

Albert Park Public School Behaviour Support and Management Plan

Overview

Albert Park Public School recognises that each child is an individual, that all children are creative and that all children can succeed. Therefore, Albert Park Public School respects the individual needs of children; fosters a caring and creative environment; and emphasizes the social, emotional, physical and intellectual development of each child.

Albert Park Public School Students are provided with a high-quality education so that they may learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school community. Core expectations for student behaviour have been developed to establish consistent high expectations through effective role modelling, explicit teaching and planned responses.

These expectations are:

Be safe

Be Respectful

Be a learner.

They complement our core values of integrity, respect, responsibility, inclusion, safety and success.

To achieve our vision, key programs prioritised and valued by the school community are:

- ✚ Positive Behaviour for Learning
- ✚ Trauma Informed Practice
- ✚ School Chaplaincy Program
- ✚ Wellbeing and Engagement – RASE, Enrichment Groups, Morning Movement, Breakfast Club, Performing Arts Festival, Targeted Interventions, Sporting Opportunities.
- ✚ Speech Program
- ✚ Cultural Lessons
- ✚ We implement these teaching and learning programs to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Albert Park 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

Albert 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 families and student feedback through formal and informal means, for example, school surveys, consulting with the school’s P & C, local AECG, and the Learning and Support Team, newsletters, Parent/Teacher Meetings, BBQ’s.
- ✚ Using Sentral data to review school systems, practices and areas.
- ✚ Open communication through emails, text messages, phone calls, and meetings before and after school.

Albert Park Public School will communicate these expectations to parents/carers through the school newsletter and school website and Sentral App. 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

Positive Behaviour for Learning Matrix - Albert Park Public School			
Settings	Be Safe	Be Respectful	Be a Learner
All Settings	Stay in bounds – (area designated by teacher) Hands and feet to self Safe with equipment Walk on hard surfaces	Wear school uniform Follow instructions Always speak nicely Wait my turn Respect personal space/ belongings	Be at the right place at the right time Tell the truth Listen carefully Encourage others
Classroom	Walk in class Sit properly In and out with permission Use equipment properly Seek permission to enter and exit the classroom	Let others learn Be kind with my words Take turns to talk Use inside voice	Be on time and ready Hand up for help Try your hardest
Playground	Wear a hat Wait at red line Shoes on unless in the sandpit Seated during eating time	Share and return equipment Play by the agreed rules Use the bins Look after belongings	Learn the rules 1 st bell toilet and drink In line before 2 nd bell
Before School	Sit at a table until a teacher is on duty Wear a helmet if riding to school Arrive after 8.45am	Use the gate to enter the school	Be prepared- notes, bag, food, reader, homework, breakfast
Bus Lines/After school	Sit quietly on class lines Walk sensibly Stay seated on the bus Cross the road with an adult Use the bottom gate to exit	Speak nicely to drivers and other children Walk bikes within the school grounds	Have your bus pass ready
Assembly	Sit properly in class lines	Walk in and sit quietly Allow peers to listen Face the front	Listen carefully to the speakers Sing with pride
Toilets	Use toilets only for toileting- No food or belongings Wash hands, Turn off taps	Respect privacy of others Keep our toilets clean	Go during break times Use toilet paper and soap sensibly
Canteen	Walk to and from canteen using concrete path	Wait your turn Say please and thank you	Spend your own money
Transition	Walk together, staying with teacher	Move quietly Listen to speaker/ guests	Report to the office when arriving late or leaving early
Excursion	Stay with my group	Use manners	Be interested, be observant

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:

- Providing a curriculum to meet the needs of all students, including targeted intervention, extension opportunities and a Multi-Categorical class to support students with additional needs.
- Supporting children in achieving success in learning school rules
- Teaching the expected behaviours using the PBL key focus areas
- Supporting parents in their role to promote appropriate behaviour
- Providing opportunities for practice of appropriate strategies
- Developing a set of class rules based on the three school expectations
- Providing and promoting support programs and counselling services (eg. School chaplain).
- Promoting programs to develop self-discipline, self-evaluation, communicating and conflict resolution skills including planning room conferences, PBL and sports teams.
- Holding reward activities twice a term for all children maintaining the required level of behaviour and attendance.
- Newsletter and assembly reminders of PBL expectations

Care Continuum	Strategy Program	or	Details	Audience
Prevention	Positive Behaviour for Learning (PBL)	for	PBL is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people, through explicitly taught lessons.	Staff, students K-6, families
Prevention	Classroom and Whole School Rewards	and	Parents will be informed of positive behaviour through newsletters, website, skool loop and See Saw. As extra rewards for positive behaviour students may also receive any of the following listed in the Response Table below.	Staff, students
Prevention	National Week of Action Against Bullying and Violence (NWA)		Our school participates in the annual (NWA) – Term 3 each year, as well as Harmony Day.	Staff, students K-6

Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus. We access the Life Education Program every year.	Students K - 6
Prevention	School/Home Communication	Twice yearly parent/teacher meetings to ensure open channel of communication.	All students K-6, all staff
Prevention / Early intervention / Targeted Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit supports our school to prepare, engage and educate the school community about creating and maintaining safe online environments to prevent cyberbullying incidents.	All students, individual students K - 6, families, staff
Targeted individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	Staff, individual students K-6, families
Prevention / Early intervention	School Chaplain	Supports the implementation of the school's approach to wellbeing.	Students K - 6
Targeted intervention	Attendance support	The principal will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, principal
Targeted intervention	Consequence System	We encourage students to display positive behaviour and take responsibility for their behaviours. The school procedure, of an organised system of support and help, begins when a child has been given a chance to correct their behaviour but has chosen not to do so. See Steps in Response Table below	Teachers, Students, Parents
Individual intervention	Individual Behaviour Support Planning	Planning is done in collaboration with the student and their family with support from Team Around a School where needed. This can include individual behaviour support and risk management plans.	Individual students, staff parent/carer, LST

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. See Appendix 1.

Albert Park 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, a peer, community member or agency.

Students or parents are encouraged to 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.

Teacher Managed		Executive Managed	
Cheating/plagiarism * Copying/cheating during a test	Dress Code Violation * Inappropriate clothing or footwear	Continual Prolonged Disruption * Continual	Forgery or Theft * Intentionally stealing another's property
Fractional Truancy * Leaving class without permission	Late to Class * Intentionally out of bounds, e.g. hiding in toilets	Criminal Behaviour * Bringing/using prohibited items, e.g. drugs, Vapes, cigarettes, weapons * Sexual abuse	Continual Defiance * Repeatedly accessing inappropriate content * Continual refusal to comply
Non-Compliance * Repeatedly off-task/partial completion of task/request * Bringing a banned item, e.g. chewing gum * Playing a banned game * Ignoring staff instructions	Mild Disruption * Repeated calling out * Repeated rolling or crawling on floor * Repeated making silly noises * Distracting others, e.g. talking during instructions	Abducting * Repeated and intentional out of bounds * Leaving school grounds or group (offsite)	Abusive Language and Threats * Direct swearing at peers * Threats or implied threats of harm * Direct abusive swearing at an adult
Inappropriate Language * Yelling at others * Swearing as an exclamation of amongst peers * Repeated put downs, teasing or name calling	Physical Contact * Unintentional contact due to inappropriate behaviour * Continued unfriendly contact after being asked to stop	Intentional Property Damage * Intentional damage to student property * Intentional damage to school property	Physical Aggression * Pushing or throwing objects * Intentional striking causing harm, e.g. hitting, kicking, biting, punching, pushing, wrestling, tackling
Property Misuse * Phones/devices out during school hours * Accidental breakage via careless use * Graffiti on other's property * Failing to report known instances * Intentionally accessing an inappropriate website, program or account	Other * Careless wandering or sitting out of bounds * Invading personal space * Spitting * Lack of respect in tone, manner and body language, eg. back answering	Harassment or Bullying * Discrimination or racism, prolonged targeting another student * Encouraging others to damage property * Repeatedly or unreasonably challenging others * Cyber bullying	
Level 2 – Planning Room 1 day & letter sent home to parents at teacher /Principal discretion.		Level 4 – Planning Room 3 days, parent/carer letter, parent interview, possible activity exclusion - principal discretion, possible suspension warning.	
Level 3 – Planning Room 2 days, letter sent home to parents and/or parent/teacher interview requested.		Level 5 – Planning Room 3 -4 days, parent/carer letter parent/carer interview, possible activity exclusion – principal discretion, possible suspension If a child is suspended, they will miss the Reward Day activities for that term.	

<p>Prevention</p> <p>Responses to recognise and reinforce positive, inclusive and safe behaviour</p>	<p>Early Intervention</p> <p>Responses to minor inappropriate behaviour are teacher managed.</p>	<p>Targeted/Individualised</p> <p>Responses to behaviours of concern are executive managed</p>
<p>1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules through the school Reward Systems</p> <p>Classroom - Teachers include a positive reward system, for positive behaviours in their classroom e.g. praise, Assembly Awards, stickers, Dojos, treasure box.</p> <p>Whole School - At the end of each week, children can be awarded 2 Deadly Awards if they have maintained appropriate behaviour in the classroom and playground. The children discuss their own behaviour and their peers in a yarning circle on a Friday. They discuss whether they should be awarded their Deadly Award. The teacher will oversee the discussion but decisions where appropriate should be left to the children to make. Decisions are made on the following criteria:</p> <p>Classroom Deadly - Students are awarded for on task behaviour in the classroom, attempting all tasks and taking responsibility for their own learning, following classroom rules and trying their best.</p> <p>Playground Deadly - Students are awarded for demonstrating safe and respectful behaviour in the playground, good sportsmanship, respecting the environment and using school equipment properly. Students need to earn 9 Deadlies to participate in the Reward Day activities, Weeks 5 and 10 each term. Other whole school fortnightly awards include: Thankyou Cards, Sporting Awards, Attendance Awards, Best class Award and Canteen Award.</p>	<p>1. Classroom Procedures These breaches of behaviour will be dealt with by the classroom teacher and the executive where necessary. See steps below</p> <p>Playground Procedures Children displaying minor unacceptable behaviour in the playground will be given a verbal warning. If behaviour continues they are given a 5 min time out at the playground tables. If the behaviour continues after being timed out, the child will be conferenced in planning room the following day and be sat out for the remainder of the play session.</p> <p>1st Reminder - If disrupting Learning, a student is reminded of appropriate behaviour and given a warning to modify behaviour. A first warning is recorded for the student.</p> <p>2nd Reminder - If unacceptable behaviour continues, the student is given another reminder of appropriate behaviour, and a second warning is recorded, and the student is sent to timeout within their classroom. They are expected to complete their work whilst in timeout.</p> <p>Level 1 - If the unacceptable behaviour continues, another reminder is given and registered against the student's name. The student is escorted by an SLSO to "Buddy Class" for time out. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p>	<p>1. Level 2 – 5 If the student refuses to go to 'Buddy Class" or the unacceptable behaviour continues upon their return, the child is escorted to the Principal by the SLSO. If the student refuses to go to the principal, or begins to show an escalation in behaviour, the principal will be sent for by the SLSO. The classroom teacher will record the behaviour/s on the Sentral Discipline System and fill in a Planning Room sheet. The child will attend Planning Room during the next lunch break. Parents are informed at this level. Contact office to seek help from executive straight away if there is a risk.</p>

Prevention	Early Intervention	Targeted/Individualised
<p>Responses to recognise and reinforce positive, inclusive and safe behaviour</p> <p>2. 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>Responses to minor inappropriate behaviour are teacher managed.</p> <p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>Responses to behaviours of concern are executive managed</p> <p>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.</p>
<p>3. Social emotional learning lessons are taught PBL weekly.</p>	<p>3. Teacher records on Sentral 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.</p>	<p>3. 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.</p>

Responses to serious 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 students impacted
- ✚ refer/monitor the student through the school Learning and Support Team
- ✚ liaise with school Counsellor and/or [Team Around a School](#) for additional support or advice
- ✚ develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- ✚ planning room, conference and restorative practices. Withdrawal from sport, excursions, reward activities
- ✚ 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.

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](#).

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.

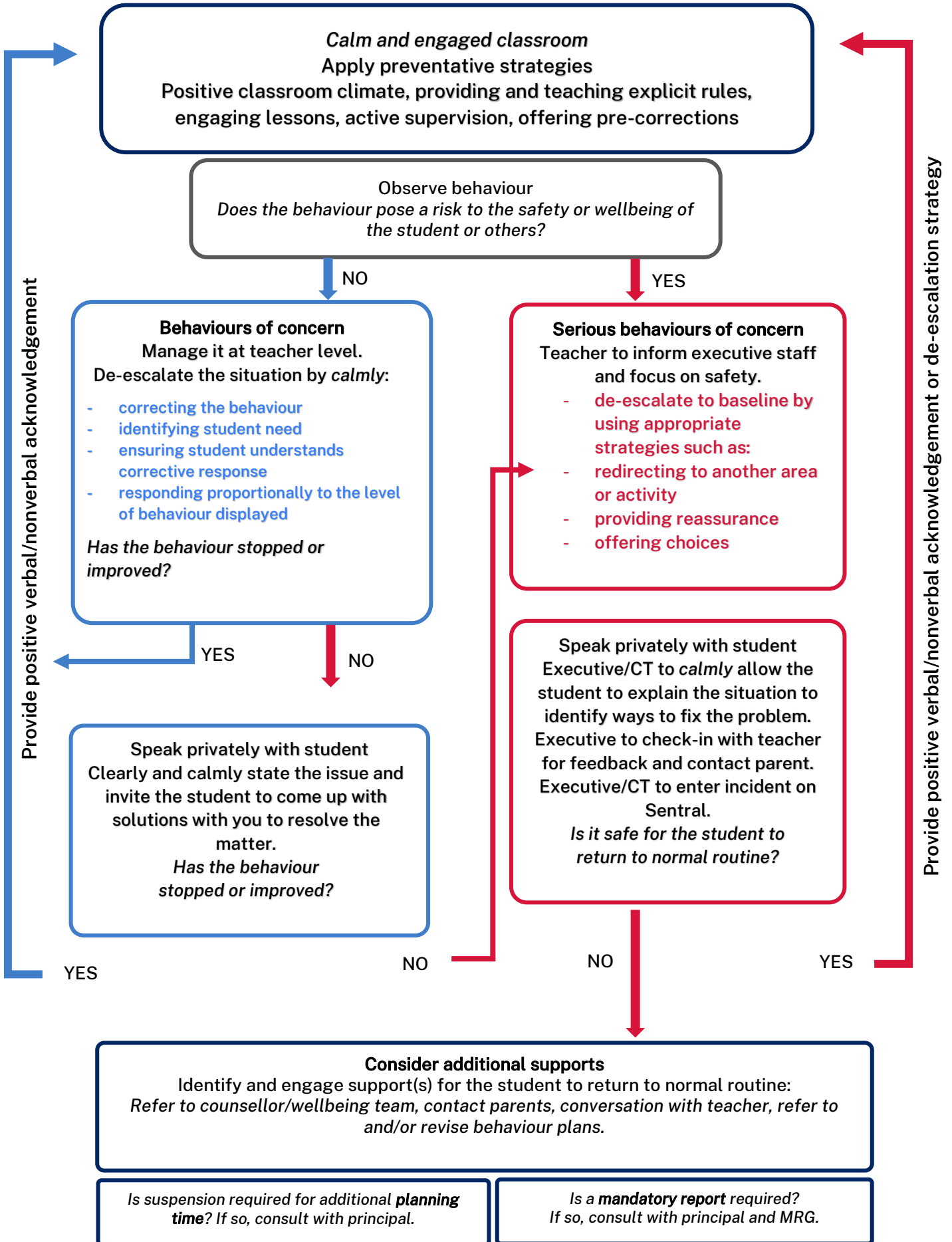
Strategy	When and how long?	Who coordinates?	How are these recorded?
Planning room – a structured debriefing, conferencing and planning after a crisis event or behaviour of concern with an individual student (reflection.)	For the following levels of behaviour Level 2 – 1 day Level 3 – 2 days Level 4&5 – 3-4 days	Principal	Sentral
Alternate play plan – withdrawal from free choice play and re-allocation to playground table or office for breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make better choices.	At time of incident. Length depends on severity.	Duty teacher	Sentral
Restorative practice - dependent on outcome of planning room conference, could be an apology, making amends etc	PR teacher and student agreement	PR Teacher	Sentral

Review dates

Last review date: 22/10/24: Term 4, 2025

Next review date: July: Day 1, Term 3, 2025

Appendix 1: Behaviour management flowchart



Bullying Response Flowchart

The following flowchart explains the actions Albert Park Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

