

# Bankstown West Public School - School Behaviour Support and Management Plan

## Overview

Bankstown West Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

We are a vibrant learning community which fosters and nurtures the development of character, creativity, critical thinking, citizenship, collaboration and communication skills.

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, 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.

Following the extensive evaluative processes undertaken following our External Validation and our community collaboration we have identified our 2025-2028 strategic directions as:

- Student Growth and Attainment
- Data and Evidence Informed Practice
- Student Engagement and Wellbeing

To achieve our mission, the key program prioritised and valued by the school community is:

- Berry Street Education Model

This program prioritises social and emotional learning which supports good mental health, positive relationships and prevents bullying.

Bankstown West Public School rejects all forms of bullying behaviours and teaches children strategies to manage these behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing equity and equality. 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 there is zero tolerance towards bullying, in both online and offline environments. School staff actively respond to student bullying behaviour.

## Partnership with parents and carers

Bankstown West 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, school surveys, parent interviews, online platforms such as Dojo consulting with the P & C and local AECG using concerns raised through complaints procedures to review school systems, data and practices.

Bankstown West Public School will communicate these expectations to parents/carers through the school newsletter, school website and school Dojo. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

Parents and carers play an important role in the school community. The School Community Charter (see Appendix A) informs parents and carers on how to engage with NSW public schools.

Parents and carers can expect:

- To be welcomed into our school; to work in partnerships to promote student learning.
- Communication from teaching staff will be timely, polite, informative and proactive.
- Professional relationships with school will be based on transparency, honesty and mutual respect.
- To be treated fairly, tolerance through promoting understanding and mutual respect.

## School-wide expectations and rules

Bankstown West Public School has the following school wide expectations and rules:

**'Respectful, responsible, successful learners'**

## 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](#).

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
- 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
- modelling best practice

Care Continuum	Strategy or Program	Details	Audience
Prevention	Berry Street Education Model (BSEM) <a href="https://www.berrystreet.org.au/learning-and-resources/berry-street-education-model">https://www.berrystreet.org.au/learning-and-resources/berry-street-education-model</a>	The Berry Street model enables schools to support students' self-regulation, relationships and wellbeing to increase student engagement and significantly improve academic achievement	All
Prevention	Child Protection	Teaching child protection education is a mandatory part of the syllabus.	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
Early Intervention	Woodville Alliance	We work in partnership with the school community and agencies to identify and build on strengths and develop resources, capacity and resilience.	Individual students K-6
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 support	The LST refer students to the attendance coordinator who will convene a planning meeting with students, families and teachers to address the	Individual students, attendance coordinator

		barriers to improved attendance and set growth goals.	
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, therapists, interventionists
Targeted / Individual Intervention	High Potential and Gifted Education (HPGE)	HPGE program promotes engagement and challenge for every student across intellectual, creative, social-emotional and physical domains	Individual students

### Planned responses to positive appropriate behaviour, inappropriate behaviour 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. See Appendix 1

Bankstown West 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 involving another student or staff member

## PREVENTING AND RESPONDING TO 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

Within each classroom at Bankstown West teachers follow the Classroom Management Plan - see below:

### Class System

In keeping with our school-wide communication application, BWPS will continue to use Class Dojo as part of our reward system. Teachers will communicate to parents through Class Dojo.

Through Class Dojo, students will earn points based on the behaviour we know is expected in the classroom. For every 10 points, students will receive a sticker added to their chart. This chart is part of our school wide levelled awards system - Bronze, Silver, Gold and finally Platinum. Students can progress through the levels with 10 stickers on the chart. Students who reach Platinum are invited to attend a free excursion at the end of the year.

### Other Rewards

- Verbal praise from the teacher
- Redeeming Class Dojo points for in class rewards
- Stickers/stamps for good work or behaviour
- Awards at assembly

### Consequences

- Verbal warning
- Name on board
- Three crosses applied to the name for each warning. At three crosses the child is then sent to a buddy class for 10 mins
- Child returns to class
- Further misbehaviour the child is sent to the Stage AP
- If the situation is not resolved the child is sent to the Deputy Principal or Principal
- If not resolved, parents are contacted. Withdrawal from further privileges such as excursions may be an option at this stage
- For violent behaviour, direct disobedience or severe disruption, the child will be sent straight to the principal

Bankstown West Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. The Berry Street Model consists of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

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 the corrective responses
- enhance self-esteem and build an internal focus of control

<p><b>Prevention</b></p> <p>Responses to recognise and reinforce positive, inclusive and safe behaviour</p>	<p><b>Early Intervention</b></p> <p>Responses to minor inappropriate behaviour</p>	<p><b>Targeted/Individualised</b></p> <p>Responses to behaviours of concern</p>
<p>1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for achieving school wide expectations.</p>	<p>2. Refer to school wide expectations and/or emotional regulation visuals and/or supports so that students can self-regulate. See Berry Street resources Follow in class behaviour management plans</p>	<p>Contact the office to seek help from the executive straight away if there is a risk. Otherwise notify the student's stage supervisor or executive ASAP and before the end of the school day.</p>
<p>3. 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>4. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>Executive/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: 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.</p>
<p>5. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent. Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing system.</p>	<p>6. Use direct responses e.g. rule reminder, reteach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom / playground behaviour expectation before low-level consequence is applied. Reflection / Referral 1 / Referral 2</p>	<p>Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on behaviour / wellbeing system and determine consequence. Reflection / Referral 1 / Referral 2 Depending on the severity of the incident contact is made by email or phone. Executive / principal may consider further action e.g formal caution or suspension</p>
<p>7. Social emotional learning lessons are taught through the Berry Street Model weekly.</p>	<p>8. Teacher records behaviour on the board following the class management system. Class teacher to monitor and inform family of repeated behaviour. Some incidents, referral is made to LST, anti-racism</p>	<p>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</p>

	contact officer (ARCO) or anti bullying coordinator.	behaviour support / response plan.
TEACHER/PARENT CONTACT	TEACHER/PARENT CONTACT	TEACHER/PARENT CONTACT
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 twice a term school assembly. (Growth mindset badges along with bronze / silver / gold)	Teachers contact parents by phone or email when a range of corrective responses have not been successful.  Individual planning and referral to the 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 LST, school counsellor, outside agencies.

### Responses to serious behaviours of concern

9. Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on our Behaviour/Wellbeing system. These may include:
  - review and document incident
  - 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
  - detention, reflection, referral and restorative practices (listed below)
  - liaise with agencies for additional support or advice
  - contacting parents
  - formulating individual risk assessments
  
10. The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.
11. 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:

12. [Incident Notification and Response Policy](#)
13. [Incident Notification and Response Procedures](#)
14. [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 is appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
In class detention	1min - 10mins at either at Recess/Lunch	Class Teacher	CRT records
<b>Reflection</b> (restorative process completed at the time of reflection)	Lunch 15mins	AP/ DP	Wellbeing system
<b>Referral 1</b> (restorative process completed at the time of referral)	Lunch 15mins	AP/ DP	Wellbeing system
<b>Referral 2</b> (restorative process completed at the time of referral)	Lunch 15mins	AP/ DP	Wellbeing system
Level 1 / Level 2 / Formal Caution	Recess and Lunch - 3 days	AP/ DP	Wellbeing system

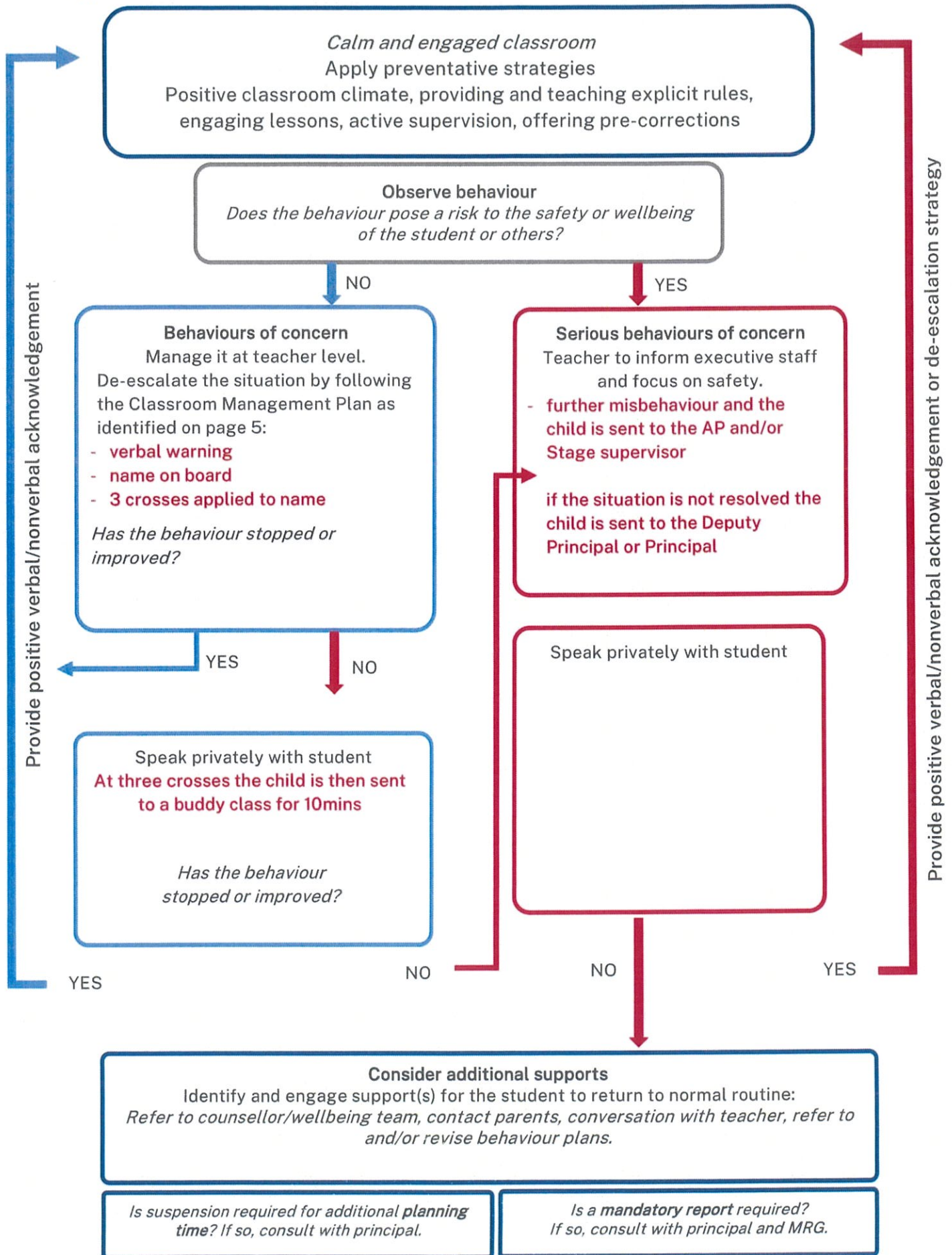
## Review dates

Last review date: [November 8: Term 4, 2024]

Next review date: [January 29: Day 1, Term 1, 2025]



### Appendix 1: Classroom Behaviour Management flowchart (Alternative example)



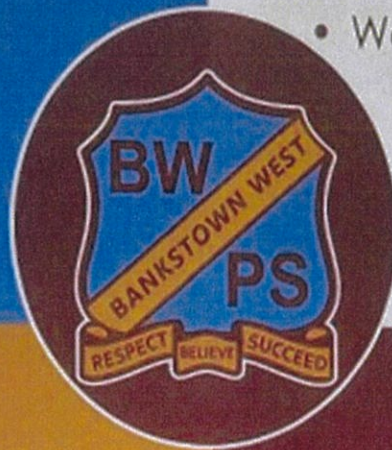
## At **BANKSTOWN WEST PUBLIC SCHOOL** we are

### **RESPECTFUL**

- We use good manners.
- We are honest, kind and fair.
- We wear our school uniform with pride.

### **RESPONSIBLE**

- We behave sensibly.
- We look after our school and peers.
- We listen to and follow directions.



### **SUCCESSFUL**

- We have a Growth Mindset.
- We are inclusive.
- We attend school every day.

**RESPECTFUL  
RESPONSIBLE  
SUCCESSFUL**



# In the CLASSROOM

- We listen and follow teacher instruction.
- We are kind and courteous.
- We use appropriate language.


**RESPECTFUL**

- We take ownership of our actions.
- We are ready for learning.
- We stay on task.

**RESPONSIBLE**

- We join in and contribute in class.
- We persevere and learn from our mistakes.
- We work collaboratively as a team.

**SUCCESSFUL**



The logo is a shield-shaped emblem. At the top, it says 'BW'. Below that, 'BANKSTOWN WEST' is written in a curved banner. In the center, 'PS' is prominently displayed. At the bottom, another curved banner contains the motto 'RESPECT RESPONSIBILITY ENGAGEMENT'.



February 2025

Dear Parents and Caregivers,

Included in the Class Management Plan which has been sent home, reference is made to a reward system of tokens and/or Class Dojo points.

This information letter is to explain this system as part of our Student Welfare Policy.

Pupils at Bankstown West PS are encouraged to display appropriate behaviour at all times, and this system seeks to reward children whose behaviour is of a high standard.

The System works as follows:

Children may receive a token or ClassDojo point from any teacher for good behaviour, citizenship, kindness to others, or for any occasion where it is felt a reward is appropriate.

After the children have received tokens or points, these can be exchanged for a sticker which is placed next to the child's name on the class chart.

After 10 stickers have been achieved, the pupil is awarded a Bronze medal.

Upon each subsequent achievement of ten stickers, another medal is awarded. After Bronze comes Silver, then Gold and lastly Platinum.

It would be expected that only the very best-behaved children would receive a Platinum Certificate, which will be given at an assembly at the end of the year. *Students who receive a Referral during Terms 3 and/or 4 will be exempt, along with any student who receives a Formal Caution or Suspension throughout the year.* Please read this information in conjunction with the copy of your child's Class Management Plan.

Thanking you,

Mrs N Benson

Principal

Mrs J Williams

Deputy Principal

# School Community Charter

## Collaborative. Respectful. Communication.

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

### What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 – 2022.



### Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- To be welcomed into our schools to work in partnership to promote student learning.
- Communication from school staff will be timely, polite and informative.
- Professional relationships with school staff are based on transparency, honesty and mutual respect.
- To be treated fairly. Tolerance and understanding are promoted as we respect diversity.

We treat each other with **respect**

We **prioritise** the wellbeing of all students and staff

**Unsafe behaviour** is not acceptable in our schools

We work **together** with the school

**Ensuring respectful learning environments for all members of NSW Public Schools communities.**



We create **collaborative** learning environments

We all play **our part**

We work **in partnership** to promote student learning

## Communicating with our schools

Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

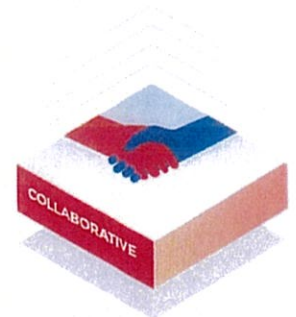
Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

Our guide for parents, carers and students provides useful information about the complaints process:  
[education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students](http://education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students)

## Respectful communication is a right

In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.



## Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.



**Collaborative.**  
**Respectful.**  
**Communication.**

**School Community Charter**

education.nsw.gov.au