

# Bonnyrigg Heights Primary School

*A School Dedicated to Quality Teaching and Learning*

## School Behaviour Support and Management Plan





# **BONNYRIGG HEIGHTS PRIMARY SCHOOL :** **SCHOOL BEHAVIOUR SUPPORT and MANAGEMENT PLAN**

## **OVERVIEW**

Bonnyrigg Heights Primary School is committed to explicitly teaching and modelling positive behaviour and supporting all students to be engaged with their learning. Good discipline is fundamental to the achievement of government priorities for the public school system. Bonnyrigg Heights Primary School works together with the school community to provide a quality learning environment which is: **inclusive, respectful, safe** and **secure**.

All students and staff have the right to be treated fairly and with dignity in a supportive environment free from disruption, intimidation, harassment, victimisation and discrimination. Bonnyrigg Heights Primary School maintains high standards of discipline. At Bonnyrigg Heights Primary School, all students are **known, valued** and **cared for**.

## **CONTENTS**

- **WHOLE SCHOOL APPROACH**
- **SCHOOL RULES AND EXPECTATIONS**
- **VALUES**
- **STRATEGIES TO SUPPORT STUDENT BEHAVIOUR**
  - Social and Emotional Learning
  - Zones of Regulation
  - Student Triage Conversations
  - Classroom Management Strategies
  - Playground Management
  - Playground Bags/Vests
- **THE BEHAVIOUR CODE FOR STUDENTS**
  - The Behaviour Code
  - Positive Behaviour Recognition
  - Behaviour Management Flowchart
  - Suspension/Expulsion
  - Reflection
  - Partnerships with parents/carers
  - School Anti-bullying Plan

# 1. WHOLE SCHOOL APPROACH

The Care Continuum is a whole school approach that helps our school to put in place a positive and prevention-focused approach to meet the needs of all students.






Strategy, approach, intervention or resource	CARE CONTINUUM				Details	Audience
	Prevention	Early Intervention	Targeted Intervention	Individual Intervention		
Berry Street Education Model Trauma Informed Practice					Morning Circle Positive Primers and brain breaks Ready to learn scale/Ready to learn plan Process praise Student triage conversations (reflective discussions)	whole school
Social and Emotional Learning					Weekly 10-minute whole class lessons	whole school
Zones of Regulation					Targeted and general classroom management as appropriate	whole class individual
Wellbeing Programs					Wellbeing room – recess and lunch Targeted individual/small group support programs when necessary (e.g., cooking, recycling, composting, art, gardening) Dedicated specialist wellbeing teacher/s	whole school targeted individual
Mental Health programs and partnerships					Star4Kids - programs facilitated by Mission Australia (e.g., Confident Kids, Rock and Water, Seasons for Growth, Connect 3 and Peaceful Kids) PEERS program (Year 6 focus)	targeted
Peer Support					Student led lessons in semester 1, linking to school values to enhance a strong sense of belonging	whole school
BHPS Attendance strategies					Every Day Counts, Strive for Five 100% attendance awards Attendance Improvement Awards Fun Friday – last day of term	whole school individual
Aboriginal cultural/educational programs					PLP Targeted art groups	individual targeted
New Arrivals Program					Supporting EaLD students in learning and wellbeing	targeted
Learning Support Team					Personalised Learning and Support Risk management planning	targeted individual

## Care Continuum – Explanation of the multi-tiered support in at Bonnyrigg Heights PS

<b>Prevention</b>	<p>Our whole-school proactive and prevention approaches aim to establish and maintain safe, respectful learning environments for all students. Our proactive approaches include explicit teaching of the expected behaviours. These learning environments include classrooms, playgrounds, online and any other school endorsed events and encourage prosocial behaviour. These interventions underpin effective teaching and will reduce minor behaviours of concern when applied consistently.</p>
<b>Early intervention</b>	<p>At our school, some students require early intervention to deal with emerging, low-level behaviours of concern. Early interventions provide early support for students or groups of students who are identified as being at risk of developing behaviours of concern. Our school uses a range of initial responses and approaches to work with students displaying emerging, low-level behaviours of concern. Early responses to behaviours of concern include preventive strategies, explicit teaching of expected behaviours, logical consequences, and consultation.</p>
<b>Targeted intervention</b>	<p>Some students at our school may require targeted support to encourage positive behaviours, particularly if they exhibit more complex and challenging behaviours, or where the frequency of the behaviour of concern may put students' learning and social success at risk if it is not addressed quickly. Our school staff facilitate positive behavioural supports, including explicit teaching of expected behaviours as well as making targeted and reasonable adjustments in the classroom to support effective teaching and learning practices.</p>
<b>Individual intervention</b>	<p>At our school, students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents, teachers, supervisors and the Learning Support Team. Strategies for these students require individual assessment, planning, implementation, monitoring and evaluation. Our school builds the capacity of teaching staff to be able to undertake functional behaviour assessments (FBA), develop individual student support plans and risk management plans for individual students.</p>

## 2. SCHOOL RULES AND EXPECTATIONS

There are five school rules at Bonnyrigg Heights Primary School. These rules are on display in each classroom for easy reference and they will be revisited by teachers and students throughout the school year.

RULE	EXPECTATION
<p><b>Be kind and respectful to people and property</b></p> 	<ul style="list-style-type: none"> <li>• look after school equipment and the environment – no vandalism, graffiti etc.</li> <li>• be tidy with rubbish and put it in bins</li> <li>• treat others with respect – DO NOT tease or bully others</li> <li>• show respect for school property and the property of others</li> <li>• be kind to animals and careful towards nature and the environment</li> <li>• be polite, fair and helpful</li> <li>• treat others with care and equality</li> </ul>
<p><b>Keep your hands and feet to yourself</b></p> 	<ul style="list-style-type: none"> <li>• treat others with respect – DO NOT physically hurt others</li> <li>• be friendly</li> <li>• be a good sport</li> <li>• use equipment safely</li> <li>• resolve conflicts without violence (tell a teacher)</li> </ul>
<p><b>Follow the teacher's instructions</b></p> 	<ul style="list-style-type: none"> <li>• pay attention in class and in the playground and follow school and class rules</li> <li>• work cooperatively</li> <li>• listen and speak respectfully in class</li> </ul>
<p><b>Move safely around the school</b></p> 	<ul style="list-style-type: none"> <li>• walk carefully on all concrete areas</li> <li>• play sensibly and safely</li> <li>• take care when moving around in the classroom</li> </ul>
<p><b>Always try your best</b></p> 	<ul style="list-style-type: none"> <li>• attend school on time every day</li> <li>• wear school uniform</li> <li>• play in the correct playground at the correct time</li> <li>• finish work to the best of your ability</li> <li>• be a good ambassador for the school</li> </ul>






All staff and students will create an ongoing and ever-evolving student negotiated agreement based on our school rules and values. There is a shared responsibility for teachers and students to work collaboratively, negotiate and understand the rules and values expected at Bonnyrigg Heights Primary School.

## 3. VALUES

Our values shape our attitudes to the changing circumstances, events and issues encountered in daily life. They influence how students learn, the way they learn and what they learn. Our values influence the way students think, speak and behave and provide an awareness of their responsibilities as effective contributors to society.

### CORE VALUES

There are nine core values recognised by the Department of Education and each of these will be addressed through our school value system. At Bonnyrigg Heights we have identified the following values.

VALUE		THIS MEANS...
<b>Be Respectful</b>		Considering yourself and others and accepting different views and beliefs. Treating all people equally and with honesty.
<b>Be Responsible</b>		Being responsible for your actions towards yourself, others and the environment.
<b>Be Cooperative</b>		Working together, helping others and resolving conflict peacefully.
<b>Be a Learner</b>		Contributing as an individual and group member. Always doing your best at school, at home and in the community.
<b>Be Kind</b>		Thinking about yourself and others, being empathetic and compassionate.

Students will learn our school values along with the school rules, to understand the need for responsible and acceptable behaviour. Each value is reinforced at weekly assemblies on a fortnightly rotation by the student leaders and addressed daily during morning circle in the classroom. The school values are also taught as part of the Social and Emotional Learning (SEL) program throughout the year.

## 4. STRATEGIES TO SUPPORT STUDENT BEHAVIOUR

Bonnyrigg Heights Primary School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations.

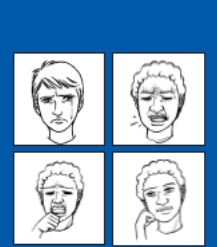
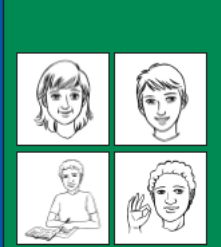
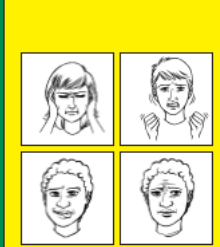
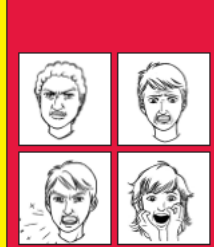
### SOCIAL AND EMOTIONAL LEARNING

Through the process of Social and Emotional Learning (SEL), students develop self-awareness, self-control, and interpersonal skills that are important for school, work and life outcomes. Social-emotional competence helps students cope with everyday challenges and improves learning and wellbeing.

SEL develops understanding and skills to: nurture a positive sense of self, promote respectful relationships, and build capacity to manage emotions, behaviours and interactions with others. At Bonnyrigg Heights Primary School, we teach weekly 10-minute SEL lessons as well as integrating core rules and values into our daily morning circle.

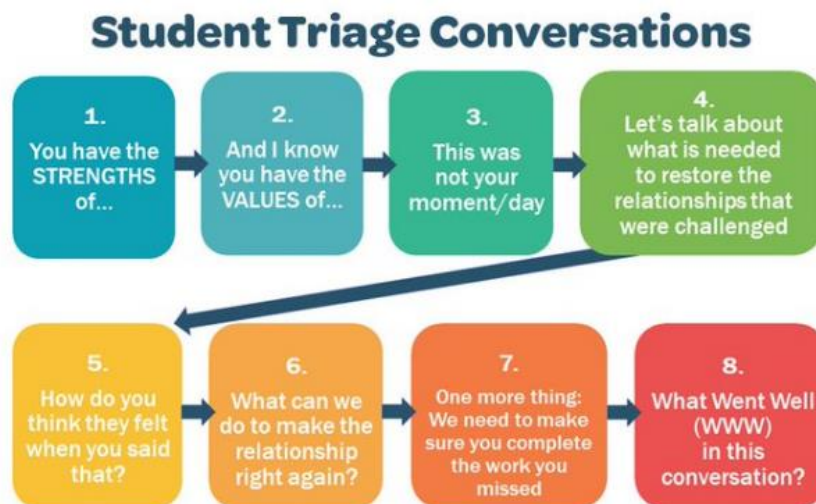
### ZONES OF REGULATION

The Zones of Regulation strategy aims to provide opportunities for children to develop their ability to regulate their feelings and describe what zone they are in. The zones use four colours to help students visually and verbally self-identify how they are functioning in the moment given their emotion and state of alertness. Students are taught tools to regulate and calm themselves.

			
<b>BLUE ZONE</b>	<b>GREEN ZONE</b>	<b>YELLOW ZONE</b>	<b>RED ZONE</b>
Sad Sick Tired Bored	Happy Calm Focused Feeling Okay	Frustrated Worried Silly/Wiggly Excited	Angry Terrified Elated Overjoyed Overwhelmed

### THE BSEM REPAIR CONVERSATION

This strategy aims to have students reflect on behaviours in a supportive and restorative way. Students are reminded of their strengths and values and are guided to reflect and repair the relationship.





## CLASSROOM MANAGEMENT STRATEGIES

Effective strategies for classroom management may include:

<ul style="list-style-type: none"> <li>• building connections</li> <li>• group/table points</li> <li>• rewards/prize box</li> <li>• raffle tickets</li> <li>• certificates</li> <li>• awards</li> <li>• happy grams</li> <li>• meditation/calm breathing</li> <li>• process praise</li> <li>• Zones of Regulation</li> </ul>	<ul style="list-style-type: none"> <li>• brain breaks</li> <li>• ready to learn scale/plan</li> <li>• morning circle share time</li> <li>• Class Dojo reward points</li> <li>• reflective discussions</li> <li>• parent meetings</li> <li>• Dojo messages</li> <li>• Wellbeing box</li> <li>• unconditional positive regard</li> <li>• triage/repair conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Class Dojo posts</li> <li>• positive primer</li> <li>• calm down space</li> <li>• verbal reminder</li> <li>• loss of privilege</li> <li>• non-verbal cues</li> <li>• closer proximity</li> <li>• restitution</li> <li>• golden statements</li> <li>• Co-regulation</li> </ul>
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## PLAYGROUND MANAGEMENT

Teachers are alert and proactive while on playground duty to ensure student safety and prevent any serious incidents from occurring. It is the responsibility of the teacher on duty to immediately respond to and act on all incidents that occur in the playground, including those which occur on the bell. An initial warning followed by monitoring is a suitable first consequence. Serious breaches of school rules need to be promptly reported to the grade supervisor, school executive and the class teacher via an incident record on Sentral. Teachers will need to refer to the Playground Duty Responsibilities Policy for further information about procedures and policies regarding playground management.

## PLAYGROUND BAGS / VESTS

Teachers and School Learning Support Officers will wear fluoro vests when on playground duty so that they can be easily identified by students and other staff. Each teacher will also have a playground bag which they will need to take out to playground duty. The playground bag will contain the necessary items needed to deal with basic first aid incidents in the playground. The playground bag is stored securely in the classroom.

## 5. 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.

### **POSITIVE BEHAVIOUR RECOGNITION**

At Bonnyrigg Heights Primary School, positive behaviour is displayed by students. The school awards students who consistently display good behaviour and follow the school rules and values, at various levels. Awards are given as students progress through bronze, silver, gold and diamond levels annually. It is an expectation that all students achieve bronze level by the end of Semester 1.

The reward initiatives and levels of behaviour are:

#### **1. BRONZE AWARD**

For displaying good behaviour in the classroom and playground, (through adherence to the school rules and values) the student is awarded a Bronze Award.

Examples of behaviour which may result in a Bronze Award:

- good behaviour in the classroom and playground,
- cooperation with peers, and
- courteous behaviour to teachers and visitors.



#### **2. SILVER AWARD**

For consistent good behaviour in the classroom and playground, the student is awarded a Silver Award.

Examples of behaviour which may result in a Silver Award:

- consistent good behaviour in the classroom and playground,
- cooperation and caring for peers, and
- courteous and helpful behaviour to all teachers and visitors.

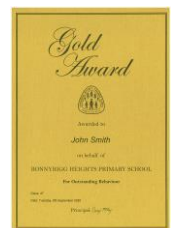


#### **3. GOLD AWARD**

For continued outstanding behaviour and self discipline in the classroom and playground, the student is awarded a Gold Award and a book.

Examples of behaviour which may result in a Gold Award:

- consistent excellent behaviour in the classroom and playground,
- caring for and helping peers, and
- being an outstanding school member.

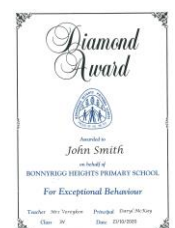


#### **4. DIAMOND AWARD**

For exceptional behaviour and self-discipline in the classroom and playground, the student is awarded with a Diamond Award and a medallion.

Examples of behaviour which may result in a Diamond Award:

- exceptional behaviour in the classroom and playground,
- caring for and helping peers, and
- being an outstanding role model for others.








## Students must demonstrate the school values before they can move to the next level:

\* Be Respectful \* Be Responsible \* Be Cooperative \* Be a Learner \* Be Kind

For example, a student can only move to achieving Silver after they have demonstrated achievement of our five school values at the Bronze level.

## MERIT AWARDS

Merit awards are presented at assemblies for citizenship, academic, sporting and cultural achievements.

	<b>Bronze</b>	<b>Silver</b>	<b>Gold</b>	<b>Diamond</b>
<b>Has demonstrated</b> →	<b>Good behaviour</b>	<b>Consistent good behaviour</b>	<b>Outstanding behaviour</b>	<b>Exceptional behaviour</b>
<b>Be responsible</b> 	has demonstrated responsibility	often demonstrates responsibility	always acts responsibly	is a role model to others when demonstrating how to be responsible
<b>Be a learner</b> 	has tried to achieve within the classroom	often works hard to achieve within the classroom	always tries their hardest within all lessons	is a role model to others when demonstrating what it means to be a learner
<b>Be cooperative</b> 	has cooperated with teachers, students and other members of the school community	often cooperates with teachers, students and other members of the school community	always cooperates with teachers, students and other members of the school community	is a role model to others when cooperating with teachers, students and other members of the school community
<b>Be respectful</b> 	has demonstrated respect for the school, teachers, students, staff and themselves	often demonstrates respect for the school, teachers, students, staff and themselves	always demonstrates respect for the school, staff, students and self	is a role model to others when demonstrating respect for the school, staff, students, & self
<b>Be kind</b> 	has demonstrated kindness to fellow students	often demonstrates kindness to fellow students	always demonstrates kindness to fellow students	is a role model to others, demonstrating kindness to their fellow students

## ASSEMBLY AWARDS

Whole-class assembly merit awards are awarded to well-behaved classes at the fortnightly assembly by the mystery teacher.

## ATTENDANCE AWARDS

Students receive an attendance raffle ticket if they have been at school and on time every day in the fortnight. Five raffle tickets are drawn out at the fortnightly assembly and students are rewarded with a canteen voucher. Students are recognised for 100%/exemplary attendance termly as well as for the whole year. Students with 100% attendance for the year receive a medallion at the Presentation Day assembly. Attendance Improvement Awards are given to students who have made an improvement in either partial or whole day attendance, twice a term.

## WEEKLY PREFECT CLASS AWARDS

Weekly prefect awards are awarded to classes from kindergarten to year 6 including the support unit for having a tidy classroom and for the highest attendance levels across the grade. Prefects utilise a checklist when deciding on the weekly winners. Awards are presented at the whole school morning assembly. When classes have achieved 5 of each award, they will receive a class reward.

# BEHAVIOUR MANAGEMENT FLOWCHART

## STEPS:

1. **OBSERVE** student behaviour
2. **LISTEN and GATHER** information: Do you have all the information necessary to monitor and manage? Listen to witnesses and if necessary, get statements from staff, students and the child/children involved
3. **DECIDE** if the predominant behaviour is minor, moderate or major
4. **TAKE ACTION** - Monitor and manage behaviours

Minor Incident	Moderate Incident	Major Incident
One off, minor incidents - do not need to be entered onto Sentral Repeat minor incidents - entered on Sentral by the teacher	One off and repeat offenders of moderate incidents - entered onto Sentral by the teacher	All major incidents – entered/updated onto Sentral by executive
<ul style="list-style-type: none"> <li>• <b>Non-compliance</b> - not following school/game rules/expectations</li> <li>• <b>Disrespecting others</b> - taking hats, name calling, being rude, answering back, following other students around, spreading rumours</li> <li>• <b>Disrupting learning of others</b> - calling out, interrupting, chatting to others, noise with materials, walking around room</li> <li>• <b>Off Task</b> - poor task completion, fidgeting/handling objects during lessons without reason</li> <li>• <b>Inappropriate verbal/written language</b> - answering back, name calling, undirected swearing</li> <li>• <b>Physical contact</b> - non-serious but inappropriate, not resulting in injury, annoying touch</li> <li>• <b>Rude gestures</b> - sticking rude finger up</li> <li>• <b>Dress code</b> - non-school uniform/inappropriate muffi</li> <li>• <b>Property/equipment misuse</b> - snatching, using any personal or school property in an inappropriate manner, or for a purpose, which it is not intended, including the use of technology</li> <li>• <b>Out of bounds</b> - late to class, being in the wrong place at the wrong time</li> <li>• <b>Littering</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Continued and persistent <u>MINOR</u> behaviours</b></li> <li>• <b>Non-compliance/defiance</b> - refusal to follow instructions of a staff member, running away</li> <li>• <b>Disrespecting others</b> - ostracising others, disrespectful comments, muttering under breath, back chatting, lying to others, deliberate intimidation, pretending to punch, kick, knee, strike, trip, spit on, slap, or step on someone</li> <li>• <b>Disrupting learning of others</b> - sustained loud talk, yelling or screaming, sustained out of seat behaviour</li> <li>• <b>Off Task</b> - incomplete work, work avoidance for whole lesson</li> <li>• <b>Inappropriate verbal/written language</b> - directed swearing, stirring others to get a reaction, teasing/taunting</li> <li>• <b>Physical contact</b> - grabbing clothing, not keeping hands and feet to self, rough play, aggression</li> <li>• <b>Rude gestures</b> - of a sexual nature, directed</li> <li>• <b>Dress code</b> - non-school uniform for extended period without good reason, repeat offenders ONLY following parent contact</li> <li>• <b>Property/equipment misuse</b> - inappropriate materials (searching or sending via the Internet), breaking personal, school or others' property or using equipment in a way that endangers others/self, throwing objects in anger, destroying own or others' work, accessing others' digital accounts</li> <li>• <b>Out of bounds</b> - leaving the classroom/location without permission, repeatedly late to lines</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Continued and persistent <u>MODERATE</u> behaviours</b></li> <li>• <b>Non-compliance/Defiance</b> - refusal to follow school rules/expectations and/or instructions of executive</li> <li>• <b>Disrespecting others</b> - racism, discrimination, disrespecting staff, bullying, targeted and repeated disrespectful comments or name calling at any level, repeatedly ostracising others, including social media, excessive yelling or screaming, lying to adults, deliberate verbal and physical intimidation intentionally causing harm</li> <li>• <b>Disrupting learning of others</b> - arguing with staff, excessive yelling or screaming</li> <li>• <b>Off Task</b> - ongoing incomplete work, consistent work avoidance</li> <li>• <b>Inappropriate verbal/written language</b> - directed offensive language, purposely triggering an extreme student reaction, verbally threatening harm to adults and students</li> <li>• <b>Physical contact</b> - physically threatening harm to adults and students, intentionally causing physical harm, targeted physical aggression, fighting</li> <li>• <b>Rude gestures</b> - inappropriate exposure of body parts, generalised sexual behaviour/gestures towards adults and students</li> <li>• <b>Property/equipment misuse</b> - destruction, vandalism, using equipment as a weapon, including rocks, throwing objects with intent to endanger others, inciting violence, harassment and intimidation via the use of technology</li> <li>• <b>Out of bounds</b> - leaving the school/location/venue/site without permission, truancy</li> <li>• <b>Criminal behaviour</b> - theft, forgery, animal cruelty, weapon/s, drugs/vapes/alcohol (possessing, taking or supplying), violence, technology misconduct)</li> </ul>

**Notes:**

- This is intended to be used as a guide for teachers, students and parents. It is in no way intended to be an exhaustive or confined list. AT ALL TIMES behaviours need to be managed in context, with previous history, special needs and individual student management plans taken into account.
- Incidents occurring whilst representing the school, travelling to and from school or associated with school may be dealt with using this matrix.
- If necessary, clarify any questions with a peer or school executive.
- DAF = Details, Action, Follow up (when recording an incident on Sentral).

Management of Minor Behaviour (Teacher)	Management of Moderate Behaviour (Assistant Principal)	Management of Major Behaviour (Deputy Principal/Principal)
<p><b>Teacher to adopt their own classroom behaviour plan when dealing with minor behaviours in conjunction with the AP. Some or all the following strategies can be implemented when trying to get students to regulate and deescalate behaviours:</b></p> <ul style="list-style-type: none"> <li>• remind students of expected behaviour</li> <li>• restate the instruction</li> <li>• calm down corner/space in own room</li> <li>• calm down corner/space in a buddy class</li> <li>• Ready to Learn Scale</li> <li>• class teachers to discuss minor behaviours in a grade meeting</li> <li>• address minor behaviour positively in morning circle</li> <li>• teacher to call parents</li> <li>• repeated minor incidents – DAF on Sentral (completed by class teacher).</li> </ul>	<p><b>Student sent to AP:</b>  <b>APs are encouraged to follow this process when conferencing with children:</b></p> <ul style="list-style-type: none"> <li>• listen to the child/ren's account of events (take notes or gain written statements if necessary)</li> <li>• discuss incident/s with teacher to decide possible outcomes</li> <li>• ensure behaviour is considered 'moderate' and select appropriate management</li> <li>• inform student of the decision and outcomes</li> <li>• remind student of the rule/s and expectations</li> <li>• warning of further actions if behaviour persists</li> <li>• contact parent via phone call</li> <li>• AP to finalise incident on Sentral and complete DAF.</li> </ul>	<p><b>Student sent to DP:</b>  <b>Executives are encouraged to follow this process when conferencing with children:</b></p> <ul style="list-style-type: none"> <li>• listen to the child/ren's account of events (take notes or gain written statements if necessary)</li> <li>• discuss incident/s with executive to decide possible actions</li> <li>• ensure behaviour is considered 'major' and select appropriate outcomes/actions</li> <li>• inform the classroom teacher and student of the decision and outcomes</li> <li>• remind student of the rule/s and expectations</li> <li>• warning of further actions if behaviour persists</li> <li>• contact parents via phone call</li> <li>• DP to finalise incident and enter incident or add to teacher entry on Sentral and complete DAF.</li> </ul>
<p>Possible outcomes/actions can be, but are not limited to:</p> <ul style="list-style-type: none"> <li>• temporary removal from activity</li> <li>• alter activity</li> <li>• discussion with student</li> <li>• missing out on play (reflection time with teacher)</li> <li>• walking with the teacher on playground duty</li> <li>• in-class reflection</li> <li>• conversation with parent.</li> </ul>	<p>Possible outcomes/actions can be, but are not limited to:</p> <ul style="list-style-type: none"> <li>• BHPS Reflection Room (1 to 3 times)</li> <li>• conference with student</li> <li>• Ready to Learn Plan</li> <li>• restricted play</li> <li>• loss of privilege/s</li> <li>• parent contact/meeting</li> <li>• warning of suspension in discussions with the principal</li> <li>• alternative attendance plan</li> <li>• referral to Learning Support Team (if necessary).</li> </ul>	<p>Possible outcomes/actions can be, but are not limited to:</p> <ul style="list-style-type: none"> <li>• BHPS Reflection Room (3 to 5 times)</li> <li>• conference with student and executive</li> <li>• restricted play</li> <li>• loss of privilege/s (exclusion from: further excursions; school representation; school activities; reward events; camps; farewell; school leaders (e.g. captains are required to hand in badges for a designated time, forgoing responsibilities of those roles)</li> <li>• parent contact and face-to-face meeting</li> <li>• warning of suspension</li> <li>• monitoring or communication book</li> <li>• informal (in-school) suspension</li> <li>• suspension</li> <li>• alternative attendance plan.</li> </ul>

Response to ALL student behaviour is:

- ★ Calm                      ★ Consistent                      ★ Brief                      ★ Immediate                      ★ Respectful                      ★ Private                      ★ Purposeful

**GROUNDNS FOR IMMEDIATE SUSPENSION (MAJOR BEHAVIOUR – Principal or delegate)**

A student has engaged in serious behaviour or behaviours of concern that pose an immediate and/or significant risk of harm to others:

- being in possession of, uses or supplies tobacco, vaping devices, alcohol and e-cigarettes
- being in possession of, uses or supplies a suspected illegal/restricted substance
- being in possession of, or using weapons including knives and firearms
- using an implement as a weapon
- seriously threatening or engaging in physically violent behaviour
- engaging in serious criminal behaviour related to the school
- engaging in sexual harassment, sexual assault, or other sexualised behaviour that may pose a risk of, or has caused physical, psychological or emotional harm to others
- other.

## **SUSPENSION AND EXPULSION**

- A formal caution is not needed before a suspension is issued.
- A new formal caution is not required if a student displays a new or different behaviour/s of concern within 50 school days.
- There may be some serious circumstances where behaviour interventions, including suspensions and risk management strategies have not been successful in managing significant behaviours of concern. In these circumstances, a principal may consider expelling a student from the school.

*When a student is suspended, the following action can occur:*

Kindergarten to Year 2 - up to 5 consecutive school days (maximum 30 days in a year)

Years 3 to 6 - up to 10 consecutive school days (maximum 45 days in a year).

## **REFLECTION**

Where students do not respond positively to the standards and expectations of the school, it may be necessary to apply a fair, reasonable and proportionate action. Reflection discussions are a planned outcome that involves a single student, or group of students, generally being in a designated room or area. The purpose of these is to support the student to reflect on their behaviour and make positive choices. The student is always supervised by at least one adult.

## **PARTNERSHIPS WITH PARENTS/CARERS**

Bonnyrigg Heights Primary School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies through focus groups, surveys, parent workshops and individual parent contact as necessary.

Bonnyrigg Heights Primary School will communicate these expectations to parents/carers by social media, Class Dojo, the school newsletter and the school website.

## **SCHOOL ANTI-BULLYING PLAN**

*Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.*

*Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).*

*Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.*

Bullying has three key features. It:

1. involves a misuse of power in a relationship
2. is intentional, ongoing and repeated
3. involves behaviours that can cause harm.

Some students are bullied about their academic or sporting achievements or hobbies.

### **1. Types of bullying behaviour**

There are four main types of bullying behaviour:

- **physical** – examples include: hitting, pushing, shoving or intimidating or otherwise physically hurting another person, damaging or stealing their belongings. It includes threats of violence

- **verbal/written** – examples include: name-calling or insulting someone about an attribute, quality or personal characteristic
- **social (sometimes called relational or emotional bullying)** – examples include: deliberately excluding someone, spreading rumours, and sharing information that will have a harmful effect on the other person and/or damaging a person's social reputation or social acceptance
- **cyberbullying** – any form of bullying behaviour that occurs online or via a mobile device. It can be verbal or written, and can include threats of violence as well as images, videos and/or audio.

**Resource:** The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students.

### **Bonnyrigg Heights Primary School commitment:**

Our 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. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

#### *Positive school culture:*

- discussion at assemblies, morning circle promote a positive school culture where bullying is not accepted
- the Behaviour code for students is used to address behaviour expectations
- SEL lessons and BSEM strategies (including morning circle) teach and promote a positive learning environment and inclusion

#### *Staff professional learning:*

- BSEM – Implementation of Berry Street strategies with the new inclusion of the 'Wall of awesome' in classrooms to celebrate student achievements
- incidents/behaviours are brought up at fortnightly grade meetings and addressed swiftly

#### *New and casual staff:*

- teachers participate in an induction which includes the delivery of the School Behaviour Support and Management Plan

#### *Communication with parents:*

- Dojo is used as a communication tool to deliver messages about our positive school climate, being cyber aware and respectful learners through the newsletter and posts
- Staff swiftly communicate with parents regarding incidents, and we welcome parent discussions/communication on any concerns their children are having at school

## **REVIEWING DATES**

Last review date: 18/03/2025

Next review date: 01/12/2025