

School Behaviour Support and Management Plan Bexley Public School

Overview

At Bexley Public School, we believe every student deserves the opportunity to be challenged and to grow in a respectful, inclusive, and high-expectation environment. Our focus is on supporting student well-being, academic progress, and social success. Teachers, parents, and students collaborate to bring this vision to life.

We aim to inspire every child to engage positively both within the school community and beyond. Our commitment is to foster excellence, opportunity, and success for all students every day, prioritising the development of safe and respectful learners in a nurturing setting.

Our daily practices are embedded in principles of Positive Behaviour for Learning (PBL), trauma-informed care, inclusive practices and social-emotional learning. We maintain high expectations for student behaviour through effective role modelling, explicit teaching and thoughtful responses.

Partnership with parents and carers

Bexley Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and anti-bullying strategies by:

- Inviting parent/carer and student feedback through formal and informal means, such as Tell Them from Me surveys, consulting with the P & C and local AECG (Aboriginal Education Consultative Group).
- Using concerns raised through complaints procedures to review school systems, data and practices.

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

Bexley Public School has the following school-wide expectations and rules aligned with our Positive Behaviour for Learning framework:

To be active, respectful and safe learners (below are the PBL values for Learning Spaces).

Active	Respectful	Safe
Be organised and ready to learn	Be punctual	Move safely around the room
Listen and follow instructions	Listen to others	Sit properly on chairs
Work to the best of your ability	Put your hand up to speak	Keep hands and feet to yourself
	Work cooperatively	
	Speak appropriately to everyone	
	Respect all property	

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 is translated into multiple languages and 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. 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
- 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	PBL Lessons	PBL lessons explicitly taught every week focusing on core behaviour expectations. Parent & Carer PBL workshops once a semester	Whole School Parent & Carer community
	Child Protection and Safe Social Media Practices	Units of work aligned with PDHPE syllabus are taught throughout the year as mandated.	All Students
	Lunch Bunch	This initiative encourages socialisation through structured play during lunchtime, fostering a sense of community and friendship among pupils.	All Students
	Breakfast Club	Bexley Public school runs a Breakfast Club every Monday before school to improve student attendance and support students' health and wellbeing.	All Students
	Calm Room	Small group intervention to support and increase the coping strategies of students who are feeling anxious, stressed or who have low resilience in a group environment at school.	All Students

Care Continuum	Strategy or Program	Details	Audience
	Lunchtime Library	Three days a week the library is open at lunchtimes to give students an additional quiet space away from the busyness of the playground.	All Students
	National Week of Action (NWA)	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Students K - 6
Early intervention	“Got It” Mental Health Program	Got It! is an early intervention mental health program to help improve the social, emotional and behavioural well-being of primary school aged children.	All Students
	Social Groups	Supported by Bexley R.S.L, this program, facilitated by Learning Links, focuses on enhancing play, managing anxiety and improving social interactions through small group sessions led by a provisional psychologist and the Learning Support Team.	Identified Students
	Student Representative Council (SRC)	Students are elected to represent the student body in school decision-making and enhance student participation in school life. Key Responsibilities: <ul style="list-style-type: none"> • Teamwork: Collaborate effectively as a group • Relationship Building: Foster positive connections between peers and teachers • Community Contribution: Actively engage in and contribute to the school community • Responsible Voice: Use their platform to advocate for students thoughtfully • Valuing Perspectives: Respect and consider the opinions of all students • Decision-Making Participation: Involve themselves in important school decisions. 	Elected Students K-6
Targeted intervention	WHIN (Wellbeing and Health In-reach Nurse)	DOE & NSW Health initiative to support families and schools to connect with health services.	Families & Students
Individual intervention	Learning and Support	The Learning and Support Team (LaST) works with teachers, students and families to support students who require personalised learning and support.	All
	Attendance support	The LaST 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

Care Continuum	Strategy or Program	Details	Audience
	<u>Individual behaviour support planning</u>	This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LaST, Assistant Principal (AP)
	Individualised Support Meetings	Children with integrated funding have 4 meetings annually with LaST team, AP class teacher and parents to evaluate progress and devise goals.	Individual students, parent/carer, LaST, AP

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.

Bexley 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 mentioning staff members.

Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed, in accordance with the school’s PBL Restorative Classroom Behaviour Management flowchart.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom or playground
- **Executive managed** – behaviour of concern is managed by school executive. Behaviours of concern are recorded on Sentral under Minor and Major Incidents.

Fig 1

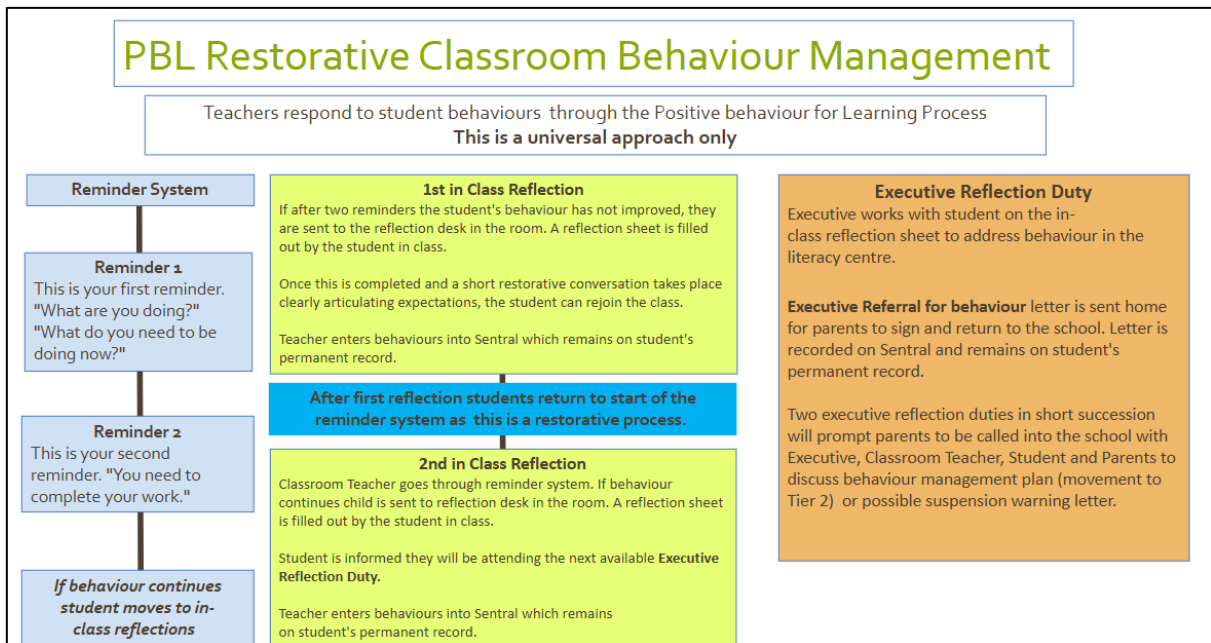
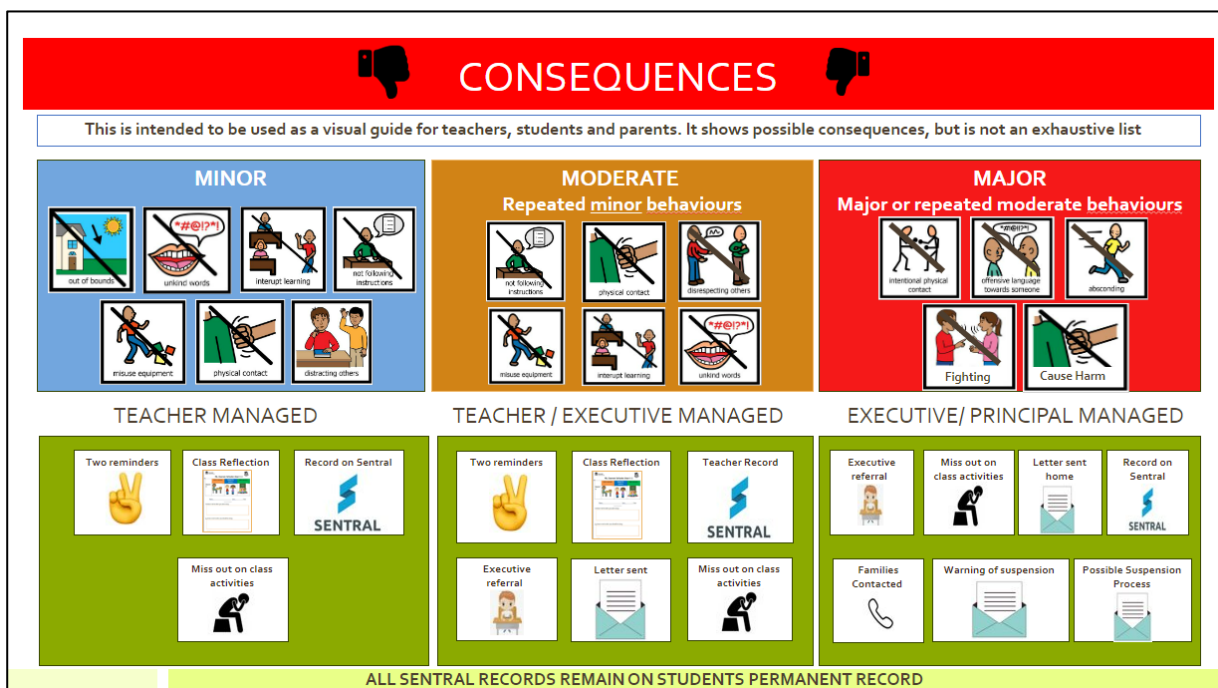


Fig 2



Bexley Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Specific positive feedback, both verbal and non-verbal, is utilised to:

- Help learners to focus on positive 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.

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
1. Behaviour expectations are taught and referred to regularly through weekly PBL lessons. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations visuals and supports so that the student can self-regulate.	1. Contact office to seek help from executive straight away if there is a risk. Otherwise use PBL Restorative Classroom Management System.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reward in a school-wide system for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Executive/CT 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. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.
3. Tangible rewards include those that are: free and frequent (house tickets) moderate and intermittent (PBL assembly awards) infrequent (PBL Levelled awards) Significant rewards for acknowledging excellence (end of year presentation day awards)	3. 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 low-level consequence is applied.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Behaviour / wellbeing system and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Social learning lessons are taught weekly through our PBL targeted lessons.	4. Teacher records on Behaviour / wellbeing system by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.

Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at weekly school assemblies.

Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.

Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LaST, school counsellor, outside agencies or Team Around a School.

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
- 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 or meeting)
- formal caution to suspend, suspension or expulsion.

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](#).

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.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Executive reflection – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student.	First available lunch or fruit break	Assistant Principal	Documented in behaviour / wellbeing system
Individual play plan – withdrawal from free choice play and re-allocation to office, playground 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.	Next break	Classroom Teacher Assistant Principal	Documented in behaviour / wellbeing system

Review dates

Last review date: 6/2/2025: Day 1, Term 1, 2025

Next review date: 2/2/2026: Day 1, Term 1, 2026

Bullying Response Flowchart

At Bexley Public School, we believe that every student has the right to feel safe and respected. The flowchart below outlines the steps we take to address and resolve incidents of bullying, ensuring a safe and supportive environment for all students.

