

Ambarvale Public School Behaviour Support and Management Plan



Overview

Ambarvale Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are Positive Behaviour for Learning (PBL) and PAX Good Behaviour Game.

Promoting and reinforcing positive student behaviour and school-wide expectations

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

- Be Safe
- Be Respectful
- Be Kind
- Be a Learner

Ambarvale Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- PAX Kernels
 - a) PAX Vision- A map describing what students want to see, feel, do and hear more and less of in the classroom.
 - b) PAX Leader- Teachers and students use language from the PAX vision board to increase positive and decrease negative behaviours.
 - c) PAX Quiet- Teachers use PAX quiet to focus students attention on an instruction.
 - d) Granny's Wacky Prizes- Students participate in short games that promote teamwork and common happiness.
 - e) Beat the Timer- Teachers use this to increase students completion of tasks within a timed session to complete a challenge.

- f) PAX Stix- Teachers enhance the quality of participation through randomised selection, where a student's name is drawn to respond to questions or complete a task.
 - g) Tootle Notes- Teachers create opportunities for students to engage in peer reinforcement by exchanging kind words.
 - h) PAX Voices- Teachers increase the ability for students to use appropriate voices throughout the day.
 - i) PAX Hands and Feet- Teachers use these cues to increase positive behaviours and safe movement.
 - j) PAX OK/ NOT OK- Teachers use these picture cues to increase positive behaviour and prevent lost time.
 - k) The PAX Good Behaviour Game- The ultimate goal is to play the PAX Game multiple times throughout the school day to acknowledge positive behaviour.
- Merit System-
 - A ratio of 1:5 is applied when handing out merit awards during fortnightly assemblies, consisting of both merit awards and a PBL award. E.g. A class of 20 students will receive three merit awards and one PBL award.
 - Executive members hand out one 'Ambarvale All Star' award per fortnightly assembly to a student within their stage.
 - At the end of each term, a Celebration of Learning assembly is held for both K-2 and 3-6. This event invites classes and members of the community to acknowledge student achievements. The following merit system is used to reward students:



- Presentation Day assemblies take place in Term 4, where special guests and members of the community are invited to attend.



Students are selected to receive prestigious awards which are handed out on the day.

- Class-based Reward System-
 - A pom pom jar is used to track positive behaviour, uniform compliance and attendance. Students and teachers work together to determine the type of small rewards to be implemented when achieving the first three increments on their class jar. E.g. Playing on the playground equipment for 15 minutes.
 - The PBL team schedule exciting big rewards to celebrate student achievement once their class jar has been filled to the top. E.g. A movie and popcorn session.
- Ambarvale All Star-
 - The common language of 'Ambarvale All Star' is used throughout the school setting to acknowledge students consistently following the school rules- Be Safe, Be Respectful, Be Kind, Be a Learner.
- Playground Tokens-
 - Tokens are distributed to students who are following the school rules in the playground. They receive a token, where at the end of each week, 2 tokens are drawn. Winners receive a canteen voucher.
- Assembly Points System -
 - Points are handed out to classes when they assemble under the K-2 and 3-6 Covered Outdoor Learning Area (COLA) when following the school rules. At the end of the week, the winning class receives a trophy, lining up award and have the opportunity to select a bell song for the following week.
- Whole School Reward -
 - All students are invited to celebrate positive behaviour, uniform compliance and attendance by participating in an end of year celebration (e.g. DJ and disco party).

Behaviour Code for Students

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL Tier 1	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 aims to improve social, emotional, behavioural and academic outcomes for students.	All students All staff
Prevention	PAX	PAX GBG consists of proven behavioural strategies used daily by teachers with students. The 10 evidence-based and trauma informed strategies build self-regulation in students, strengthen peer networks, reduce impulsivity and teach prosocial decision-making.	All students All staff
Prevention	Social Stories	The PBL team view data and develop social skills lessons to mitigate problematic behaviour. All teachers deliver these lessons to their class each fortnight.	All students All staff
Early Intervention	3 Step Plan	The 3 Step Plan poster is used as a strategy to solve problems in the playground. Students can say "Stop I don't like it", walk away and tell a teacher when they're faced with a problem.	All students
Targeted Intervention	Booster lessons	Teachers present specific booster lessons to their class to reinforce positive behaviour and expectations.	Individual groups of students/ classes Teachers

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Student-directed time out (restorative)	When the student is faced with high stress. For the shortest time possible.	Student and teacher	Via School Bytes (Wellbeing - incidents)
Teacher-directed time out (reflection, restorative)	When problematic behaviour has been observed. For the shortest time possible.	Teacher	Via School Bytes (Wellbeing - incidents)
Reflection with an executive	When a student has been identified as displaying consistent-minor and/or major behaviour.	Executive member	Via School Bytes (Wellbeing - incidents)

Partnership with parents/carers

Ambarvale Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by:

- Conducting Behaviour Support Plan consultations.
- Facilitating formal pre-enrolment interviews.
- Organising Parents and Citizens' Association (P & C) meetings.

Ambarvale Public School will communicate these expectations to parents/carers using varied forms. This includes:

- School Newsletters
- Stage Newsletters
- P & C meetings
- Kindergarten Orientation
- School Handbook
- Student Behaviour Plans
- Parent-teacher conferences



School Anti-bullying Plan

Ambarvale Public School's existing anti-bullying plan can be accessed through:
https://ambarvale-p.schools.nsw.gov.au/content/dam/doe/sws/schools/a/ambarvale-p/localcontent/aps_student_welfareprocedures.doc/subassets/2018_APS_Anti-bullying_plan.pdf.

Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

Reviewing dates

Last review date: Term 1, 2025

Next review date: Term 1, 2026