



# Bemboka Public School Behaviour Support and Management Plan

## Overview

Bemboka 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, 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.

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

- Trauma Informed Practice
- Positive Behaviour for Learning

Bemboka 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.

## Partnership with parents and carers

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

- inviting parent/carer and student feedback through formal and informal means such as school surveys, Tell Them From Me surveys, consulting with the P & C and local AECG

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

## School-wide expectations and rules

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

To be safe, respectful learners.

Respectful	Responsible	Resilient
Follow teacher directions	I wear our correct school uniform, or I change at school into the correct uniform.	Keep trying
Use appropriate language for school	Right place, right time	Use 'Stop, Walk, Talk' strategy
Speak kindly to others	Care for others and their property	

## 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.

Bemboka Public School takes strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning. See the [Behaviour Code for Students](#) for more details.

## 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	Breakfast Club	School staff run a breakfast club program, three days per week, that provides access to a free healthy breakfast and builds strong student-teacher connections.	Staff, students K - 6
Prevention	<a href="#">National Day of Action Against Bullying and Violence (NDA)</a>	Our school participates in the annual National Day of Action against Bullying and Violence (NDA) - in August each year.	Staff & students
Prevention/ Early intervention	Positive Behaviour for Learning	Positive Behaviour for Learning (PBL) 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 schools to improve social, emotional, behavioural and academic outcomes for children and young people.	Students K-6
Prevention / Early intervention / Targeted / Individual	Australian eSafety Commissioner <a href="#">Toolkit for Schools</a> to prevent and respond to cyberbullying	The toolkit supports our school to prepare, engage and educate the school community about creating and maintaining safe online environments to prevent cyberbullying incidents.	All students, individual students K - 6, families, staff
Targeted intervention	Attendance support	The principal will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, principal
Targeted / individual intervention	School learning and support	Provides support for students who need personalised learning and support.	Principal, individual students K - 6, families
Individual intervention	<a href="#">Individual Behaviour Support Planning</a>	Planning is done in collaboration with the student and their family with support from Team Around a School where needed. This can include individual behaviour support and risk management plans.	Individual students, staff

## 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.

Bemboka 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 their year advisor or 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**

Bemboka 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.

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.
<p>1. Behaviour expectations are taught and referred to regularly. Staff 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.</p>	<p>1. Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP.</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.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback</p>	<p>2. Principal/CT 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.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• free and frequent</li> <li>• moderate and intermittent</li> <li>• significant and infrequent</li> </ul> <p>Intermittent and infrequent reinforcers are recorded on the centralised recording system.</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 a low-level consequence is applied.</p>	<p>3. Principal collects information and review the incident from multiple perspectives and determine next steps. Principal records the incident on School Bytes and contact parent/carer by email or phone. Principal may consider further action eg: formal caution/suspension.</p>
<p>4. All social-emotional learning programs (PBL) are taught fortnightly.</p>	<p>4. Teacher records on School Bytes by the end of the school day. Monitor and inform family if repeated.</p>	<p>4. Refer to the school's Learning and Support Team or APLaS considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations.</p>	<p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful.</p> <p>In some cases, individual planning and referral to LST may be discussed.</p>	<p>Principal contacts parent/carer to discuss any support and behaviour responses, including referral to the LST, outside agencies or Team Around a School.</p>

## Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded on School Bytes. 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 policy](#) and [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and 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](#).

## Reflection practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour.

Action	When and how long?	Who coordinates?	How are these recorded?
<b>Reflection conversation (problem-solving)</b> – What happened, what did you do, and what could you do instead next time.	Class time and break times as required	Teacher/ principal	Documented in School Bytes

## Review dates

Last review date: [20/12, Term 4, 2024]

Next review date: [19/12, Term 4, 2025]

## Appendix 1: Bullying Response Flowchart





# BEMBOKA PUBLIC SCHOOL PBL PLAYGROUND BEHAVIOURS MATRIX

	Respect	Responsible	Resilient
<b>All Settings</b>	<ul style="list-style-type: none"> <li>Follow teacher directions</li> <li>Use appropriate language for school</li> <li>Speak kindly to others</li> </ul>	<ul style="list-style-type: none"> <li>I wear our correct school uniform, or I change at school into the correct uniform.</li> <li>Right place, right time</li> <li>Care for others and their property</li> </ul>	<ul style="list-style-type: none"> <li>Keep trying</li> <li>Use 'STOP, WALK, TALK' strategy</li> </ul>
<b>Eating Area</b>	<ul style="list-style-type: none"> <li>Use kind words to people and their food</li> <li>Sit down when eating and waiting for play time</li> </ul>	<ul style="list-style-type: none"> <li>Be careful what you take for lunch</li> <li>Keep food away from birds</li> <li>Only eat food from your home</li> </ul>	<ul style="list-style-type: none"> <li>Pick up food you drop</li> <li>Put rubbish in the correct bin</li> </ul>
<b>Sandpit</b>	<ul style="list-style-type: none"> <li>Think before say</li> <li>Ask to play with cars or other toys</li> <li>Being kind</li> </ul>	<ul style="list-style-type: none"> <li>Sand stays on the ground</li> <li>Take care of people's creations</li> <li>If it doesn't go your way take deep breaths</li> </ul>	<ul style="list-style-type: none"> <li>Try again positively</li> <li>Help other people</li> <li>Rebuild your buildings</li> </ul>
<b>Games</b>	<ul style="list-style-type: none"> <li>Include others</li> <li>Keep your hands, feet, teeth &amp; body to yourself</li> <li>Try to agree</li> </ul>	<ul style="list-style-type: none"> <li>Follow the rules</li> <li>Only positive comments</li> <li>Accept your team</li> </ul>	<ul style="list-style-type: none"> <li>Have sportsmanship</li> <li>Support your team</li> <li>Have a Growth Mindset</li> </ul>
<b>Sports Shed</b>	<ul style="list-style-type: none"> <li>Put the equipment away</li> <li>Wait your turn</li> <li>Take care of the equipment</li> </ul>	<ul style="list-style-type: none"> <li>Share the equipment</li> <li>Use the equipment for what it is used for</li> <li>Bring the equipment back to the sports shed</li> </ul>	<ul style="list-style-type: none"> <li>Keep the sports shed clean</li> <li>If you find something in the wrong area, put it in the right area</li> </ul>
<b>Rocky River</b>	<ul style="list-style-type: none"> <li>Respect the animals in the river</li> <li>Keep the river clean</li> <li>River flowing, use the bridge</li> </ul>	<ul style="list-style-type: none"> <li>Rocks stay in the rocky river</li> <li>Walk carefully over the rocky river</li> <li>If a ball goes in the river, it is out!</li> </ul>	<ul style="list-style-type: none"> <li>Only shoes touch the rocks</li> <li>If you fall, pick yourself up!</li> </ul>
<b>Forest</b>	<ul style="list-style-type: none"> <li>Sticks stay on the ground</li> <li>Respect the trees</li> <li>Leave the spiders alone, they're dangerous</li> </ul>	<ul style="list-style-type: none"> <li>Teacher permission to be in the forest</li> <li>Ride one way only</li> <li>Stay on the track</li> </ul>	<ul style="list-style-type: none"> <li>Be kind to other people</li> <li>Be kind to the bikes</li> <li>Wear a helmet</li> </ul>
<b>Play Equipment</b>	<ul style="list-style-type: none"> <li>Look after the equipment</li> <li>Keep it out of trees</li> <li>Encourage others to play</li> </ul>	<ul style="list-style-type: none"> <li>Only slide down the slide</li> <li>Go across the monkey bars one-by-one</li> </ul>	<ul style="list-style-type: none"> <li>Play fair and gently</li> <li>Wait your turn</li> <li>Only 3 people on the platforms</li> </ul>
<b>Tennis Courts</b>	<ul style="list-style-type: none"> <li>Hit tennis balls to each other using a racket</li> <li>Pick up the tennis balls and rackets</li> <li>Use kind words</li> </ul>	<ul style="list-style-type: none"> <li>Pick up sticks on the ground</li> <li>Pack up after using equipment</li> </ul>	<ul style="list-style-type: none"> <li>Help the students who do not know how to play</li> </ul>
<b>Toilets</b>	<ul style="list-style-type: none"> <li>Respect privacy</li> <li>Toilets are food free</li> <li>Graffiti free</li> </ul>	<ul style="list-style-type: none"> <li>Flush the toilet after use</li> <li>Lock the door when using the toilet</li> <li>Games out of toilet area</li> </ul>	<ul style="list-style-type: none"> <li>Wash your hands</li> <li>Check the toilet bowl after use</li> <li>Use toilet paper and hand towel appropriately</li> </ul>
<b>Lost and Found</b>	<ul style="list-style-type: none"> <li>Only take the clothes that are yours</li> <li>Try to remember what your clothes look like</li> </ul>	<ul style="list-style-type: none"> <li>Label your clothes</li> <li>Claim your clothes at an appropriate time</li> </ul>	<ul style="list-style-type: none"> <li>Pick up lost property around the school and put it in the bin</li> <li>Double check names</li> </ul>
<b>Year 5 and Year 6 Area</b>	<ul style="list-style-type: none"> <li>Speak appropriate language for school</li> <li>Hands, feet, body to yourself</li> </ul>	<ul style="list-style-type: none"> <li>Keep out of the garden</li> <li>Keep in sight of the teacher on duty</li> <li>Put seats back if moved</li> </ul>	<ul style="list-style-type: none"> <li>No, Go, Tell</li> </ul>
<b>Bell</b>	<ul style="list-style-type: none"> <li>Move to assembly area.</li> </ul>	<ul style="list-style-type: none"> <li>Ring the bell gently</li> <li>Teacher permission only to ring the bell</li> <li>Ring the bell 3-4 times</li> </ul>	
<b>Waste Warrior</b>	<ul style="list-style-type: none"> <li>Put rubbish in the right bin</li> </ul>	<ul style="list-style-type: none"> <li>Clean up the school</li> <li>Pick up your lunchboxes to keep the birds out</li> </ul>	<ul style="list-style-type: none"> <li>Pick up rubbish even if it is not yours</li> <li>Clean up after yourself and others</li> </ul>



<b>Wet Weather</b>	<ul style="list-style-type: none"><li>• Follow teacher directions</li><li>• Share the play areas with others</li></ul>	<ul style="list-style-type: none"><li>• Keep out of the rain and puddles</li></ul>	<ul style="list-style-type: none"><li>• Walk on the concrete areas</li><li>• Walk when playing on the deck</li></ul>
<b>Broadbrim Hat</b>	<ul style="list-style-type: none"><li>• Only wear your hat</li></ul>	<ul style="list-style-type: none"><li>• Put your hat in your bag after breaks</li></ul>	

# BEMBOKA PUBLIC SCHOOL PBL CLASSROOM BEHAVIOURS MATRIX

	Respect	Responsible	Resilient
<b>All Settings</b>	<ul style="list-style-type: none"> <li>Follow teacher directions</li> <li>Use appropriate language for school</li> <li>Speak kindly to others</li> </ul>	<ul style="list-style-type: none"> <li>I wear our correct school uniform, or I change at school into the correct uniform.</li> <li>Right place, right time</li> <li>Care for others and their property</li> </ul>	<ul style="list-style-type: none"> <li>Keep trying</li> <li>Use 'STOP, WALK, TALK' strategy</li> </ul>
<b>iPads/Computers</b>	<ul style="list-style-type: none"> <li>Keep pencils, pens and textas away from computers</li> <li>Put them away carefully</li> </ul>	<ul style="list-style-type: none"> <li>Make sure your cord is in the right place</li> <li>Make sure you put them on charge</li> <li>Keep them off the floor when not in use</li> </ul>	<ul style="list-style-type: none"> <li>Be patient when it is loading or starting</li> <li>Shut them down after use</li> </ul>
<b>Chairs</b>	<ul style="list-style-type: none"> <li>Keep all legs on the ground</li> <li>Keep pencils, pens and textas from drawing on your chair</li> </ul>	<ul style="list-style-type: none"> <li>Make sure your chairs are tucked in</li> <li>Only sit in your chair</li> </ul>	<ul style="list-style-type: none"> <li>Try hard to keep the legs of the chair on the ground</li> </ul>
<b>Tables</b>	<ul style="list-style-type: none"> <li>Keep them clean, graffiti free</li> <li>Keep your belongings on your table</li> </ul>	<ul style="list-style-type: none"> <li>Keep them tidy</li> </ul>	<ul style="list-style-type: none"> <li>Keep tables in position</li> </ul>
<b>Classroom Books</b>	<ul style="list-style-type: none"> <li>Write positive words in books</li> <li>Be gentle with books</li> <li>Graffiti free</li> </ul>	<ul style="list-style-type: none"> <li>Make sure books are in the right tub</li> </ul>	<ul style="list-style-type: none"> <li>Repair broken books, with help</li> <li>Cross out mistakes neatly</li> </ul>
<b>Library Books</b>	<ul style="list-style-type: none"> <li>Share books</li> <li>Handle them with care</li> </ul>	<ul style="list-style-type: none"> <li>Borrow books</li> <li>Read books</li> <li>Return books</li> </ul>	<ul style="list-style-type: none"> <li>Inform a teacher if the book needs repairing</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>Speak clearly</li> <li>Speak in full sentences</li> </ul>	<ul style="list-style-type: none"> <li>Say nice things to others</li> <li>Use appropriate words for school</li> </ul>	<ul style="list-style-type: none"> <li>Share your thoughts even if they are different</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>Listen to the teacher when they are talking</li> <li>Listen to the SLSOs when they are trying to help you</li> <li>Use respectful body language</li> </ul>	<ul style="list-style-type: none"> <li>Wait for your turn to talk</li> </ul>	<ul style="list-style-type: none"> <li>Put your hand up and wait for your turn</li> <li>Listen to someone else's opinion even if you do not agree with it</li> </ul>
<b>Pencils, Glue, Scissors</b>	<ul style="list-style-type: none"> <li>Use scissors for the correct purpose at school</li> <li>Keep things in a safe and un Hazardous way</li> </ul>	<ul style="list-style-type: none"> <li>Sharpen pencils at an appropriate time</li> <li>Only have one end of the pencil sharpened</li> <li>Walk with scissors</li> </ul>	<ul style="list-style-type: none"> <li>Take the time to put lids on glue sticks</li> <li>Share them around</li> <li>Hold the scissors appropriately</li> </ul>
<b>Waste Warrior</b>	<ul style="list-style-type: none"> <li>Put rubbish in the right bin</li> </ul>	<ul style="list-style-type: none"> <li>Clean up the school</li> </ul>	<ul style="list-style-type: none"> <li>Pick up rubbish even if it is not yours</li> <li>Clean up after yourself and others</li> </ul>
<b>Belongings/Equipment</b>	<ul style="list-style-type: none"> <li>Put your things away when you are finished with them</li> <li>Keep tote trays and classroom clean</li> <li>Share school supplies</li> </ul>	<ul style="list-style-type: none"> <li>Help collect books and items that have been used</li> <li>Keep equipment in tack and together</li> <li>Keep equipment graffiti free</li> </ul>	<ul style="list-style-type: none"> <li>If you break something, replace it or inform an adult in the school</li> <li>Only use other people's belongings or equipment with their permission</li> </ul>
<b>Eating in the Classroom</b>	<ul style="list-style-type: none"> <li>I ask the classroom teacher before getting food.</li> <li>I only eat fruits or vegetables inside the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Brain break time is when I can choose to eat other food from my lunch box.</li> <li>If I am eating fruit or vegetables in the classroom, I clean up afterwards.</li> </ul>	<ul style="list-style-type: none"> <li>When brain break time is finished, all my food goes back in my lunch box for later.</li> <li>I need to remember to save food for eating time at recess and lunch.</li> <li>Brain break is at the teacher discretion.</li> </ul>

# If I see disrespect...



## **STOP**

Model respect (use your hand if necessary) and don't join in or watch. Use the words "it's not okay".



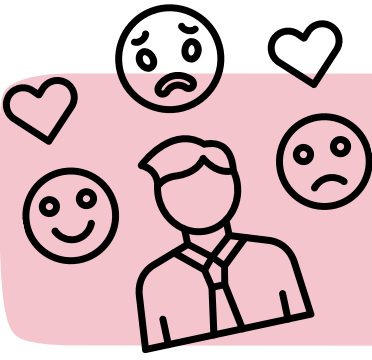
## **WALK**

Walk away. Don't be an audience. Invite others who are being disrespected to walk away with you.

## **TALK**

Speak with an adult when you've exhausted STOP & WALK.





# Rest and Reflect

Why am I in reflection? What behaviour choice did you make?

When and where did it happen?

Why did I make that choice?

Describe the choice that you should have made and this will be the choice you make next time.

Student's  
Name

Student's  
Signature

Teacher's Signature &  
Date