

# Bathurst Public School Behaviour Support and Management Plan

## Overview

Bathurst 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 and engaged learners in a caring learning community.

Key programs prioritised and valued by the school community provide principles that underpin our daily practice including positive behaviour support, trauma-informed practice and inclusive practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses to help support and promote pro-social behaviour.

Bathurst Public School implements school-wide Positive Behaviour for Learning (PBL) practices which focus on the core values of being Safe, Respectful and Engaged learners. The school uses PBL to reinforce positive expectations using a school-wide matrix, fast and frequent rewards and management flowcharts for all staff.

Bathurst Public School incorporates the core values of *Respect, Gratitude, Responsibility, Integrity, Perseverance, Courage* and *Compassion* into key social and emotional learning programs.

## Partnership with parents and carers

Bathurst 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, consulting with the P & C and local AECG
- reviewing school systems, data and practices routinely and in response to parent feedback.

Bathurst Public School will communicate these expectations to parents/carers through the school newsletter, Sentral Parent Portal and the school website. 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

To be safe, respectful, and engaged learners.

Safe	Respectful	Engaged
<p>Model and follow school and class rules and expectations around behaviour and conduct.</p> <p>Negotiate and resolve conflict.</p> <p>Be aware of and take responsibility for how their behaviour and actions impact others.</p> <p>Care for self and others.</p> <p>Be safe and help others to make safe choices that do not hurt themselves or others.</p>	<p>Treat one another with dignity. Communicate and behave courteously.</p> <p>Act and work cooperatively with other students, teachers, and school staff.</p> <p>Develop positive and respectful relationships.</p> <p>Value the interests, ability and culture of others.</p> <p>Respect the learning needs of other students.</p> <p>Dress appropriately by wearing the agreed school uniform or dress code.</p> <p>Take care with school property and the property of staff and other students.</p>	<p>Arrive at school and class on time.</p> <p>Be prepared for every lesson.</p> <p>Actively participate in learning.</p> <p>Aspire and strive to achieve the highest standards of learning</p>
What this means in BPS classrooms:		
<p><b>Follow school routines.</b> For example, classroom entry and exit routines</p>	<p><b>Speak and act respectfully</b></p> <p><b>Follow instructions given by your teacher</b></p>	<p><b>Focus your attention to the teacher and learning tasks.</b> For example, listen to teacher explanations; share your understanding with teachers and peers</p> <p><b>Complete all set learning tasks.</b></p> <p><b>Participate in Check for Understanding activities.</b></p>
What this means in the BPS playground:		
<p><b>Wear your school hat.</b></p> <p><b>Be aware of others around you.</b></p>	<p><b>Put rubbish in the bin</b></p> <p><b>Be inclusive</b></p> <p><b>Show respect for the environment.</b> For example, treat gardens, trees, play-equipment and school facilities with care.</p>	<p><b>In Passive areas engage in passive behaviours.</b> For example, handball, walking, reading, sitting with friends.</p> <p><b>In Active areas engage in active behaviours.</b> For example, non-contact sport, running, kicking a football or soccer ball.</p>

Bathurst Public School Values		
Respect	Gratitude	Responsibility
Integrity	Perseverance	Courage
Compassion		

## 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 is developing 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 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 learners.

Strategy, approach, intervention, resource	Prevention	Early Intervention	Targeted	Individual
<b><u>Positive Behaviour for Learning (PBL)</u></b> Positive Behaviour for Learning is an evidenced 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.	X	X	X	X
<b><u>Restorative practices</u></b> Restorative practices is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.	X	X	X	X
<b><u>Trauma Informed Practice</u></b> Trauma-informed practice focuses on how school staff and leaders can better relate to and support the wellbeing and learning of children and young people who have experienced trauma.	X	X	X	X
<b><u>Quality Differentiated Teaching Practice</u></b> Quality Differentiated Teaching Practice refers to the responses that teachers make to learners' needs. Effective differentiation functions on the premise that every student can learn with the appropriate guidance and support.	X	X	X	X
<b><u>Classroom practice resources and strategies</u></b> Information about evidence-based classroom management systems and practices.	X	X	X	X
<b><u>Positive behaviour support strategies</u></b> Positive behaviour support strategies support schools to identify, assess, plan, implement, monitor and review whole school approaches to support positive student behaviour.	X	X	X	X
<b><u>Understanding behaviour resources</u></b> Understanding behaviour resources provide an insight into factors that influence behaviour, aggressive and violent behaviour, identifying risk, enhancing student resilience, and supporting pro-social behaviour.	X	X	X	X
<b><u>eSafety Commissioner Toolkit for Schools</u></b> eSafety Commissioner Toolkit for Schools are resources backed by evidence and support a nationally consistent approach to preventing and responding to online safety issues, including cyberbullying.	X	X	X	X
<b><u>Attendance matters – resources for schools</u></b> Resources to help schools plan and implement attendance strategies.	X	X	X	X

Strategy, approach, intervention, resource	Prevention	Early Intervention	Targeted	Individual
<b><u>Anti-racism education</u></b> Anti-racism education resources which are available for school staff, students and community.	X	X	X	X
<b><u>Supporting students with English as an additional language or dialect resources</u></b> A range of resources and strategies to support students with English as an additional language or dialect.	X	X	X	X
<b><u>Supporting students from a refugee background</u></b> Provides a range of resources / programs to support students from refugee backgrounds.	X	X	X	X
<b><u>Personal Development, Health and Physical Education (PDHPE) K-10 Syllabus 2018</u></b> Develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing.	X			
<b><u>Aboriginal Languages and cultures</u></b> Provides advice, guidance and resources to NSW public schools to implement Aboriginal Language programs in partnership with their local Aboriginal community.	X			
<b><u>Working in partnership with the NSW AECG Inc.</u></b> NSW AECG Inc. is the peak community advisory body to the department on Aboriginal education and training at all levels and in all stages of planning and decision making.	X			
<b><u>Strong Strides Together</u></b> Provides evidence on ways that schools can contribute to the educational success of Aboriginal and Torres Strait Islander students.	X			
<b><u>Anti-bullying resources</u></b> Anti-bullying resources support schools to establish preventative strategies that target key environments in which bullying is known to occur, supporting the development of a positive school climate.	X	X	X	
<b><u>New Arrivals Program</u></b> This program targets support to EAL/D students in primary and rural and regional secondary schools by providing funding for additional staffing allocations.		X	X	
<b><u>Personalised Learning and Support</u></b> Personalised Learning and Support is a process that supports a wide range of students with additional learning and support needs.		X	X	X
<b><u>Evidence-based practices for students with</u></b>			X	X

Strategy, approach, intervention, resource	Prevention	Early Intervention	Targeted	Individual
<b><u>disability</u></b> Evidence-based practices for students with disability outlined in this resource are proven to support students, who do not respond to learning supports delivered at a universal level and need additional, personalised instruction to meet their learning and wellbeing goals. Practices include prompting, reinforcement, modelling, response cards, scripting, social narratives, video supports, visual supports, embedded trial instruction, explicit instruction, systematic instruction and self-management.				
<b><u>Individual behaviour support planning</u></b> Individual behaviour support planning assists schools to provide additional support and guidance to identified students. This resource includes information about behaviour support planning as a continuous cycle of planning and improvement with six key components; providing interventions that meet the function of behaviour providing additional guidance to students with identified needs to assist teachers.			X	X
<b><u>Functional behaviour assessment</u></b> A tool that supports teachers to investigate the function or purpose of a student's behaviour. These tools include: an Antecedent-Behaviour-Consequence (A-B-C) chart and checklist.			X	X
<b><u>Risk management planning</u></b> Risk management planning can be developed with the assistance of the Incident Notification and Response Unit and speaking to either the Leader, Complex Cases or the Complex Case Advisor.			X	X
<b><u>Nationally Consistent Collection of Data (NCCD)</u></b> Nationally Consistent Collection of Data (NCCD) is an annual data collection that requires information on the extent of support and adjustments made for students with disability. It supports students with disability to access and participate in education on the same basis as other students.			X	X
<b><u>Integration funding support</u></b> Integration funding support helps schools to provide adjustments for students with disability in mainstream classes who have moderate to high learning and support needs – as defined by the Department's disability criteria.				X
<b><u>Second Step Social Emotional Program</u></b> The research-based Second Step program integrates social-emotional learning into classrooms, which decreases problem behaviours and increases whole-school success by promoting self-regulation, safety and	X	X		

Strategy, approach, intervention, resource	Prevention	Early Intervention	Targeted	Individual
support.				
<b><u>Every Step Counts Program</u></b> Every Step Counts is a public-school education program covering challenging topics such as positive self-image, reducing violence-supportive attitudes and behaviours, making 'good choices', gender bias in the media and social media, consent and inappropriate images.	X	X		

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

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. See Appendix 1. Bathurst 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 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.

Prevention	Early Intervention	Targeted	Individual
Professional learning Opportunities for professional sharing between staff Student voice Wellbeing Framework for Schools Strategies, interventions and programs that explicitly teach the identified skills needed and/or increase enabling conditions for positive behaviour	Relevant prevention strategies, in addition to: Strategies and interventions that reduce or remove triggers for behaviours of concern, explicitly teach replacement behaviours and/or address contributing factors Consultation with parents and carer groups	Relevant prevention and early intervention strategies, in addition to: Individual student planning Learning and support team processes, systems and staff SMART goals – includes a date for review Engagement with Team Around a School	Relevant prevention, early intervention and targeted strategies, in addition to: Review and modification of individual student planning Matching strategies and interventions to the function of the student's behaviour NCCD adjustments

## Responses to serious behaviours of concern

Responses to serious behaviours of concern, including students who display bullying behaviour, are recorded on SENTRAL. These include:

- Review and document incident
- Determine appropriate actions, including supports for staff or other students impacted
- Refer student to the learning and support team
- Develop or review individual student support plans – Behaviour Response Plan, Risk Assessment.
- Plan support strategies, including teaching positive replacement behaviour and learning and environment adjustments
- Reflection and restorative practices
- Liase 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 and expulsion

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](#).

## Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Teacher directed follow-up conversation	Beginning of break time after eating. 3 – 10 minutes	Teacher	SENTRAL
Triage – space to regulate, reset and prepare to return to learning	10 minutes or when ready to return to learning	Teacher/ Executive	SENTRAL
Reflection/Restorative conversation	Break 1 or Break 2 after eating time. Toilet breaks when needed	Executive	SENTRAL

## Review dates

Last review date: 6th February, 2025

Next review date: 2<sup>nd</sup> February, 2026