



2025 Behaviour Support and Management Plan Alstonville Public School

Alstonville Public School is an inclusive, innovative and vibrant community of high expectations where parents, teachers and students work together to become happy, lifelong learners and kind & informed global citizens

Policy requirements

This School Behaviour Support and Management Plan (SBSMP) has been written and implemented by Alstonville Public School as part of the Student Behaviour policy. Our plan has been developed in consultation with key stakeholders and will be reviewed annually. This document has been published on our school website at: <https://alstonvill-p.schools.nsw.gov.au/>

Audience and applicability

Our school is community focused with a clear mission to ensure all students reach the highest possible outcomes in all aspects of their education, through the values of *safety* and *fairness* and through its *culture of learning*. It is a school which values the contributions of all stakeholders and is recognised for its strong standards and ability to adapt to current community needs. Student and school wellbeing is always a focus, with the NSW Department of Education's [Behaviour Code for Students](#) being explicitly taught.

School culture and values

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 inappropriate behaviour is not accepted, within the school environment and online. School staff will actively respond to student behaviour through the shared understanding that:

- Every child has the right to an engaging, inclusive and respectful learning environment.
- Creativity, collaboration, communication and critical reflection form the foundations of life-long learning.
- Our school must continually evolve and transform to better prepare students to navigate this increasingly complex world.
- We have high expectations of learning and behaviour for all students.

BE SAFE

At **Alstonville Public School** we foster collaboration and positive relationships between students, teachers and community members. We encourage a safe atmosphere so that students can participate in all activities with enthusiasm and opportunity. In being *safe*, students are expected to:

- be in the right place
- keep hands, feet and opinions to themselves
- be sun safe
- walk on hard surfaces
- care for people, places and property

BE FAIR

At **Alstonville Public School** we develop a deep understanding of fairness in our students to maintain a culture of opportunity, high expectations and connections within the school. In being *fair*, students are expected to:

- be kind, using appropriate actions and words
- make and take turns
- listen to and include others
- own their actions

BE A LEARNER

At **Alstonville Public School** we maintain a school culture where students, teachers and parents/carers work together to achieve, promote and celebrate a culture of learning, high expectations and continuous growth for all. In being *learners*, students are expected to:

- show respect to teachers and other adults
- listen, learn and lead
- set personal goals
- be ready to learn
- collaborate with others
- be on time

Definitions

Term	Definition
Behaviour of concern	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, developmentally appropriate behaviour.
Bullying	Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.
Buddy Class	Teacher-directed buddy class is a de-escalation strategy and occurs where a student is directed away from an educational activity or setting when they engage in behaviours of concern. It is used after other de-escalation strategies and teaching practices have been tried. Buddy class enables a student to remove themselves from a situation or environment causing stress. It is a planned informal behaviour support

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

Alstonville Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations.

The school acknowledges 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.

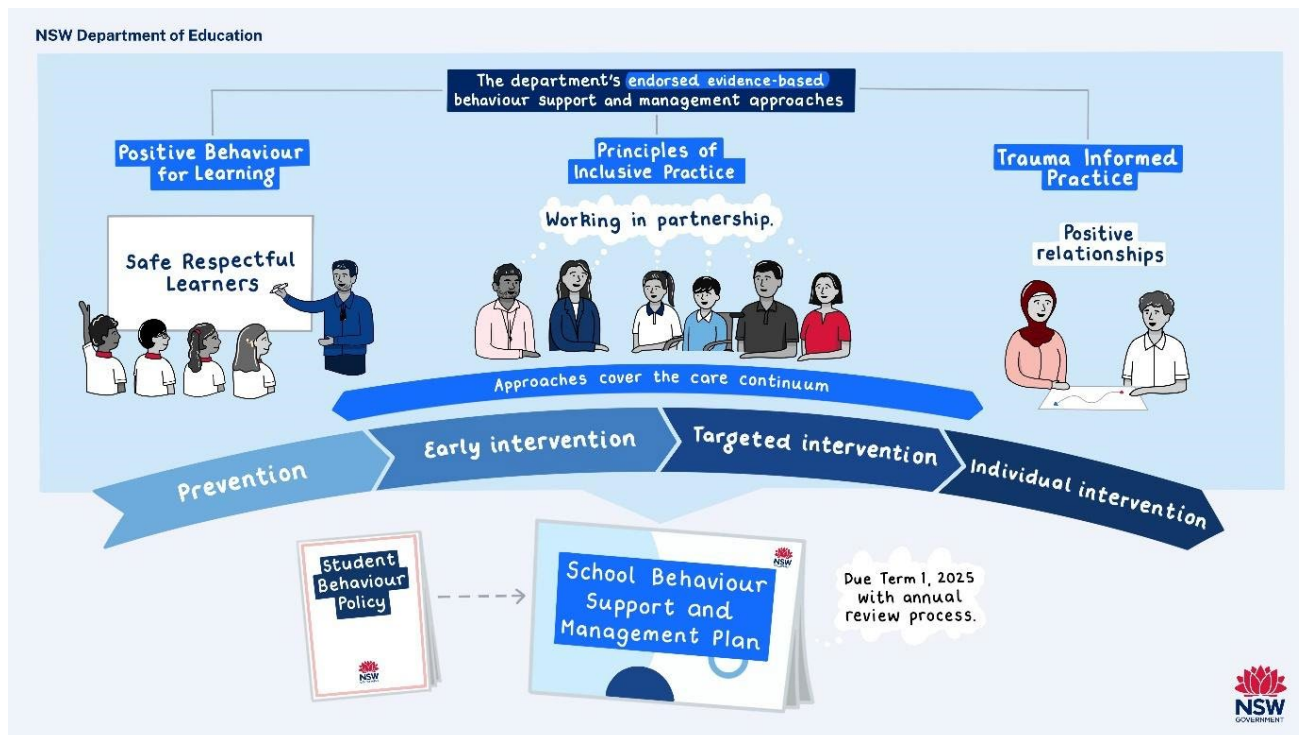
The use of verbal and non-verbal specific positive feedback is the most powerful way to:

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

Care continuum

At Alstonville Public School the wellbeing and behaviour of our student cohort is dynamic, and we recognise and understand that students may require support at different points on the continuum at various stages of their schooling. Our school has implemented the 'Care continuum' model to routinely monitor and evaluate the strategies and practices used to support student behaviour across the care continuum.

The goal of our behaviour intervention is for the students to learn positive behaviour choices and develop social and emotional skills. Deciding where all students, specific cohorts, or individual students can best be supported on the care continuum involves gathering and analysing relevant information and data, which can then identify our students' needs, set goals, and choose interventions based on their data and identified needs.



Prevention	Early Intervention	Targeted	Individual
Students engage in developmentally appropriate behaviour, including appropriate risk-taking behaviour Students respond positively to explicit teaching of expectations Students accept correction and feedback Students acquire new interpersonal and social skills that support engagement with learning Low-level behaviours easily managed by the teacher	Difficulties with concentration Continuous low-level disruptive behaviour, also known as minor behaviours in PBL, may include: - calling out - out of seat - low-level teasing - out of bounds - lack of personal space/boundaries - not following instructions - under-developed learning behaviours - incomplete tasks - off task behaviour - lateness - unprepared for learning.	Under-developed social skills: - sharing and turn-taking - friendship skills - conversational skills. Language and communication difficulties Self-regulation difficulties Poor conflict resolution skills Bullying others or being bullied Poor attendance	Behaviours of concern, also known as major behaviours in PBL, are defined as challenging, complex or unsafe behaviour that requires more persistent or intensive interventions. This may include: - continued / persistent disobedient and/or disruptive behaviour - verbal abuse - physical aggression - severe self-injurious behaviour - malicious damage to or theft of property - severe risk-taking behaviour - shut down response - bullying and cyber bullying - mis-use of technology - discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity.

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.

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.

Alstonville 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

Staff use their professional judgement, including when considering whether the behaviour poses a risk to the safety or wellbeing of the student or others, to decide whether it needs to be teacher or executive staff-managed.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – behaviours of concern are managed by members of the school executive in consultation with the reporting teacher.

Instances of misbehaviour, as well as any follow-up actions, are recorded in the school's data system (SchoolBytes). These may include:

Classroom	Non-classroom setting
· rule reminder · re-direct · offer choice · error correction · prompts · reteach · seat change · time for conferencing or to complete work · communication with parents or carers.	· rule reminder · re-direct · offer choice · error correction · prompts · reteach · play or playground re-direction · walk with teacher · reflection and restorative practices · communication with parents or carers.

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](#).

Roles and responsibilities

Public Schools, including Directors, Educational Leadership and Delivery Support Team Around a School provide proactive and responsive specialist advice and support for schools in the development, implementation and monitoring of the SBSMP.

Responsibilities	Details	ACTION
Students have the responsibility to:	• fully understand what “bullying” is, • be inclusive and respect other students, their teachers, school staff, and community members, and to not bully, harass, intimidate, or discriminate against anyone in our schools, • behave responsibly when using digital devices and online services, including social media platforms, • monitor their own behaviour so that it does not result in anyone experiencing racism, • behave as responsible bystanders.	• behave appropriately, respecting all members of the school community and their differences and backgrounds, • report incidents of bullying when they occur, • follow the PBL values and expectations that we are: respectful, responsible learners, safe and resilient, • report any incidents of racism to teachers, • call out racism and racial bullying, if safe to do so, as an upstander.

Parents and Carers have a responsibility to:	• work in partnership with the school to implement the SBSMP, supporting their child to abide by the Behaviour Code for Students, resolving issues about their child's behaviour, and communicating with school staff and the school community respectfully and collaboratively consistent with the School Community Charter, • work collaboratively with the school to resolve negative behaviours or incidents of bullying when they occur. • adhere to the Department's Digital Devices and Online Services for Students Policy and Students' Use of Mobile Phones in Schools policy, • demonstrate respect for the cultural, linguistic and religious backgrounds of others and behave in ways that promote acceptance and harmony in the school environment.	• be involved in consultation with the school during the development, monitoring and review of the SBSMP, as appropriate, • support their children to become responsible citizens and to develop responsible online behaviour, • report incidents of negative or bullying behaviour to the school, • support their children in developing positive responses to incidents of negative behaviour or bullying, • ensure that no student, employee, parent, caregiver or community member should experience racism within the school environment.
School executive and teachers have a responsibility to:	• contribute to the development, monitoring and review of the SBSMP, as appropriate, • support the school in maintaining a safe, inclusive and supportive learning environment by implement the processes and strategies within the SBSMP, • promote a school culture where negative behaviours and bullying is not acceptable, • manage reports of incidents, negative behaviours and bullying, and escalate matters to the principal (or delegate) when necessary, • encourage high levels of parental and community involvement in the school to improve student attendance, engagement, learning and behaviour, in consultation with the Learning & Wellbeing Team and or the Team Around a School, • monitor the Department's Digital Devices and Online Services for Students Policy and Students' Use of Mobile Phones in Schools policy, • complete the department's mandatory Anti-Racism policy training and appropriately respond to incidents of racism.	• implement the processes and strategies within the SBSMP, • model and promote appropriate relationships and behaviours, • teach students to identify, report and respond to bullying at school and online, • log data entries in School Bytes with descriptive content in a timely manner and log calls to the incident and support hotline (where applicable), • work in partnership with key stakeholders as part of individual intervention, learning support, or as a shared initiative to design plans or pathways. • follow the objectives of the Student Use of Mobile Phones in Schools Management Plan and monitor and respond to inappropriate usage, • address racism, promote cultural safety and intercultural understanding, encourage mutual respect and implement programs and practices that are culturally inclusive and non-discriminatory.

Non-teaching staff have a responsibility to	• contribute to the development, monitoring and review of the SBSMP, as appropriate, • support the school in maintaining a safe, inclusive and supportive learning environment, • report behaviours of concern to a teacher or supervisor, • complete the department's mandatory Anti-Racism policy training and appropriately respond to incidents of racism.	• implement the processes and strategies within the SBSMP, • model and promote appropriate relationships and behaviours, • log data entries in School Bytes with descriptive content in a timely manner and log calls to the incident and support hotline (where applicable).
Principals have the responsibility to:	• lead the school community in developing, implementing and monitoring the SBSMP, • ensure consultation with the school community, including school staff, students, parents or carers, in the development, implementation, and review of the SBSMP, as appropriate, • maintain a positive school climate that includes respectful relationships, • identify patterns of negative incidents and bullying behaviour and initiate a focused and targeted response, • manage complaints about negative behaviour and bullying in accordance with the Complaints Handling Policy, • ensure all staff are provided with the opportunity to improve their skills in behaviour management or responding to incidents, • work in partnership with parents and carers to address any concerns about student behaviour and establish support mechanisms that promote positive behaviours. • ensure all staff, parents and carers, and students are aware of the Department's Digital Devices and Online Services for Students Policy and Students' Use of Mobile Phones in Schools policy, • review any students that have a medical, learning or wellbeing need that requires an exemption to the mobile phone plan, • have a trained Anti-Racism Contact Officer who assists the principal to lead anti-racism education and address incidents of racism.	• conduct an annual review of the plan SBSMP, • review School Bytes data and respond to matters in a timely manner, • from data, refer students to the Learning & Wellbeing Team to action structured and effective strategies, • provide teachers and other school staff with wellbeing support and professional development to discourage, prevent, identify and respond to negative and bullying behaviour from students, • work in partnership with key stakeholders as part of individual intervention, learning support, or as a shared initiative to design plans or pathways, • ensure that at least one member of staff has completed the Anti-Racism Policy Training course to increase staff understanding of the nature and impact of racism, familiarise staff with the revised Anti-Racism Policy and increase staff understanding of their responsibilities in implementing the policy.

Our behaviour initiatives

Alstonville Public School engages with and is supported by the '[Team Around a School](#)' (TAaS) which comprises Delivery Support representatives from the Lismore Principal Network.

Care Continuum	Strategy or Program	Details	Audience
Prevention & Early Intervention	Positive Behaviour for Learning	A whole school approach to develop a safe, positive learning environment by teaching students how to be safe, positive learners and how to respond appropriately to bullying behaviour, how to avoid escalating conflict and what to do if they witness others being bullied. We will teach our students to be resilient to bullying in all forms.	All Students, Staff & Families
Prevention	Days of Celebration	Alstonville Public School makes every effort to celebrate inclusion and diversity to make every student feel known, valued and cared for. We achieve this by celebrating Harmony Day, Sorry Day, National Day of Action Against Bullying, NAIDOC Week and R U OK Day. By promoting the importance of social cohesion messages, these days of celebration encourage positive behaviours amongst our students.	Whole school
Prevention & Early Intervention	School Awards	Alstonville Public School recognises positive behaviours of every student at least once a term. We give awards to students who display merit and uphold the school values. We celebrate our students' successes by communicating their achievements with the whole school at assemblies, and with their families through phone calls and letters and via School Bytes to continue to promote the positive behaviours displayed.	Whole School
Prevention, Early Intervention & Targeted Intervention	Berry Street Education Model	'Berry Street' is an educational model with practical, classroom-based strategies to increase the engagement of all students, including those with complex, unmet learning needs. This model enables our staff to support students' self-regulation, relationships and wellbeing to increase student engagement and significantly improve academic achievement.	Whole school (students, staff and families /carers)
Early Intervention	Kinder Orientation	Alstonville Public School's Kindergarten Orientation is designed to help students adapt to school life and expectations. Our holistic approach includes establishing an early relationship with the student's family to outline student expectations. The program uses consistent language and messaging when communicating with both students and families to ensure best practices and success in promoting positive outcomes. All children are given the opportunity to develop a strong connection with our school. Through the program, children develop a strong sense of identity and confidence to face new challenges. They have opportunities to ask questions, try new things, and contribute meaningfully to their environment. This positive start leads to academic achievement and social competence, setting children up for long-term success in school	Early Stage 1 Students

Care Continuum	Strategy or Program	Details	Audience
		and beyond, helping them better adjust to future demands and develop their own sense of self	
Targeted & Individual Intervention	Learning & Support Team	Alstonville Public School has a comprehensive Learning and Support Team (LST) process that supports students to achieve their best academically, socially and culturally. Issues are raised by teachers based on data gathered from School Bytes, by teachers and parents through discussions and formal learning support team meetings and by students who are encouraged to report inappropriate behaviour when it occurs.	Targeted students across the whole school
Individual intervention	Behaviour Support Plans	Alstonville Public School provides individualised programs and initiatives, supported by parents and carers, for students on the Care Continuum who require 1 to 1 support to assist with complex needs.	Individual students

Maintaining positive partnerships

The best education happens when parents and schools work together. The [School Community Charter](#) outlines the responsibilities of parents, carers and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

- Using an interdisciplinary approach that draws on knowledge from different perspectives to support student needs.
- Engaging in regular, ongoing consultation and collaboration with parents/carers to identify and respond to additional learning and support needs.
- Providing opportunities for delivery support staff and other outside agencies to work directly with school staff to build reciprocal understandings about behaviour support.
- Communicating our Behavioural and Educational Models that we teach to our students. Guided by Positive Behaviour for Learning and the Berry Street Education Model, we will ensure to use the language from these models across our whole school community to ensure consistency and best support for students and their families.
- Consistent communication across all our platforms. Including online (SchoolBytes, school bulletin and website), SMS messages, letters and phone calls. This includes communicating positive feedback regarding students, general information and updates regarding student behaviour.

School Excellence Framework (SEF)

Alstonville Public School is aligned with the School Excellence Framework through its [Strategic Improvement Plan 2022-2026](#). The plan's Strategic Directions of Student Growth and Attainment, Quality Pedagogical Practice and a Culture of Learning highlight key initiatives that support positive student behaviour. These include:

- An evidence-based program for social and emotional learning being implemented across the whole school to ensure that students are ready to learn.
- Whole school wellbeing and learning data being regularly analysed to track progress and identify needs..
- Underpinning the Positive Behavior for Learning framework by developing the social and emotional wellbeing of our students using the Berry Street Education Model and Zones of Regulation.

- We will work with our Aboriginal and Torres Strait Islander families to enhance partnerships to develop a stronger sense of cultural safety for our students, and to draw on their knowledge and skills to develop the cultural understanding of all staff and students.

SBSMP Consultation

Alstonville Public School communicates information and expectations to parents/carers through a range of communication modes, including SchoolBytes, the Alstonville PS website and school bulletin to ensure inclusivity and increase meaningful engagement with school communities.

As part of the consultation process prior to implementation, parents and carers were invited to participate in the development of the school's SBSMP.

SBSMP Review

A review of this plan will be conducted in Term 1, 2026 and will include consultation with key stakeholders.