



Bowling Public School Behaviour Support and Management Plan

Overview

Bowling 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 - Berry Street Model
- Bounce Back and Zones of Regulation – Social and emotional learning

Bowling 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

Bowling 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

Bowling 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

Students at Bowning Public School will display the following Learner Profiles:

I am resilient

- I will manage emotions
- I show good sportsmanship

I am respectful

- I follow adult instructions
- I value and care for others and property

I am responsible

- I am ready to learn
- I will be honest
- I will be safe

I am a learner

- I will have a go and try my best

I am worthy

- I will strive for improvement
- I will be proud of myself and others

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.

Bowning 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. 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
- providing active supervision of students
- differentiating learning content and tasks to meet the needs of all students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviours for Learning	PBL is a framework that aims to build safe, positive and productive environment. Teachers explicitly teach positive behaviours each week with clear expectations.	Students, families and staff.
Prevention	Breakfast Club	School community run a breakfast club program that provides access to a free healthy breakfast and builds strong student-teacher connections.	Staff, students K - 6
Prevention	National Day of Action Against Bullying and Violence (NDA)	Our school participates in the annual National Day of Action against Bullying and Violence (NDA) - in August each year.	Staff & students
Prevention/ Early intervention	Berry Street Model	The Berry Street Model as a strong influence on using trauma informed school wide practices.	Students K-6
Prevention/ Early intervention	Zones of Regulation	The Zones of Regulation support students in identifying emotional response and regulation.	Students K-6
Prevention/ Early intervention	Bounce Back	The Bounce Back program has a strong emphasis on belonging and inclusion, encouraging the children to accept and value themselves and their peers for who they are.	Students K-6
Prevention / Early intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools 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	Individual Behaviour	Planning is done in collaboration with the student and their family with support from Team Around a School where needed. This can	Individual students, staff

Care Continuum	Strategy or Program	Details	Audience
	<u>Support Planning</u>	include individual behaviour support 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.

Bowning 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.
- 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 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

Bowning 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:

Strategy	Where	Details	Recorded
Classroom rewards	Classroom	Each teacher utilises their own whole-class reward system	
Free and Frequent	All settings	Bowning Hero tokens for everyday use by all staff in all settings. It is a tiered reward system to recognise PBL behaviours.	Class System
Moderate and intermittent – awarded occasionally	Assemblies	Merit awards will be handed out at each school assembly. 2 Merit awards will be handed out per class. Artist of the Month will be chosen at each school assembly.	Class System
Significant and infrequent – semester or annual types of recognition.	Presentation	Principal Awards at the end of each term. Presentation end of year awards.	School system

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>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>Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate. Quiet places in the playground Promote expectations of the NSW Behaviour Code</p>	<p>Seek help from other staff member if there is a risk to safety. Risk assessment and BMP to be completed for individual strategies</p>
<p>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>Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback</p>	<p>Staff 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>Tangible reinforcers include those that are:</p> <ul style="list-style-type: none"> • free and frequent • moderate and intermittent • significant and infrequent <p>Intermittent and infrequent reinforcers are recorded in class system.</p>	<p>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>Staff collects information and review the incident from multiple perspectives and determine next steps. Staff records the incident on the COMPASS and contact parent/carer by phone. Principal may consider further action eg: formal caution/suspension.</p>
<p>All social-emotional learning programs (Bounce Back, Berry Street Model) are taught daily in morning circles.</p>	<p>Teacher records on COMPASS by the end of the school day. Monitor and inform family if repeated.</p>	<p>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 phone calls/ direct contact after school are used to communicate student effort to meet expectations.</p>	<p>Teacher contacts parents by phone or in person 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 in the centralised recording system. These may include:

- review and document incident by teacher and witness statements.
- 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](#).

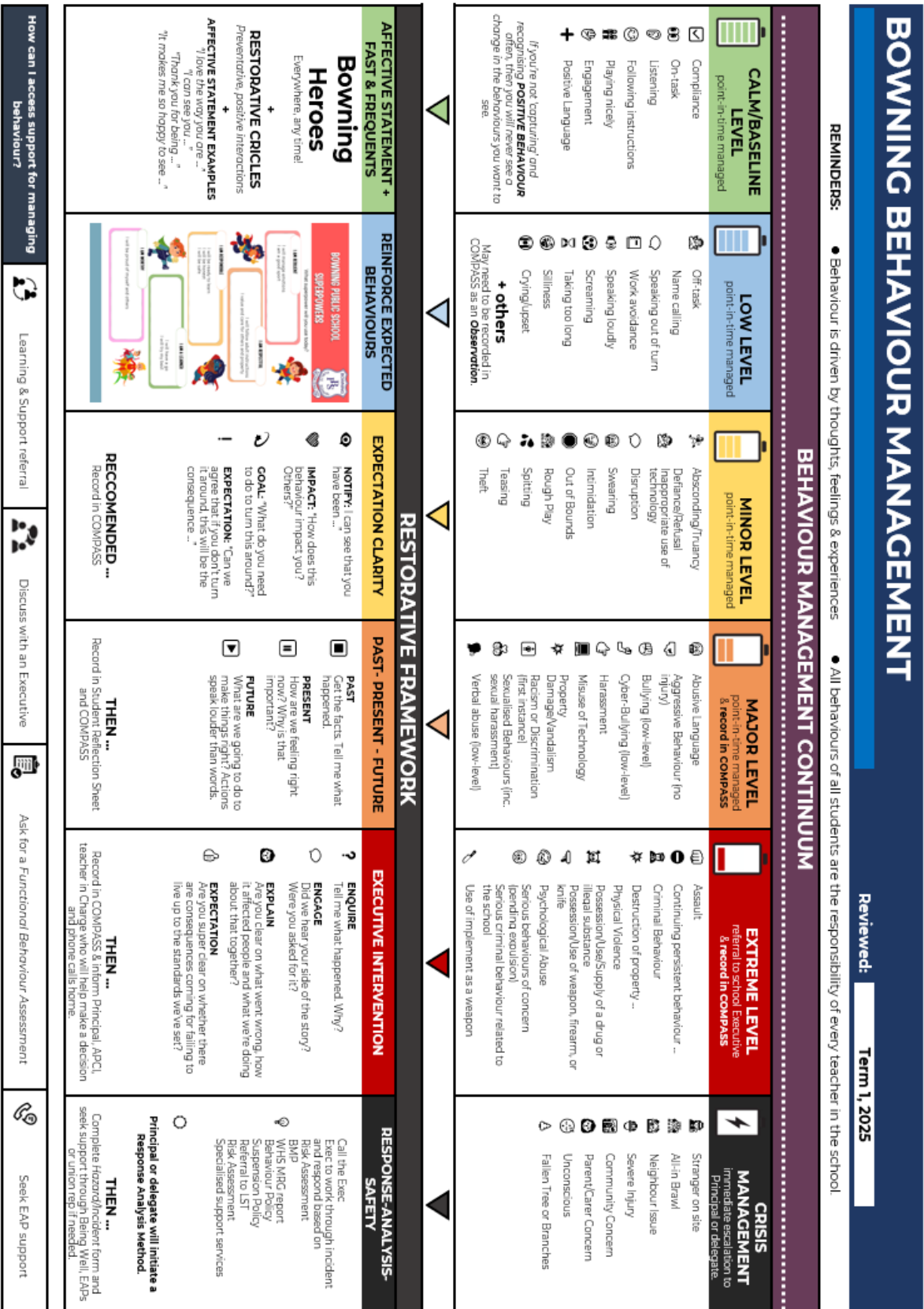
Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety Guide](#).

Reflection practices

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

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection conversation (problem-solving) What happened, what did you do, and what could you do instead next time.	Class time and break times as required	All Staff	Documented on COMPASS
Time in	10mins in class or on playground	Teacher/Principal	COMPASS Reflection Sheet
Conference	20mins	Principal	Recorded student statements

Appendix 1. Behaviour management flowchart



K-2 Buddy Class Reflection Sheet




Name: _____

Class: _____






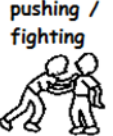










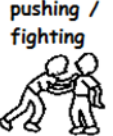










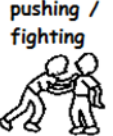






Date: _____

How were you feeling?

How are you feeling now?



		
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I had trouble with:


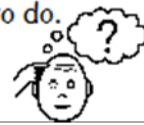

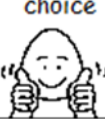

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angry 	annoying others 	not listening 										
teasing 	pushing / fighting 	taking others belongings 	touching 									
out of my seat 	swearing 	calling out 	not doing my work 									

I need to say sorry to the people I hurt or upset.

"Sorry for ..."

	
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Next time I will ...

<p>get help</p> 	<p>think what to do.</p> 	<p>stop</p> 	<p>Make a good choice</p> 	<p>talk quietly & ask</p> 
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<p>I am going to be ...</p>	<input type="checkbox"/> RESPECTFUL	<input type="checkbox"/> RESPONSIBLE
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3-6 Buddy Class Reflection Sheet

Name: _____

Class: _____

How were you feeling? Circle or Colour

 Happy	 Sad	 Silly	 Worried	 Scared
 Angry	 Confused	 Hurt	 Embarrassed	 Surprised

What Happened? _____

How did your behaviour make others feel? Circle or Colour

 Happy	 Sad	 Unsafe	 Worried	 Scared
 Angry	 Confused	 Hurt	 Embarrassed	 Frustrated

Did you use a coping strategy? Yes or No

If YES which one? If NO which one could you have tried?

Take 3 deep breaths	Self-talk	Ignore	Go to the chill area
Talk to the teacher	Move somewhere else	Think calm thoughts	Other:

What do you need to do to FIX it?

Apologise to <input type="checkbox"/> students <input type="checkbox"/> staff	Clean up	Make a plan
	Complete work	Other:

What did you want? Circle or Colour

Attention	Get out of work	Control	To get even/revenge
Be disruptive	Challenge the teacher	Talk to the teacher	Other:

Review dates

Last review date: Day 1, Term 1, 202

Next review date: Day 1, Term 1, 2026