

Bondi Beach Public School Behaviour Support and Management Plan

Overview

At Bondi Beach Public School, we believe that every student should be challenged to learn and continually improve in a respectful, inclusive environment in a culture of high expectations. Our vision is to be partners in learning and collaboratively empowering all students to become advocates of their own learning through confidence, resilience, self-direction and success.

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

The principles of positive behaviour for learning, inclusive practice, social emotional learning and trauma-informed practices underpin our daily practice. High expectations for student behaviour are established and sustained through effective modelling, explicit teaching and a whole school planned approach and responses.

To achieve our goal, key programs prioritised and valued by our community are:

- Positive Behaviour for Learning (PB4L)
- Get Lost Mr Scary
- URSTRONG

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

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

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

Partnership with parents and carers

Bondi Beach Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, teacher feedback and consulting with the P&C.
- using concerns raised through complaints procedures to review school systems, data and practices.

Bondi Beach Public School will communicate these expectations to parents/carers through the school newsletter and the school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support learning, safety and wellbeing.

School-wide expectations and rules

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

We are Active Learners	We are Safe	We are Kind and Respectful
We work co-operatively	We follow school rules	We are kind and value others
We are ready to learn	We play safely	We accept differences
We are on time	We resolve conflict	We wear the correct uniform
We are organised	We use appropriate language	We do our best

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

Our school embeds the student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying.

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

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning	Positive Behaviour for Learning (PB4L) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists the school to improve social, emotional, behavioural and academic outcomes for children and young people.	Staff, students, school community
Prevention	URSTRONG	URSTRONG is an evidence-based program that creates a common language of friendship among students, teachers, and parents. It supports students to establish and maintain healthy relationships, manage conflict and increase overall resilience.	Staff, students, school community
Prevention	Child Protection	Teaching child protection education is a mandatory part of the syllabus.	K-6 students
Early intervention	Australian eSafety Commissioner Toolkit for Schools to	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online	K-6 students

Care Continuum	Strategy or Program	Details	Audience
	prevent and respond to cyberbullying	environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	
Targeted intervention	Learning and Support	The learning support team works with teachers, students and families to support students who require personalised learning and support.	K-6 identified students
Targeted intervention	Trauma-informed practices	Trauma-informed practice recognises student behaviour as communication and helps staff build their confidence so they can help students who have experienced trauma get ready to learn.	K-6 identified students
Targeted intervention	Get Lost Mr Scary (GLMS)	GLMS is a fun, experimental behavioural program that helps young children develop skills to cope with fears and worries. It is a program for children (5-7 years) experiencing anxiety issues. The program explores in a playful way how we can change the way we respond to what life presents us.	K-2 students
Targeted intervention	Got It! Getting on track in time	Got It! is a specialised mental health early intervention program for children in Kindergarten to Year 2 (K-2) aged 5-8 years who display emerging conduct problems such as defiant, aggressive and disruptive behaviours.	K- 2 identified students and families
Targeted intervention	Attendance support	The Learning Support Team 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.	Individual students, attendance co-ordinator
Individual intervention	Individual behaviour	This includes developing, implementing, monitoring and reviewing: behaviour	K-6 students

Care Continuum	Strategy or Program	Details	Audience
	support planning	support, behaviour response and risk management plans	

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.

Bondi Beach 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

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement 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 teachers in the classroom and the playground.
- **Executive managed** – behaviour of concern is managed by school executive.

Corrective responses are recorded in Sentral / wellbeing. These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> ● classroom expectations reminder ● re-direct ● offer choice ● prompts ● reteach ● seat change ● time out to reset ● conference ● support desk and/ or reflection ● communication with parent/carer. 	<ul style="list-style-type: none"> ● playground expectation reminder ● re-direct ● offer choice ● prompts ● reteach ● play or playground re-direction ● walk with teacher ● reflection and conference with AP ● communication with parent/carer.

Bondi Beach Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning (PB4L) establishes a foundation of positive and proactive strategies across the school, reducing the need for reactive interventions. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

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

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses

- enhance self-esteem and build an internal focus of control.

<p>Prevention</p> <p>Responses to recognise and reinforce positive, inclusive and safe behaviour</p>	<p>Early Intervention</p> <p>Responses to minor inappropriate behaviour</p>	<p>Targeted/Individualised</p> <p>Responses to behaviours of concern</p>
<p>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</p>	<p>1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate. These are displayed in the classroom.</p>	<p>1. Contact Principal/ DP via phone messaging OR office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour such as a blue wave/ blue award.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p> <p>Within the classroom and playground.</p>	<p>2. Executive/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.</p>
<p>3. Tangible reinforcers include those that are: fast and frequent significant and infrequent Infrequent reinforcers are student managed. 3 blue awards = 1 silver; 3 silver awards = 1 gold; 3 gold awards = banner.</p>	<p>3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.</p>	<p>3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Sentral/ wellbeing and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.</p>

4. The school-wide PB4L expectations are taught explicitly in PB4L weekly lessons.	4. Teacher records in Sentral/ wellbeing in a timely manner. Monitor and inform family if repeated. For some incidents, a referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	4. Refer to the school's 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/parent contact	Teacher/parent contact	Teacher/parent contact
Teachers contact parents/ carers via phone calls or at home pick up time to communicate student effort to meet expectations.	Teacher contacts parents/ carers by phone when a range of corrective responses have not been successful. Individual planning and referral to the Learning Support Team may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the Learning Support Team, school counsellor and/ or outside agencies.

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](#).

Reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection/ Chill room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next lunch break (that day or the next)	Assistant Principal	Sentral/ wellbeing plus student reflects/ recounts using a proforma
Alternate plan – re-allocation to designated classroom following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices (support desk)	Following the warning system the student attends designated class for the remainder of the session (morning, middle, end)	Assistant Principal	Assistant Principal collects information
Restorative practices/ Conferencing - invites students to take responsibility for their actions by working together to find solutions to conflict.	Scheduled for either lunch or recess break	Assistant Principal	Documented in Sentral / wellbeing

Review dates

Last review date: 31 January 2025: Day 1, Term 1, 2025

Next review date: 27 January 2026