

Behaviour Support and Management Plan

Overview

Austral Public School is committed to creating engaging and effective classrooms, and an inclusive and safe school community for all students. Students and staff have the right and responsibility to engage in positive and respectful relationships based on valuing the interests, abilities and diversity of others.

Supporting and enabling positive student behaviour is essential for quality learning, as well as the wellbeing and safety of all students and staff. Inclusive practice must be embedded in all aspects of school life and be supported by school culture and everyday practice. Procedural fairness and fair warning will be afforded to all students and staff in implementing this policy.

At Austral Public School students are supported to

- participate and engage in their learning and in the wider community
- demonstrate positive and respectful behaviour that will contribute to an inclusive and safe school learning environment
- self-advocate as active participants in their own learning and wellbeing
- feel connected and use their social and emotional skills to be respectful, resilient, and safe learners in line with the Behaviour Code for Students.

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.

Austral Public 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. 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 bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

Partnership with parents and carers

Austral 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.

Austral 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

Austral Public School has the following school-wide expectations and rules:

To be safe, respectful, learners

Safe	Respectful	Learner
Keep hands, feet and objects to yourself	Speak politely and use your manners	Be mindful and attentive
Be in the right place at the right time	Follow staff instructions the first time	Be prompt and use time wisely
Move safely and sensibly	Care for our space	
	Listen with your whole body	
	Be mindful of the space and property of others	
	Wear school uniform	

Austral Public School's Positive Behaviour for Learning (PBL) Matrix (Appendix 1) defines our expectations and rules for different locations across the school.

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. 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.

Care Continuum	Strategy or Program	Details	Audience
Prevention / Early Intervention	Positive Behaviour for Learning (PBL)	PBL is an evidence-based framework that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture.	K-6 students, staff
Prevention	Peer Support	Peer Support in an inclusive, student-led wellbeing program that empowers students, builds positive relationships, develops social and emotional skills, and contributes to a positive school culture.	K-6 students, staff
Prevention	Brain breaks	Teachers implement intentional, short lesson interruptions that promote a sustained focus over a lesson.	K-6 students
Prevention	National Week of Action (NWA)	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	K-6 students, staff
Prevention	Child protection	Teaching child protection education is a mandatory part of the PD/H/PE syllabus.	K-6 students
Prevention / Early / Targeted Intervention	Lunchtime programs	Students have access to small group activities including Lunch Bunch, gardening club, wellbeing wagon, recorder group, dance and choir group.	K-6 students
Prevention / Early / Targeted Intervention	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.	Students and parents
Individual intervention	Allied health services	Allied health services (Including occupational therapy, speech therapy, audiology) are sourced to work with selected students to support them in accessing the curriculum.	Individual students

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Counselling and psychology	The school counsellor provides support and guidance to students to better manage their emotions and support their mental health.	Individual students
Targeted / Individual intervention	Learning and Support	The learning and support team works with students, parents and families to support students who require personalised learning and support.	Staff and students
Targeted / Individual intervention	<u>Attendance</u> monitoring	Teacher monitor student attendance daily with referrals made to LST every 5 weeks. Classes with the highest attendance rate each week, receive an award. SMS messages are sent daily to families of absent students. Referrals to HSLO are made if needed.	Individual students, attendance co-ordinator
Targeted intervention	Community Hub	Parents and carers are able to engage in programs lead by APS Community Hub Leader. These programs promote making connections, accessing community resources, strengthening English language, playgroups.	Targeted parents/carers, preschool age siblings

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

Positive Supports

Chance Cards

Chance cards are intended to be fast and frequent rewards given in the playground and in the classroom by support staff including RFF, Community Languages and Library teachers. They may be given out by staff members for students who have demonstrated an expectation in line with our Positive Behaviour for Learning (PBL) matrix (Appendix 1).

White chance cards are given out for any positive behaviour and blue chance cards are used within the school as positive reinforcement for attendance. Students will receive one stamp on their School Award System Chart (Appendix 2) for each chance card they achieve.

At assemblies in weeks 3, 6 and 9, blue chance cards are combined into stage tubs and one card is drawn per stage. The winning recipient receives a lunch order voucher and an additional stamp on their School Award System Chart. All chance cards are collected and go towards attaining a whole stage reward. The PBL team along with the Student Representative Council (SRC) will negotiate rewards and appropriate notification to parents and carers will take place.

Merit Awards

Class teachers on K-6 classes will hand out 4 merit awards during the assemblies in weeks 3, 6 and 9 each term. All teachers will have the option of issuing merit awards for behaviours, actions and

achievements in all areas of learning that they deem worthy. Each time an award is given out, it is recorded against that child using the electronic recording system, Sentral data base.

Aussie of the Month

Teachers nominate a student from each stage to receive the Aussie of the Month award. These students are selected for their consistent display of the whole school values of being a safe, respectful learner. All staff vote for the successful recipients. Aussie of the Month winners receive an Aussie of the Month Badge, certificate and prize from the P&C.

Whole School Award System

Each student has the potential to earn stamps each day on their PBL stamp chart. When a student earns 100 stamps they will achieve a Bronze, Silver, Gold award or Austral All Star Badge, and move to the next award level (Appendix 2). Students can earn stamps on their chart by achieving Great (1 stamp), Terrific (2 stamps) and Outstanding (3 stamps) daily, on their PBL classroom system ladder (Appendix 3). Students can also earn stamps for receiving a white chance card, blue chance card, attendance award, merit award and Aussie of the Month (1 stamp).

Responses to Behaviours of Concern

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.

Austral 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.

Austral Public School staff will follow the steps outlined in the Bullying Response Flowchart (Appendix 4) if they become aware of an incident involving bullying. 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.

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.

Managing Challenging Behaviours

Procedural Fairness

Essential elements of procedural fairness include an individual's right to be heard and to a fair and impartial decision, which also includes the right to:

- know why the action is happening
- know how issues and decisions will be determined
- know the allegations and any other information in the matter
- respond to any allegations made against an individual
- appeal the decision to suspend or expel, and be informed of their right to do so
- impartiality and an absence of bias in the investigation and decision-making processes, which includes but is not limited to student statements, witness statements and staff comments (as required).

Student behaviours will be recorded on Sentral as a negative and/or positive incident, neutral incident or data record with staff identifying the level of behaviour with appropriate notification.

Classroom Behaviour System

All teachers will implement consistent measures to deal with class-based matters.

Staff will:

- give a warning and place the student's name onto the Reminder 1 level of the PBL ladder (Appendix 3).
- give a second warning if negative behaviour continues and the student's name is moved down to Reminder 2.
- give a third warning if the negative behaviour continues, and the student's name is moved down to Reflection. This may result in the student completing a reflection within the classroom, a buddy class or with an Assistant or Deputy Principal. Teacher judgement will be used, in negotiation with the student, to determine when he/she can resume learning in their own class. The teacher is responsible for entering the behaviours into school's electronic recording system, Sentral database.

Minor Negative Behaviours

Minor negative behaviours will be handled in a timely manner by the teacher (Appendix 5). If a student incurs three minor incidents within a week or 10 over a term, this is then referred to the Stage Assistant Principal for a reflection time.

Minor negative behaviours will be managed by class teachers or supervising staff such as: RFF, Community Languages, EAL/D, LaST, Librarian and/or SLSOs (with the support of the teacher taking the class at the time). Class teachers or supervising staff are responsible for notifying parents/carers through a phone call, message on Class Dojo or in person. Appropriate notification

through Sentral will be provided to staff who require this information. Repeated minor negative behaviours will be recorded within the Sentral data base and will be considered as a moderate negative behaviour.

Moderate Negative Behaviours

When a moderate incident occurs, the teacher refers the student to an executive member of staff (Assistant Principal) if the student is not meeting behaviour expectations (Appendix 5). This will be recorded on Sentral by the teacher, with the Assistant Principal updating Sentral if further action has taken place. Parent contact should be made by an Assistant Principal.

A moderate behaviour can be determined by the appropriate staff member based on the incident that took place and does not require three minor incidents to be recorded.

An 'On track card' (Appendix 6) can be used and determined by the Assistant Principal for moderate behaviours to support the student, before any behaviour potentially reaches the major level.

Major Negative Behaviours

Major negative behaviours will be recorded within the Sentral data base and the Principal is to be notified (Appendix 5).

Students who have exhibited a major negative behaviour will be required to attend a minimum of one reflection. Executive staff may also deem it necessary that an on-track card (Appendix 6) be issued. Ongoing communication will be provided to parents, with students who receive an on-track card.

There is an on-track card policy to guide and support students, staff and parents about this process. On track cards are also used when a student has been issued with a formal caution letter or is returning from a suspension. Parents and carers will be made aware of this, and the Classroom Teacher, Assistant Principal or Deputy Principal are required to check and/or sign this at the end of the day. Once the on-track card has been issued, a record is made on Sentral and student progress is communicated to parents regularly. Once the individual goal has been achieved, the student's privileges are reinstated, and parents made aware of this.

Formal Caution

A formal caution may be issued by the Assistant Principal for:

- continued/persistent disobedience and/or disruptive behaviour
- malicious damage to or theft of property
- verbal abuse
- bullying and cyberbullying
- misuse of technology
- discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity
- other behaviour of concern.

A formal caution is not a pre-requisite for a suspension. Formal cautions are active for 50 days.

Suspension

The purpose of a suspension is to create time for the school to plan for appropriate support to address complex and challenging student behaviour or put appropriate safety measures in place. To comply with the Student Behaviour Policy, the Principal will use the least exclusionary method/s in

managing behaviour. When suspended, the student will engage in learning at home, and the school will attempt to check-in during this period.

If required, a Principal may consider a suspension in line with these procedures. Only the Principal (or delegated person when absent) have the authority to suspend a student from their school.

The Principal will only consider suspension after first considering all possible alternative behaviour support measures. Grounds for suspension/immediate suspension/expulsion may include:

- being in possession of, uses or supplies tobacco, vaping devices, alcohol, and e-cigarettes
- possession of, uses or supplies a suspected illegal/restricted substance
- being in possession of, or using weapons, including firearms and knives (excluding kirpans, inline with Legal Issue Bulletin 22)
- 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 sexually harassment, sexual assault or sexualised behaviour that may pose a risk or has caused physical, psychological, or emotional harm to others
- other serious behaviour of concern.

Behaviours listed under a formal caution are also reasons for a suspension as determined by the Principal.

The timelines for individual suspension

- for students in Kindergarten to Year 2, the maximum number of consecutive school days for a suspension is 5 school days
- for students in Year 3 to 6, the maximum number of consecutive school days for a suspension is 10 school days.

Maximum days of suspension across a calendar year

- for students in Kindergarten to Year 2, the maximum number of school days in total for a calendar year, for any number of suspensions and extensions, is 30 school days
- for students in Year 3 to 6, the maximum number of school days in total for a calendar year, for any number of suspensions and extensions, is 45 school days.

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](#)

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety Guide](#).

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.

Students as a result of negative behaviour, may be requested to

- discuss behaviours with the class teacher during break times
- complete a reflection with an executive staff member
- engage with an alternative play plan such as Lunch Bunch, Wellbeing Wagons, Library or designated play areas throughout the school

These practices are implemented to

- provide explicit teaching to individual students around behaviour expectations when needed
- provide check-in opportunities between students and teachers to assist in students staying on-track
- support students in developing more appropriate social skills and engaging in positive social interactions.

Concerns, Complaints and Compliments


Parents and caregivers are encouraged to reach out the appropriate staff member if they have a concern, complaint or compliment about the school, a staff member or their child. Parents and caregivers should refer to the 'Who do I speak to at Austral Public School' document (Appendix 7) to determine who to contact.

Review dates

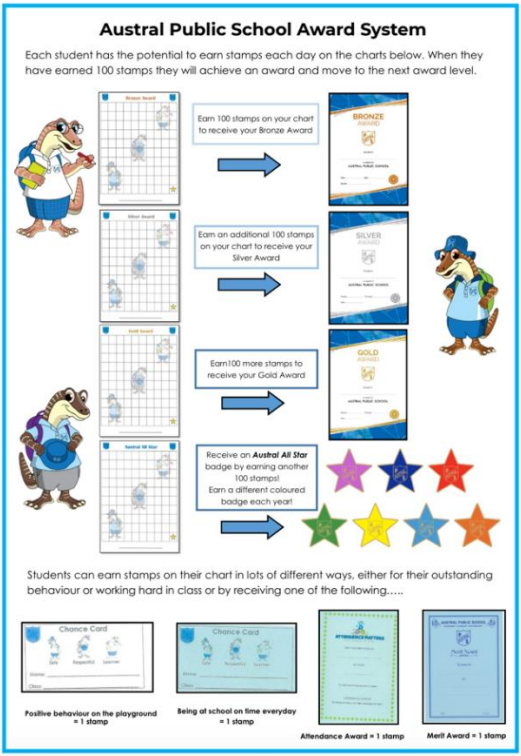
Last review date: December 2024

Next review date: December 2025

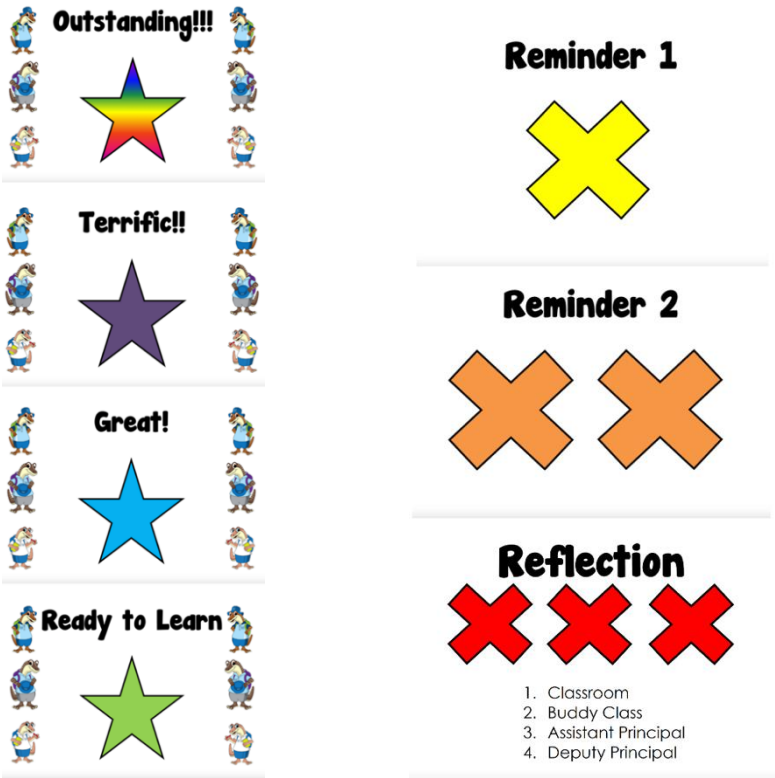
Appendix 1: Austral Public School PBL Matirx

	 Safe Sam says:	 Respectful Riley says:	 Learner Leah says:
Everywhere	<ul style="list-style-type: none"> - Keep hands, feet and objects to yourself. - Be in the right place at the right time. - Move safely and sensibly. 	<ul style="list-style-type: none"> - Speak politely and use your manners. - Follow staff instructions the first time. - Care for your space. - Listen with your whole body. - Be mindful of the space and property of others. - Wear school uniform. 	<ul style="list-style-type: none"> - Be mindful and attentive. - Be prompt and use time wisely.
Classroom	<ul style="list-style-type: none"> - Use equipment appropriately. - Tuck chairs in. - Line up in the correct spot outside your room. 	<ul style="list-style-type: none"> - Include others. - Take care of equipment. - Be honest and fair. - Use a quiet voice. 	<ul style="list-style-type: none"> - Do your best work. - Actively participate.
Playground	<ul style="list-style-type: none"> - Use equipment appropriately. - Wear a school hat. - Play appropriate games. 	<ul style="list-style-type: none"> - Include others. - Take care of equipment. - Be honest and fair. - Be a good sport. 	<ul style="list-style-type: none"> - Play by the rules. - Use the 3-Step Plan when needed.
Assembly	<ul style="list-style-type: none"> - Leave a centre aisle. - Sit in your class lines. 	<ul style="list-style-type: none"> - Sing and clap sensibly. 	<ul style="list-style-type: none"> - Actively participate.
Canteen	<ul style="list-style-type: none"> - Line up in the correct spot. - Wait for your friends outside 	<ul style="list-style-type: none"> - Be ready with your request. - Wait your turn. 	<ul style="list-style-type: none"> - Have your money ready.
Toilets	<ul style="list-style-type: none"> - Use equipment appropriately - Wash your hands with soap and water. 	<ul style="list-style-type: none"> - Take care of equipment. - Respect the privacy of others. 	<ul style="list-style-type: none"> - Use toilets at break times.
Office	<ul style="list-style-type: none"> - Line up at the front desk. 	<ul style="list-style-type: none"> - Wait patiently for your turn. - Be ready with your message or request. 	
Library	<ul style="list-style-type: none"> - Use equipment appropriately. - Line up to borrow books. 	<ul style="list-style-type: none"> - Take care of equipment. - Be honest and fair. - Use a quiet voice. - Use a library bag to borrow. 	<ul style="list-style-type: none"> - Do your best work. - Actively participate. - Return books when they are due.
Computer Lab	<ul style="list-style-type: none"> - Use equipment appropriately. - Follow cyber safety rules. 	<ul style="list-style-type: none"> - Take care of equipment. - Be honest and fair. - Use a quiet voice. 	<ul style="list-style-type: none"> - Do your best work. - Actively participate. - Complete the given task. - Log off when you have finished.

Appendix 2: Austral Public School Award System



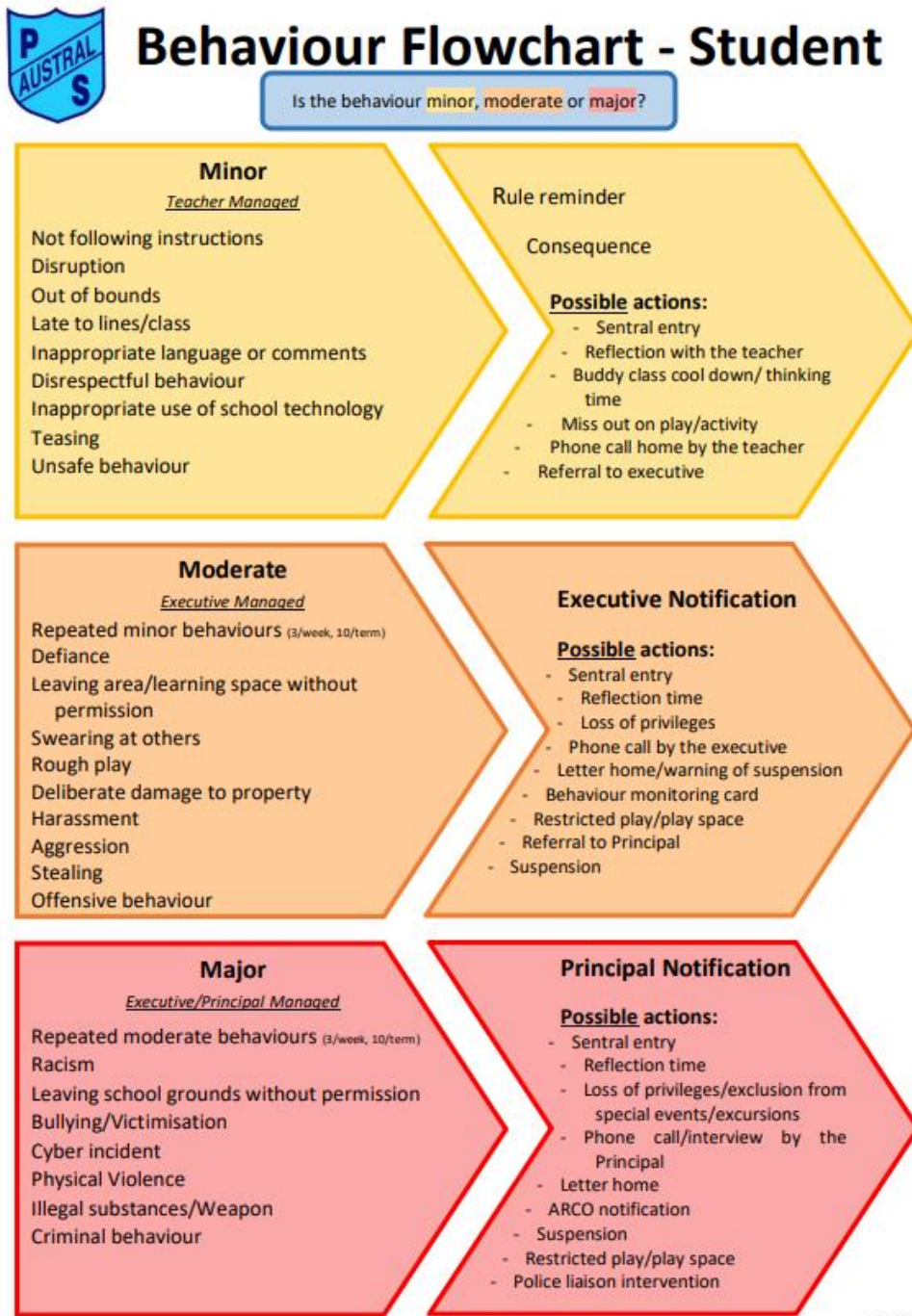
Appendix 3: PBL Classroom System Ladder



Appendix 4: Bullying Response Flowchart



Appendix 5: Behaviour Flowchart



Appendix 6: Examples of on track cards

Enter Name

My Goals
Enter student goal.

Morning Session 1

Morning Session 2

Recess

Mid-Session 1

Mid-Session 2

Lunch

Afternoon Session

We are Safe

We are Respectful

We are Learners

Student: _____ Class: _____ Week: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session					
Recess					
Middle Session					
Lunch					
Afternoon Session					
Executive Check-in					

I'm on track!	I'm improving!	I'm off track.
Choose a reward!	Stay positive and ask for help.	Morning check-ins with the executive to support you to make good choices through the day.
Personal Goal: (optional)		

Appendix 7: Who should I speak to at Austral Public School?

Who should I speak to at Austral Public School?

General School Information	Calendar, Newsletters and Information Dojo app	Digital Permission Notes & Payments Schoolbytes app or website School Bytes	Enrolments & Policies School Website austral-p.schools.nsw.edu.au	Front office Phone: 9606 0312 Email austral-p.school@det.nsw.edu.au			
Your child's learning, behaviour, attendance & friendships	Your child's class teacher Organise a meeting before or after school Call the front office on 9606 0312 and ask for the class teacher to call you back Message class teacher through Dojo						
Unresolved or escalating concerns related to attendance and welfare	Kindergarten Assistant Principal Mrs Kellaway	Year 1 Assistant Principal Mrs Wallace	Year 2 Assistant Principal Miss Roberts	Year 3 and 4 Assistant Principal Mrs Pham	Year 5 and 6 Assistant Principal Mrs Renzi		
Contact the Assistant Principal through Dojo or the front office on 9606 0312							
Significant concerns about your child, child protection concerns or confidential information	K-2 Deputy Principal Mrs De Giorgio		3-6 Deputy Principal Mrs Hughes		Contact the Deputy Principal or Principal through the front office on 9606 0312		
Principal Mr Elhage							
Other information	Students with Special Needs Mrs Walker (K-2) Mrs Larrosa (3-6)	Community Information & Family Support Community Hub Leader Ghada Toma via the front office 9606 0312	P&C Austral Public School P&C Facebook page australschoolpandc@gmail.com	Canteen Orders Flexischools app or website	Uniform Orders MUE Narellan 4620 9027 Liverpool 9601 0812 Free delivery code ship2school	Whoosh at Austral Public School 8123 2314	Public Bus Transit Systems 8118 7102