intent
Violence
Harassment
Bullying
Derogatory comments
Absconding
Leaving school grounds
Intervention 1
The student conferences with a member of the executive. Reflection is made of their behaviour.
Intervention 2
Based on information gathered the executive decide with regards to the appropriate consequence including possible attendance in Skill Builders room.
Incident entered onto Student Management by executive.
If behaviour continues and interventions are not modifying behaviour then student referred to LST for further referral.
If an executive sends a student to the Skill Builders room, they will enter details in the register.
Response to ALL student problem behaviour is to be: calm, consistent, brief, immediate, respectful and private.
Prompt – Low key responses, Redirect – restate matrix behaviour expectation, Reteach – tell, show, practice and acknowledge, Provide choice

Appendix 2: LST Referral process