



Punchbowl Public School - School Behaviour Support and Management Plan

Overview

At Punchbowl Public School (PPS), we are an inclusive, diverse and collaborative community who value the wellbeing of each individual. We uphold a commitment to developing life-long learners through high expectations and ongoing reflective practices to drive student growth. Teachers, parents and students work together to strive for excellence.

At PPS, 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.

We are committed to using effective strategies to model, explicitly teach, recognise and reinforce positive, inclusive and safe behaviours and to supporting all students to be engaged with their learning.

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

PPS employs a strategic, integrated whole-school approach incorporating a multi-tiered care continuum to support all students, including a focus on prevention, early intervention, targeted and individual interventions. The school uses systematic processes to identify, prevent and respond to disruptive student behaviours, including bullying and cyber-bullying, and behaviours of concern when they occur.

Key programs prioritised and valued by the school community are our School as a Community Centre, onsite Public Preschool, support units including Early Intervention, PAX Good Behaviour Game, Positive Behaviour for Learning, the National Student Wellbeing Program (NSWP) and Allied Health Partnerships.

Partnership with parents and carers

Punchbowl Public School partners with parents/carers in developing and implementing students' behaviour management and antibullying strategies. The school fosters strong partnerships with key community stakeholders and demonstrates a commitment to collaboration with relevant external partners to broaden student opportunities and aspirations by:

- collaborating and consulting with parents and carers in line with the care continuum
- meeting with parents at transition points e.g. preschool, kindergarten, high school

- inviting parent/carer and student feedback through formal and informal means such as surveys and consultation with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices

Punchbowl Public School communicates these expectations to parents/carers through the school newsletter, social media and the 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.

Punchbowl Public School works alongside parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies. We use translations services, including our Community Liaison officer. At PPS, we act in line with the School Community Charter, communicating procedures through parent meetings and following the PPS – Communication with Parents procedure.

School-wide expectations and rules

Punchbowl Public school has the following school-wide values and expectations:

- to be SAFE
- to be RESPECTFUL
- to be a LEARNER

Punchbowl Public school uses Positive Behaviour for Learning in all school contexts to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. This includes:

- school-wide acknowledgement system
- tailored weekly lessons which are responsive to current student behaviour data
- responding to minor and major student behaviours

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 [here](#). This document is also translated into multiple languages and is available [here](#).

Punchbowl Public School Behaviour Matrix

AREA	WE ARE SAFE	WE ARE RESPECTFUL	WE ARE LEARNERS
Classroom	Gentle hands Move safely Ask to leave the room	Listen to others Use kind words Respect property	Allow others to learn Make good choices Do your best Use the 5Ls
Stairs	Walk stairs one at a time	Stay in lines Walk quietly Bin it Give way to adults	Keep left Use inside voice
Office	Sit quietly	Give way to adults Line up Wait your turn Use manners	Use 'out of class' pass Enter by front door
Look Assembly	Walk in and out quietly Walk to and from stage	Sing with pride Use kind words Clap appropriately Listen to others	Use the 5Ls
Library	Gentle hands Move safely Ask to leave the room	Listen to others Use kind words Respect property	Allow others to learn Make good choices Use the 5Ls Bring your library bag
Toilets	Wash your hands	Respect others' privacy Turn taps off Leave the area clean Use toilets, soap and paper appropriately	Use toilets at break time
Stage Hall	Move safely Walk Store bags neatly	Use inside voice Leave the hall tidy	Follow teacher directions
Canteen	Eat your own food only Line up and wait Buy and go	Bin it Use your own money Use 'please' and 'thank you' Wait your turn	Make good choices
Field	Wait for a teacher Wear hats Play safely	No food or drink Keep away from fences	Follow game rules Play together Make good choices
Playground	Gentle hands Wear hats Stay in bounds Play safely Walk the blue	Bin it Share Pack up	Follow game rules Play together Make good choices

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:

1. stating and explicitly teaching classroom expectations
2. establishing predictable routines and procedures that are communicated clearly to students
3. encouraging expected behaviour with positive feedback and reinforcement
4. discouraging inappropriate behaviour
5. providing active supervision of students
6. maximising opportunities for active engagement with learning
7. providing carefully sequenced engaging lessons that provide options for student choice
8. differentiating learning content and tasks to meet the needs of all learners

Strategy or Program	Details	Prevention	Early Int.	Targeted	Individual	Audience
PBL - Universal	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 safe, respectful learning culture.					All students
PAX Good Behaviour Game	PAX GBG consists of proven behavioural strategies used daily by teachers with students. The 10 evidence-based and trauma informed strategies build self-regulation in children, strengthen peer networks, reduce impulsivity and teach prosocial decision-making in children. The 'peaceful' classroom environment supports learning, wellbeing, participation and confidence.					Staff, students
National Student Wellbeing Program	Supports the wellbeing of students and the broader community through a Student Wellbeing officer					Students
Child Protection	Teaching child protection education is a mandatory part of the syllabus					All students
Student and Parent programs	Workshops, special events.					Staff, students, families
Anti-bullying interventions	Whole-school approach that is regularly evaluated. Interventions include Positive Behaviour for Learning, PAX GBG					All students
Student leadership	Peacekeepers, Green team, 'The Radio show' – student voice					All students
Check in/Check out	Check in and student self-assessment system designed to support students' behaviour and wellbeing.					Identified students Executive
Pilots	Targeted K-2 program to explicitly teach problem solving and social skills.					Identified students
Australian eSafety Commissioner Toolkit	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 students Identified students
Aboriginal Education Team	The team provides assistance and supports understanding for Aboriginal students, their families and teachers					Staff, Identified students
Work it out	Student centred restorative process – negative behaviour discussed; staff guide students to identify replacement behaviours.					Identified students Executive

Calls for Assistance	Staff seek help from executive immediately if there is a risk.					Identified students Executive
Allied Health (school funded)	Counselling, social work and therapeutic interventions					Identified students families, Executive
Learning Support Team	The LST works with teachers, students and families to support students who require personalised learning and support.					Identified students Executive, families, School Psychologist
School as a Community Centre	Targeted sessions for parents and students to build knowledge and skills to develop positive behaviours for learning and support transition into and within school.					Students, families and Executive
Attendance support	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.					Identified students Staff Families Executive
Team around the school	Partners with schools to provide additional targeted support to students with additional learning or wellbeing requirements, helps school teams improve student learning attendance and wellbeing practices, strengthens school and staff initiatives across the care continuum.					Identified students LST Team Families Executive
School Counselling Team	Provide counselling to students individually and in groups Assess students with specific wellbeing and learning needs Collaborate with education and external practitioners, families, and other agencies to provide multidisciplinary student mental health support Contribute to the social, emotional, and academic development of students in consultation with families and school staff.					Identified students Families Executive
Anti Racism Officer	Advice to students and staff on how to respond to incidents of racism and support proactive anti-racist initiatives across the school.					Anti Racism Officer
Student plans	Behaviour Support Plans, Risk Management Plans, Personalised Learning and Support Plans, 'I am sheets',					Identified students Parent/Carer LaST, Executive
SLSO supports	In-class and playground support					Identified students Executive

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

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.

Punchbowl Public School 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. Reported incidences of bullying, including cyber bullying will be thoroughly investigated by school staff. This will involve collecting information from students, staff and parents, coordinating tailored support and promoting a safe, inclusive culture through teaching and learning programs.

Parents and carers will be provided with [advice and information](#) on responding to their child if they are either a victim or displaying bullying behaviours.

Students who have been bullied will be offered appropriate support, for example through the school counselling service. 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.

Responses to all behaviours of concern, including bullying and cyber bullying, 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.

Responding to serious behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – behaviour of concern is managed by school executive.

Reporting and recording behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on SENTRAL. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted

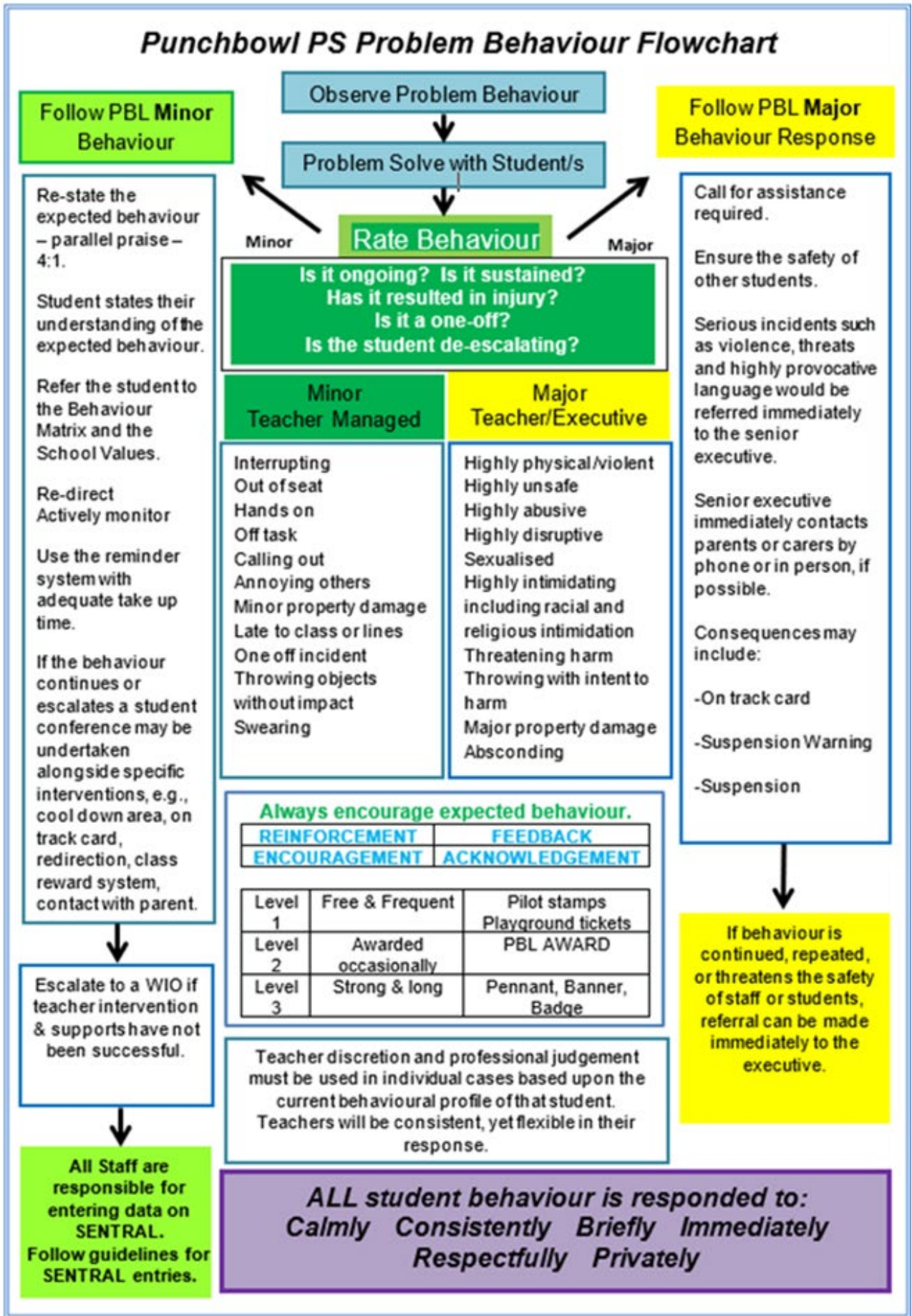
- refer/monitor the student to/through the school Learning and Support Team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)
- liaise 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.

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

Students and/or parents/carers can report cyberbullying to the eSafety Commissioner. Reporting links for most sites, games and apps can be found at the eSafety Guide.



Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Missing out on play Withdrawal from playground and re-allocation to office or classroom 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	Immediate or next break for up to 30 minutes depending on age or developmental level. Food and toilet breaks provided.	All teaching staff	Documented in SENTRAL
Work it out A structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Same or next day at either lunch or recess break for up to 15 minutes.	Executive staff	Documented in SENTRAL
Reflection time off class Withdrawal from the classroom to an alternate space – e.g., executive office, break out space near classroom 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 (detention)	Immediate or next break for up to a learning session depending on age or developmental level. Work, food and toilet breaks provided.	Executive Staff	Documented in SENTRAL
Breakout space and/or calm space Students may, as part of their plan, move in and out of the breakout space and/or calm space to support safety, regulation and/or coregulation. The door to this space should be kept open. This space must be used for the least time possible.	As required, according to behaviour plan	All Staff	Documented in SENTRAL
On Track Cards A system designed to be a Check-In/Check-Out support for students who require individualised intervention for challenging, complex or unsafe behaviours of concern. On Track Cards are issued by the school leadership team in consultation with classroom teachers.	As required, reviewed weekly	Executive Staff	Documented in SENTRAL
Student Conference A conference between student and teacher to provide an opportunity to revisit the school values, classroom expectations and to develop a plan for the future following minor or ongoing breaches in behaviour.	As required, no longer than 10 minutes	All staff	Documented in SENTRAL
Suspension or Expulsion Some cases of unsafe or unacceptable behaviour will be considered with regard to the Department of Education’s Suspension and Expulsion of School Students Procedure.	As required	Executive and Principal discretion	Suspension school documentation required, parents notified within 24 hours and letter emailed to parents and/or carers

Review dates

Last review date: Term 1, 2025

Next review date: Term 4, 2025