

Boronia Park Public School Behaviour Support and Management Plan

Produced in consultation with [SBSMP guide](#), [SBSMP guide expanded version](#)

Overview

Boronia Park 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 and respectful learners in a caring learning community.

Principles of positive behaviour support, 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.

The Boronia Park Public School community rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive, and respectful learning environment 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. School staff actively respond to student bullying behaviour.

Partnership with parents and carers

Boronia Park 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
- using concerns raised through complaints procedures to review school systems, data and practices.

Boronia Park Public School will communicate these expectations to parents/carers through the school newsletter and 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

Be Respectful	Be Responsible	Be Safe
Celebrate progress and personal growth	Be responsible for your learning	Act in a safe way
Participate as a proactive and productive individual and group member	Take ownership of your actions	Play safely
Take care of your own and school property	Look after your belongings	Cooperate and work together to achieve common goals
Act with compassion	Display sportsmanship	Always be in the correct place
Be fair and committed to the principles of social justice	Embrace all opportunities	Listen to and follows directions

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 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 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 using core school values. 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
- redirecting 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.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention	Student engagement with technology	Non-binding parent agreement to reduce screen time and access to internet Technology code of conduct – student use of digital devices and online services contract.	All/Parents/Carers Students K-6
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	Attendance	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance co-ordinator
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP

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

Recognising and rewarding appropriate behaviour

- Students who demonstrate appropriate behaviour will be recognised in ways that reinforce and celebrate their actions.
- Classroom systems will be used with consistency across the school in the use of DOE and school values, as well as core expectations of respect, responsibility and safety. Teachers will communicate systems to students and use rewards systems that take into account the needs of the specific cohort of students. Classroom rewards will differ from classroom to classroom and teacher to teacher.
- School-wide reward systems include caught-you-being-good awards, a merit award system (including various milestone rewards), acknowledgement in newsletters and at assemblies, end of year class and school awards.

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.
- Boronia Park Public School records incidents of inappropriate behaviour. Teacher redirection and expectation reminders are the first steps in reducing the occurrence of inappropriate behaviour. Specific teacher interventions will be implemented for persistent or more insignificant behaviour. Parents will be notified if inappropriate student behaviour continues, and students will spend time with school executive to reflect on their behaviour and discuss appropriate behaviour choices. Students' reflections will be sent home, to allow parents and carers the opportunity to work with the school in supporting appropriate behaviour choices for their child.

Responses to serious behaviours of concern

- 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

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at either lunch or recess break	Assistant Principal	Documented in SchoolBytes
Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (directed play)	Next break, likely to occur over a period.	Assistant Principal	Documented in SchoolBytes
Restorative practice – peer mediation or circles in groups	Scheduled for either lunch or recess break	Assistant Principal	Documented in SchoolBytes

Review dates

Last review date: 04/12/2024, Term 4, 2024

Next review date: Term 2, 2025

Appendix 1: Behaviour management flowchart (Alternative Boronia Park)

