

Bonnyrigg Public School Behaviour Support and Management Plan

Reviewed: March 2024

To be Reviewed: January 2025



Overview

Bonnyrigg Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are Positive Behaviour for Learning and the Berry Street Education Model.

Pre-reading and reference documents

[Student Behaviour Procedures Kindergarten to Year 12](#)

[Behaviour Code for Students](#)

[Detention and Time-out Guidelines](#)

Staff roles and responsibilities

School Principal

The principal holds primary responsibility for the safety and wellbeing of all students and staff.

The principal is responsible for ensuring:

- the school's behaviour procedures are updated annually as a review process, consulting with the Departments school behaviour procedures.
- all staff are familiar with and use the current behaviour procedures in line with departmental requirements.
- all procedures are current and reviewed as part of a continuous cycle of self-assessment.

Deputy/Assistant Principal

The Deputy/Assistant Principal supports the principal in their role and is responsible for leading and supporting staff with the implementation of the school's behaviour procedures. This could include:

- Manage all tier 2 and 3 behaviours, consulting with parent/caregivers on matters of concern.
- reflect with students on their behaviour of concern and work on strategies moving forward.
- Refer students to LST when behaviours become a concern to wellbeing and safety of others.

Overview

All Staff

Staff support student behaviour within their classroom and whole school by promoting positive behaviour and managing behaviours of concern. This includes:

- Following all PBL and Berry St processes in line with school procedures and expectations.
- Manage low level tier 1 behaviours in the classroom and on the playground.
- Refer students to supervisor when behaviours become concerning.

Promoting and reinforcing positive student behaviour and school-wide expectations

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

To be **Safe, Respectful and Engaged** in all areas of the school. What this looks like is;

- Hands and feet to yourself
- Use furniture and equipment appropriately
- Hand up and wait to speak
- Follow instructions
- Always try your best
- Right place, right time

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

Positive Behaviour for Learning

A whole school approach to explicitly teaching and modeling positive behaviour. Expectations and desired behaviours are taught during explicit lessons, with a fortnightly focus put forward to students to work towards an identified target. Students are rewarded in accordance with the positive behaviour model and students work towards a major school award through exhibiting positive behaviour and engagement in their learning.

Berry Street Education Model

A trauma informed practice that creates a safe space for students to succeed and thrive. Built off consistent, predictable routines, relationships are established between the teacher and the students to ensure they are all ready to learn at all stages of the school day. Student wellbeing is supported through regular check ins and activities, to support their learning such as, brain breaks, morning circle and mindfulness.

Behaviour Code for Students

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	BroSpeak/ SistaSpeak	A cultural and mentoring workshop program at our school, which has a strong cultural focus and is designed to inspire and motivate young Aboriginal people about the importance of education.	Aboriginal and Torres Strait Islander Students
Prevention	Berry St	A trauma informed practice that creates a safe space for students to succeed and thrive. Built of consistent, predictable routines, relationships are established between the teacher and the students to ensure we are all ready to learn at all stage of the school day.	All students
Prevention	Mindfulness	SmilingMinds - A mindfulness program to create a calm and safe learning environment.	All students
Prevention	Quality Differentiation	Targeted teaching that is differentiated to meet the students at their point of need to ensure students are engaged.	All students

Prevention	Play Based Curriculum	A play based curriculum allows students to develop pro-social behaviour.	All students
Prevention	Girls Group	Social group to provide a safe place for female students to share and discuss issues.	Female students yrs 3-6
Early Intervention	Extra-Curricula Activities	Staff provide students with the opportunity to participate in extra-curricula activities to build a sense of belonging.	All students
Early Intervention	SEL Program	Bounce Back - teaches social emotional skills to students through a literacy approach with circle time.	All students
Early Intervention	Class Dojo	In class behaviour management tool, used also as communication tool with parents and the community.	All students
Early Intervention	PBL Tier 1	Positive Behaviour for Learning (PBL) Tier 1 Schoolwide and classroom systems of support that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture	All students
Targeted Intervention	LaST	The Learning and Support team work with teachers, students and families to support those students who require personalised learning and support. Including instructional leadership, development of risk assessments and the development of short- and long-term goals.	Targeted students
Targeted Intervention	PLP	Personalised Learning Pathways include personal goals in which AEO's target ATSI students and work one on one with to meet the individual academic, cultural and social goals.	ATSI Students

Targeted Intervention	Zones Of Regulation	A program that is aimed at teaching students to manage and reflect on their own emotions with the goal of regulating their own emotions and forming regular social groups.	Targeted students
Individual Intervention	Risk management plans	Plans created to support staff in understanding and managing students with high level behaviours of concern.	LST and AP/DP
Individual Intervention	PLaSPS	Individualised learning programs provided for students that will include behavioural goals for students and staff to work towards.	CT, LST, Families
Individual Intervention	WHIN	Community Nurse who works within schools to provide support for students and their families.	Targeted Students
Individual Intervention	School Psychologist	Professional psychologist provides support for at risk students and those on LaST caseload.	Targeted Students.

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Reflection Room - Students who receive negative levels will be required to attend reflection room	Time based on level. Recess and Lunch	AP	Sentral
Calm down space - areas within the classrooms that allows students to take themselves out and spend time to gather themselves.	10 mins during class	CRT	Staff Observations
Alternate play plan - withdrawal from free choice play and assigned designated play space within the playground that is monitored by teacher.	Next break - monitored by AP	AP	Sentral

Reflection Room Procedures

At times, it may be necessary to apply fair, reasonable and proportionate disciplinary strategies, such as detention and/or reflection, to address inappropriate student behaviour. The student has been directed to a dedicated space at lunch time to participate in a restorative conversation, reflect on their behaviour and how they could make more positive choices.

During reflection room, students undertake a restorative conversation with a trained Assistant Principal, using the choice theory framework. During this conversation, students will develop a plan with the AP that will be kept on file and revisited with the student during check ins. Check in meeting occurrences are determined by AP determined by severity of behaviours.

Year group	Time	Food/toilet	How are these recorded?
K-2	10-15 mins	Eating time provided prior to reflection room	Sentral - Reflection sheets recorded within AP office
3-6	15-20 mins		

Partnership with parents/carers

Bonnyrigg Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by requiring input from parents in regards to Personalised Learning and Support Plans and Personalised Learning Pathways.

Bonnyrigg Public School will communicate these expectations to parents/carers by coordinating meetings with parents.

School Anti-bullying Plan

Bonnyrigg Public School's Anti Bullying plan can be found on the school website via the following link:

<https://bonnyrigg-p.schools.nsw.gov.au/about-our-school/rules-and-policies.html>

Appendix

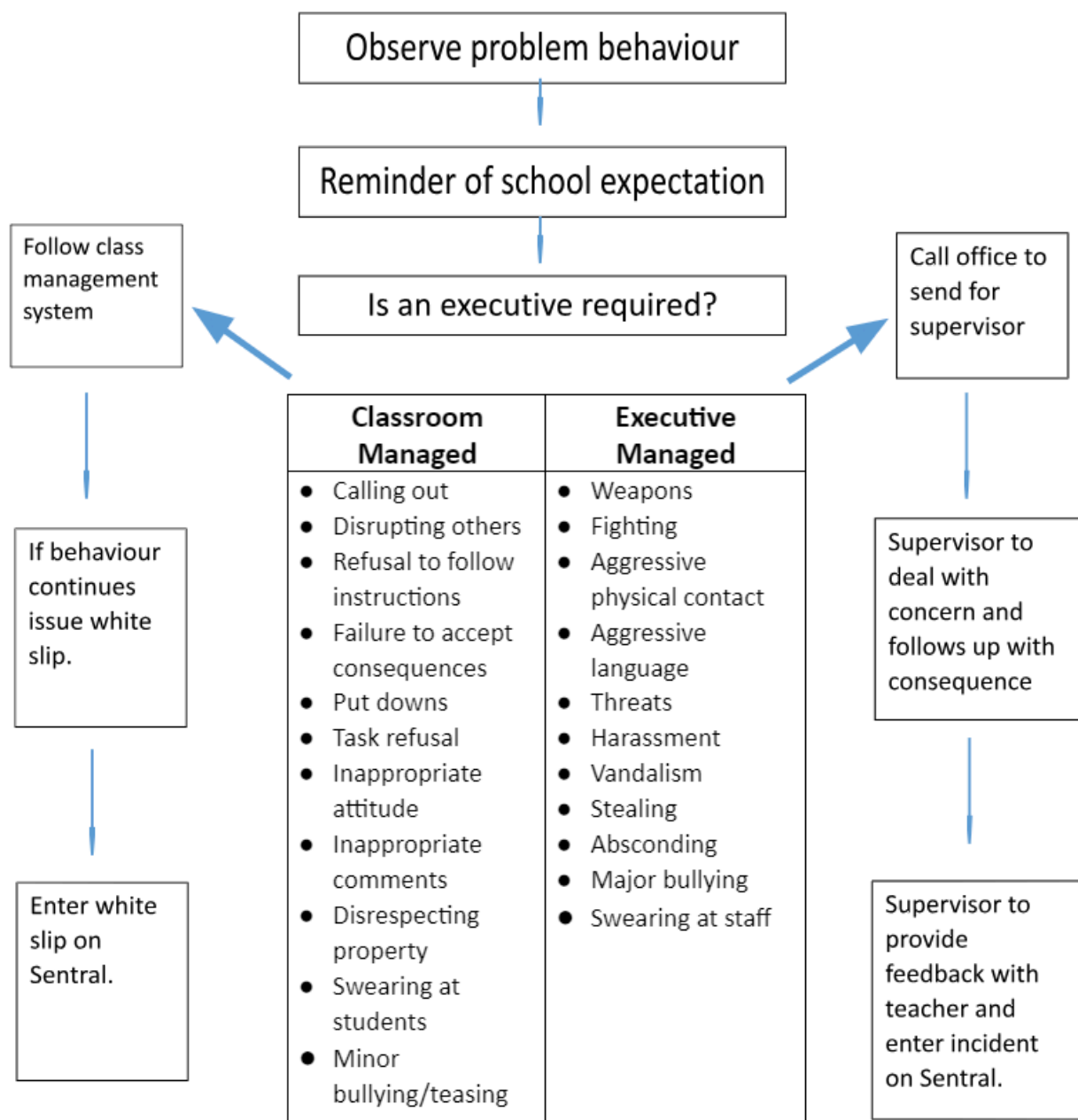
Appendix a - Decision Making matrix - Classroom



Bonnyrigg Public School

Classroom

Decision Making Behavioural Chart



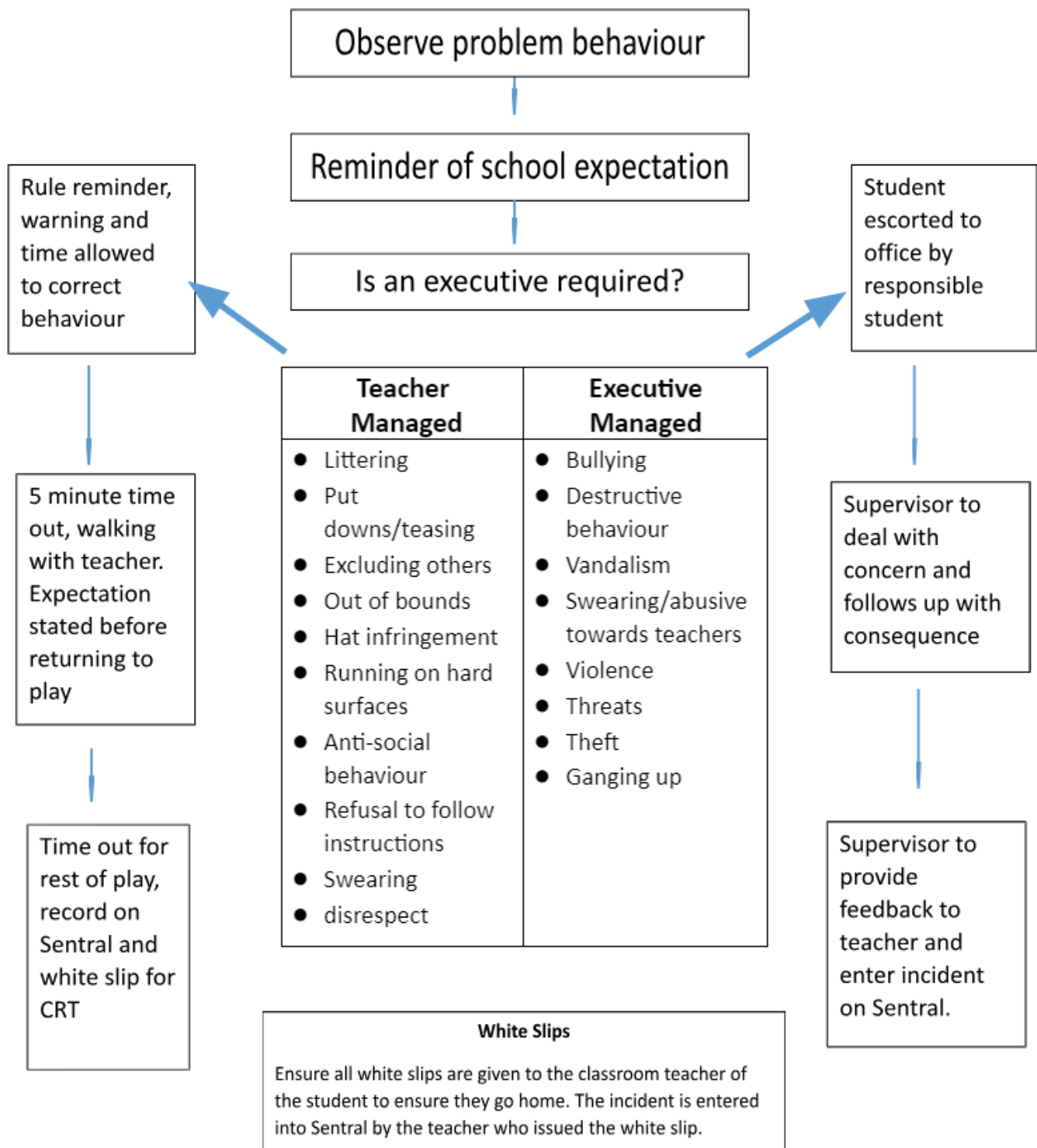
Appendix b - Decision making matrix - Playground



Bonnyrigg Public School


Playground

Decision Making Behavioural Chart



Appendix c - Behaviour Continuum

Positive Behaviour for Learning Continuum

Level	Award/Consequence	Action	Result/Outcome	
10	Principals Award	2 Gold Awards	 Principal's Reward (at the end of the year)	
9	Gold Award	2 Silver Awards		
8	Silver Award	2 Bronze Awards		
7	Bronze Award	5 Merit Awards <u>Or</u> Star of the week/Attendance/Sport/Acheivement award		
6	Merit Award	20 Dojo points	Every student who does not receive a white slip for each term will attend the PL Celebration.	
5	STAR LEVEL	ALL students begin on this level	* Students are rewarded with Dojo points for displaying positive behaviours. * Dojo's may be issued across <u>all</u> school settings by <u>all</u> staff	
4	White Slip	Classroom teacher to enter on Sentral and send letter home to parents/carer	* 2 Weeks positive behaviour = Return to Star Level * 3 White slips in 2 weeks = Yellow level	
3	Yellow level	Classroom teacher to phone parents/carer, enter on Sentral and send letter home	* 2 days Reflection room/ 1 day Quad (Lunch and Recess) * 1 Yellow Card + 3 Warnings (within 2 weeks) = Orange Level	
2	Orange Level	Supervisor/ AP to phone parents/carer, enter on Sentral and send letter home	* 3 days Reflection room/ 2 days Quad (Lunch and recess) * 1 Orange Card + 3 Warnings (within 2 weeks) = Suspension Warning	* No Gala Day, extra-curricular activities.
1	Suspension Warning	Principal to phone parents/carer to organise interview, enter on Sentral and send letter home	* 5 days off playground * Limited access to school activities (Principal's discretion, in consultation with CT)	
0	Suspension	Principal to phone parents/carer to organise interview, enter on Sentral and send letter home	* 1-21 days duration	

Appendix d - Total Behaviour Plan

Recording Total Behaviour

Name: _____ Date: _____

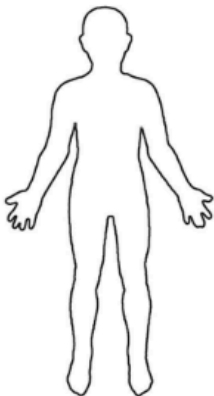
Thinking Wheel

"I hate...."
 "This is dumb, stupid...."
 "I can't....."
 "I'm going to....."
 "I need to....."

Acting Wheel

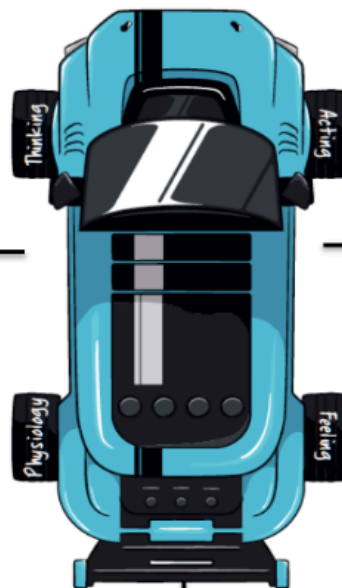
Run Kick Punch Throw Push Shove Hit
 Hide Climb Freeze Ignore Copy/mock
 Yell Swear Cry Argue Whine Tease

Body Wheel



Head	Brain
Eyes	Eyebrows
Mouth	Teeth
Face	Cheeks
Neck	Shoulders
Chest	Heart
Back	Stomach
Hands	Arms
Legs	Feet

Feeling Wheel



Appendix e - Restorative/Connecting conversation

Questions for self-evaluation



Coaching Total Behaviour



- What has happened?
- What did you do?
- When you did that, what were you thinking?
- And when you were thinking that, what was the feeling/emotion?
- Can you tell me where you felt that in your body?
- Is there something you could do or think that would help you to be more in control?

Connecting VS Disconnecting Habits

- | | |
|---------------------------|-----------------------------------|
| * Supporting | # Criticising |
| * Encouraging | # Blaming |
| * Listening | # Complaining |
| * Accepting | # Nagging |
| * Trusting | # Threatening |
| * Respecting | # Punishing |
| * Negotiating differences | # Bribing or rewarding to control |