NSW Department of Education

Anna Bay Public School Behaviour Support and Management Plan

Overview

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

At Anna Bay Public School we prioritise inclusion, high expectations and lifelong learning for all students. We promote equity, wellbeing and collaboration, empowering every student to achieve success and to reach their full potential.

Our daily practice is driven by the principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning. We establish and maintain high expectations for student behaviour through effective role modelling, explicit teaching, and planned responses.

Key programs prioritised and valued by our school community are:

- Whole School Positive Behaviour for Learning
- Whole School behaviour management consistency through a Behaviour Consistency Guide (BCG), consistent documentation and multiple ways to acknowledge and support students
- Restorative and reflective practices
- Tier 2 supports for identified students including playground support, alternative/ supported play program, check in check out program (CICO)
- Tier 3 supports for identified students including SLSO/ AEO intervention for academic, social and emotional support (including attendance), referrals to our Wellbeing Officer and Port Stephens Family and Neighbourhood Services (PSFaNS) on site social worker, school counselling service, “wrap around” team meetings and support from Delivery Support team members
- Aboriginal culture programs, including Gathang language program and the establishment of cultural spaces
- Student voice and agency opportunities through Student Parliament and Jnr AECG

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

Anna Bay Public School promotes an inclusive, safe learning environment. We value diversity and foster a welcoming and respectful culture throughout our school community. Our school rejects all forms of racist and bullying behaviours, including online (or cyber) bullying by maintaining a learning community that prioritises student wellbeing. Staff are committed to responding promptly and effectively to incidents of bullying and racism, ensuring all students feel safe, valued and respected.

Partnership with parents and carers

Anna Bay Public School collaborates with parents/carers to develop and implement student behaviour management strategies, anti-bullying and anti-racism strategies by:

- **inviting parent/carer and student feedback through formal and informal means such as school surveys, consulting with the P & C and local AECG**
- **using concerns raised through complaints procedures to review school systems, data and practices.**
- **having strong relationships with our families through proactive communication**

Anna Bay Public School will communicate these expectations to parents/carers through the school newsletter, school website, School Bytes Parent app and official Anna Bay Public School social media channels. 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

Anna Bay Public School has the following school-wide expectations for all students in all settings:

To be courteous, cooperative and ready to learn – everyone, everywhere, every time

Courteous	Cooperative	Ready to Learn
Use kind words, manners and gestures	Follow instructions	Complete work to the best of my ability
Treat others the way I like to be treated	Take responsibility for my actions and choices	Respect the learning rights of others
Control body and words	Right place, right time	Participate in Learning
Accept differences	Care for our school environment	Be organised

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.

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

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:

- explicitly teaching and reinforcing classroom expectations
- high consistency in expectations, routines and practices
- 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	Positive Behaviour for Learning (PBL)	A whole school framework that teaches and encourages positive behaviour through clear expectations, consistent reinforcement and recognition of appropriate behaviour to create a safe and supportive learning environment. The PBL team uses fortnightly behaviour data analysis to plan and implement a whole school lesson focus and intervention	All students
Prevention Early Intervention Targeted Individual	PBL whole school acknowledgements	A systematic approach to recognise and celebrate positive behaviour: • classroom recognition (dojo points) • Gotcha Tickets leading to weekly and end of term awards • Fortnightly class assembly awards for Courteous, Cooperative and Ready to Learn behaviours • PBL reward days at the end of each term	All students
Prevention Early Intervention Targeted Individual	Breakfast Club	The Breakfast Club program allows all students to have a proper breakfast before school. Data has shown that students who have a proper breakfast are more attentive, have greater concentration and have less behavioural problems at school.	All students
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	All students

Care Continuum	Strategy or Program	Details	Audience
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
Prevention Intervention	Zones of Regulation	An emotional literacy program that helps students identify their feelings and learn self-regulation strategies. It includes visual aids and tools for students to manage their emotions and to understand how to move between different "zones" eg: blue for sad, green for calm	Support class students
Early Intervention Targeted	Learning Support – Tier 2	Early support for students who require additional assistance beyond universal strategies. This may include small group interventions, visual supports, self-regulation training, restorative practice, alternative/ supported play program, CICO systems, academic support and social skill training to address specific needs and prevent escalation of issues.	Any student who requires assistance beyond universal strategies
Targeted / Individual intervention	Learning Support – Tier 3	Intensive, individualised support for students with significant learning or behavioural challenges identified through data and teacher referral. This may involve one-on-one support, personalised learning plans and collaboration with external specialists to address complex needs.	Identified students K-6
Targeted / individual intervention	Attendance support	Students identified through data analysis are referred to APWB (attendance co-ordinator) who will convene a planning meeting with students, families and teachers to address barriers to improve attendance and set growth goals.	Individual students
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, AP
Individual intervention	ARCO	Any incidents of racism are addressed and recorded by the ARCO. Parents of students involved are contacted, ARCO	All students

Care Continuum	Strategy or Program	Details	Audience
		follows up and supports both parties as appropriate through restorative practices	

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.

Anna Bay Public School staff will identify inappropriate behaviour and behaviours of concern, including racism, 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 and our BCG 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.
- Behaviours of concern and corrective responses are recorded in School Bytes. These include:

Classroom	Non-classroom setting
• rule reminder • re-direct • offer choice • error correction • prompts • reteach • seat change • stay in at break to discuss/ complete work • conference • reflection and restorative practices • communication with parent/carer.	• rule reminder • re-direct • offer choice • error correction • prompts • reteach • play or playground re-direction • walk with teacher • reflection and restorative practices • communication with parent/carer.

Anna Bay Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Teachers use evidence-based strategies 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 corrective responses
- enhance self-esteem and build an internal focus of control.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
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.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Teacher contacts office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	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.
3. Tangible reinforcers include those that are: *free and frequent eg: dojo points *moderate and intermittent *significant and infrequent – assembly awards , PBL gotcha awards, canteen kindness awards are recorded in the newsletter	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on School Bytes and contact parent/carer by phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are incorporated into weekly PBL lessons	4. Teacher records minor behaviours in line with the BCG. by the end of the school day. Teacher monitors and informs family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or Assistant Principal Well Being (APWB)	4. Student may be referred to the school's Learning and Support Team (LST) considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan. For some incidents, referral is made to the school's (ARCO) or (APWB)
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Recognition awards for positive individual and class behaviour are given at weekly PBL assemblies and fortnightly school assemblies. Parents notified by email of upcoming awards at whole school assembly.	Teacher and/ or exec contacts parents by phone when a range of corrective responses have not been successful. Individual planning and referral to LST 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 or Team Around a School.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on School Bytes. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school LST
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- reflection and restorative practices (see below)
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, class dojo, face to face meetings)
- 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 procedure
- 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

Anna Bay Public School does not engage in detention. Staff work closely with students in reflective practices to review student behaviour. The time in the “planning room” is used to discuss alternative choices if students are faced with a similar incident in the future – “own it, fix it, learn from it, move on”. Restorative conversations can also be facilitated during this time. Students participating in reflective and restorative practices always have the opportunity to eat and use the bathroom.

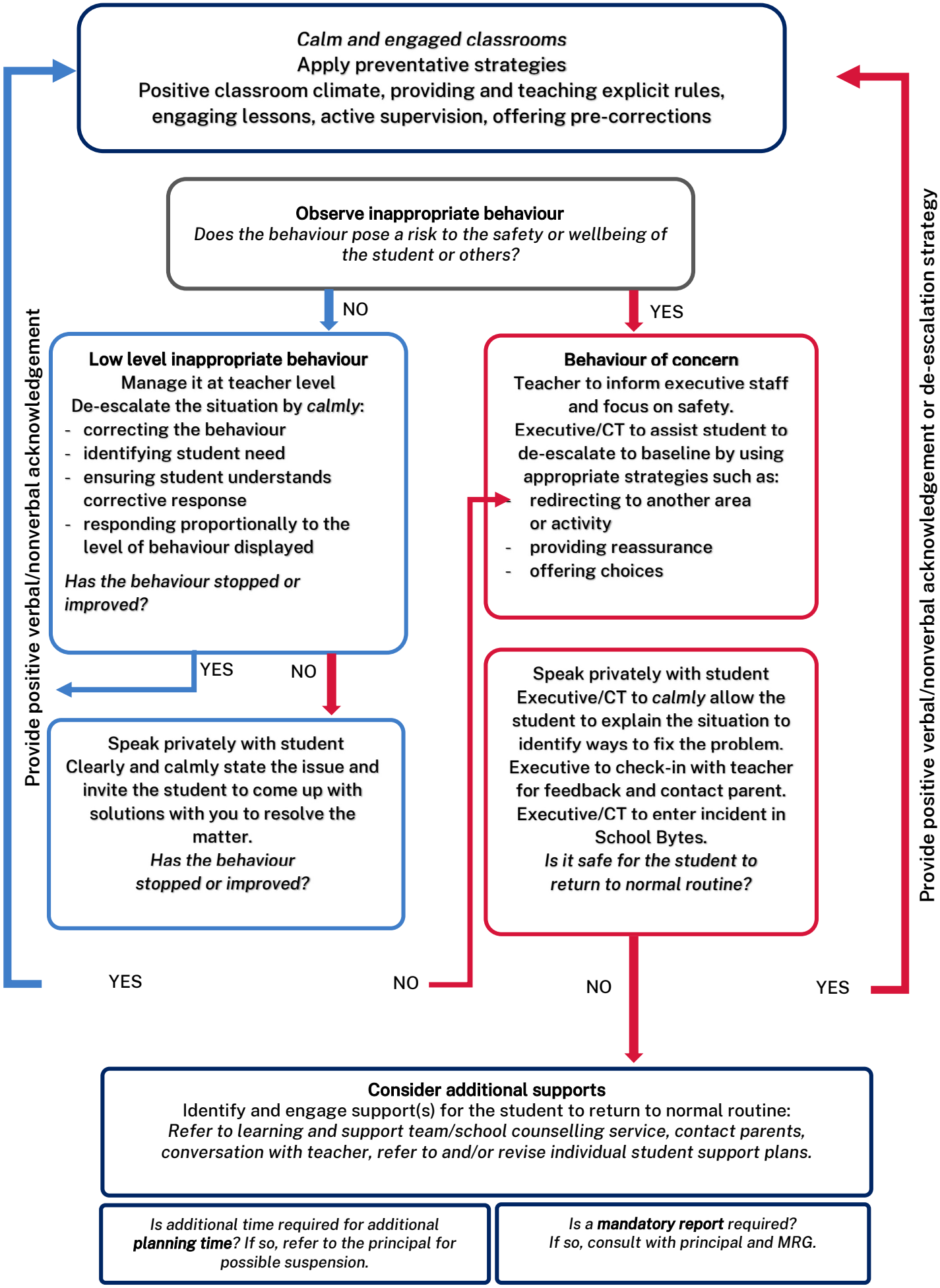
Strategy	When and how long?	Who coordinates?	How are these recorded?
Planning room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at lunch break 30 mins	Assistant Principal	Documented in School Bytes
Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices	Next break 30 mins	Assistant Principal	Documented in School Bytes
Restorative practice – structured debriefing and planning following a behaviour of concern with an individual student or group of students to implement a plan to repair harm, restore relationships and promote positive behaviour moving forward – **own it, fix it, learn from it, move on**	Scheduled for either lunch or recess break	Teacher or Assistant Principal	Documented in School Bytes

Review dates

Last review date: Term 1, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart



Bullying Response Flowchart

The following flowchart explains the actions Example 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.