

School Behaviour Support and Management Plan

Overview

Attunga Public School is dedicated to explicitly teaching and modelling positive behaviour while supporting all students in their learning journey. Our goal is to inspire every child to engage positively in society. We prioritise excellence, opportunity, and success for every student, every day, and strive to cultivate safe, respectful learners within a caring community.

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

To realise our vision, we prioritise key programs that can be interlinked and are valued by the school community, including:

- Whole School Positive Behaviour for Learning Program
- Life Skills School Bytes
- Zones of Regulation
- Worry Woos program.

Attunga Public School takes a firm stand against all forms of bullying and racism, including cyberbullying, by fostering a safe, inclusive, and respectful learning environment that promotes student wellbeing. Our staff is committed to implementing evidence-based approaches and strategies that create a positive learning atmosphere. All members of the school community play an active role in nurturing a welcoming culture that values diversity and fosters positive relationships. A vital aspect of our supportive culture is the emphasis on building respectful relationships and establishing a clear stance against bullying and racism, both online and offline. School staff actively respond to incidents of student intimidation.

Partnership with parents and carers

Attunga Public School partners with parents and carers to establish expectations for engagement in developing and implementing student behaviour management and anti-bullying strategies. We invite feedback from parents, carers, and students through formal and informal channels, including Tell Them From Me surveys, school surveys, Parent/Teacher interviews, and consultations with the Local Attunga P&C and Tamworth AECG. Concerns raised through complaints procedures are also used to review and improve school systems, data, and practices.

Attunga Public School will communicate these expectations, we will utilise the school newsletter, communication platforms, and the school website. Our school is proactive in building collaborative relationships with families and the broader community to create a shared understanding of how to support student learning, safety, and wellbeing.

School-wide expectations and rules

Expectation – Be Safe	Expectations – Be Respectful	Expectation – Our Best Always
<i>We keep our hands, feet and objects to ourselves.</i>	<i>Respect School and other's property.</i>	<i>Always try to do your best.</i>
<i>Right place, right time.</i>	<i>Respect personal space.</i>	<i>Recognise what zone you are in and seek assistance if needed.</i>
<i>We are supportive and kind to others.</i>	<i>We speak politely and respectfully to others.</i>	<i>Listen and follow instructions carefully</i>

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 integrates student wellbeing and positive behaviour strategies throughout its practices to encourage positive conduct and address behaviours of concern, including bullying and cyberbullying. These strategies are grounded in evidence-based classroom practices that foster engagement in learning and respectful relationships. These practices include:

- we take a positive approach to learning by explicitly teaching PBL and The Zones of Regulation in class and whole-school settings.
- maximising opportunities for active engagement with learning.
- promotes positive behaviour by establishing clear, predictable routines and procedures while reinforcing expected behaviour through positive feedback and encouragement.
- discouraging inappropriate behaviour.
- delivering structured, engaging lessons with student choice and differentiated content to support all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Whole School Positive Behaviour for Learning	To teach children habitual skills to build their social and emotional competence, starting in early childhood and continuing through to the end of Primary School, so they can move into adolescence with a strong sense of self-worth and a range of practical mental wellbeing skills and strategies they can continue to build on	All
Early intervention	Transition Program	This program is designed to support Pre-Kindy students in their transition to school, Involves play group and local preschool.	Pre-Kindy

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	Learning and Support Team	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/ Individual intervention	Attendance	The LST refers students to the attendance coordinator/Home School Liaison Officer (HSLO) who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, HSLO
Individual intervention	Individual behaviour support planning	This involves creating, implementing, monitoring, and reviewing behaviour support, response, and risk management plans.	Individual students, parent/carer, LAST, AP, DP

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

A behaviour of concern refers to challenging, complex, or unsafe behaviour that requires ongoing and intensive intervention. It does not include low-level inappropriate or developmentally typical behaviour.

Bullying behaviour is the intentional misuse of power in a relationship, occurring repeatedly over time, and causing harm.

Attunga Public School staff identify inappropriate behaviour and behaviours of concern, including bullying and cyberbullying, through various means, such as:

- Directly observing students' behaviour, interactions, verbal communication, or work (e.g., written materials, performances, or artwork).
- Receiving disclosures of previously unknown or hidden information.
- Concerns raised by parents, community members, or external agencies.

Students and parents can report bullying or anti racism concerns to any staff member. NSW public school principals have the authority to take disciplinary action for student behaviour outside school hours or off school grounds, including cyberbullying. Students who experience bullying will be offered appropriate support, such as access to the school counselling service.

We aim to support positive behaviour both within and outside of school.

Our approach applies to student behaviour that occurs:

- At school
- On the way to and from school
- During school-endorsed off-site activities
- Outside of school hours and off school premises, when there is a clear link to the school and the student's conduct
- When using social media, mobile devices, or other technology involving other students or staff members

Attunga Public School uses a range of strategies to recognise and reinforce positive student behaviour and expectations. Verbal and non-verbal specific positive feedback is a powerful tool to help both adults and students focus on positive social behaviour, increase the likelihood of future use of expected behaviours, decrease unexpected behaviour, and enhance self-esteem. While specific positive feedback is impactful, it may not be sufficient for all students, so the school-wide continuum pairs feedback with positive, tangible consequences. This continuum includes:

- Free and frequent recognition for everyday use by all staff in all settings
- Moderate and intermittent recognition, awarded occasionally
- Significant and infrequent recognition, such as semester or annual awards

These strategies work together to encourage positive behaviour and support student growth in all areas.

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.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
1. Behaviour expectations are taught and referred to regularly. Staff model behaviours and provide opportunities for display. Students are acknowledged for meeting school-wide expectations and rules.	Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Principal/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: <ul style="list-style-type: none"> • free and frequent • moderate and intermittent • significant and infrequent Intermittent and infrequent reinforcers are recorded on the centralised recording system.	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. Principal collects information and review the incident from multiple perspectives and determine next steps. Principal records the incident on the centralised recording system and contact parent/carer by email or phone. Principal may consider further action eg: formal caution or suspension.
4. All social-emotional learning programs Positive Behaviour Learning / Self-regulation skills are taught weekly.	4. All social-emotional learning programs Positive Living Skills are taught weekly.	4. Refer to the classroom teacher and School Principal considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.

Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded in 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 learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- reflection and restorative practices (listed below)
- liaise with Team Around a School for additional support or advice
- 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 procedure](#)

[Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

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.

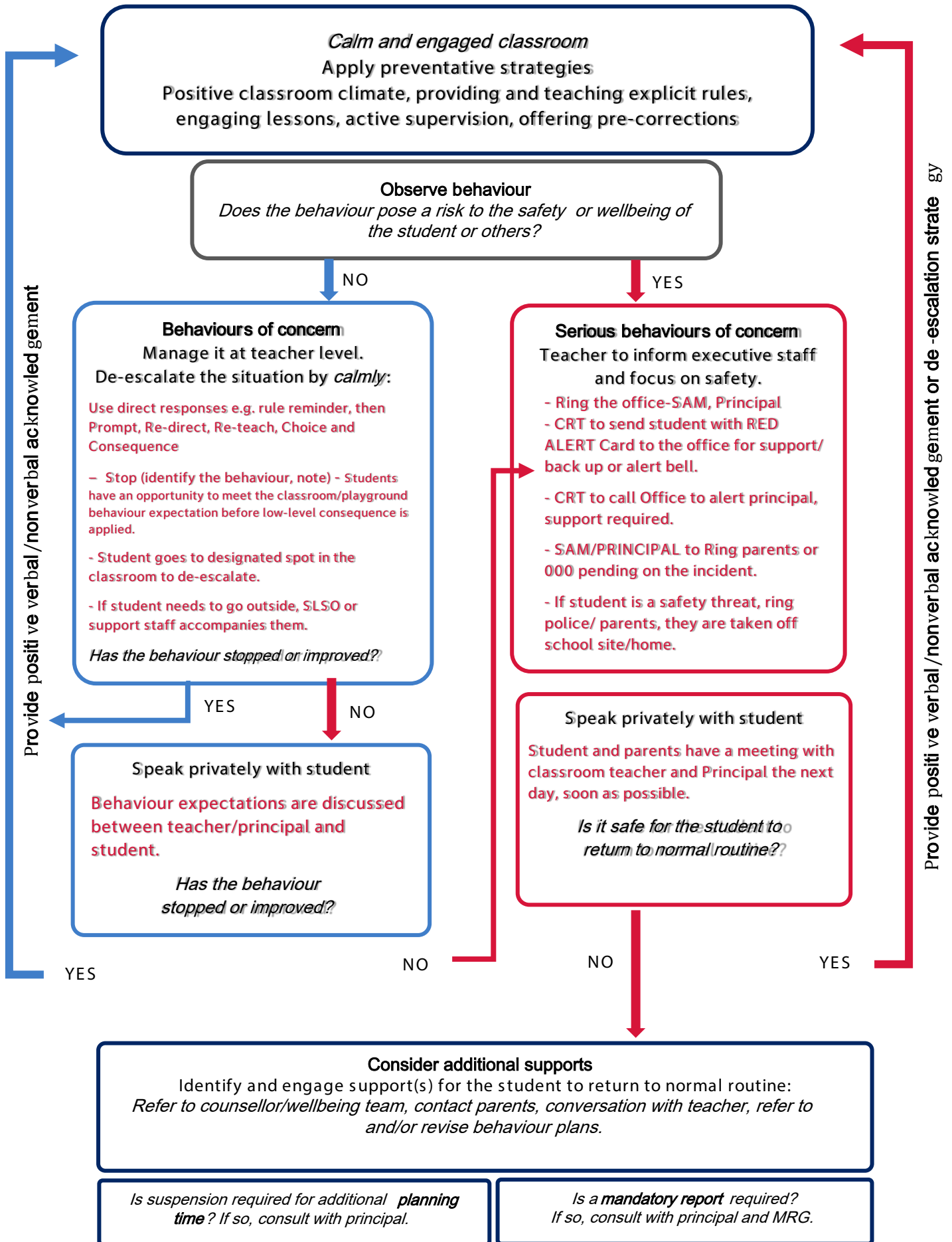
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection conversation (problem solving,) Use the 3C's model - What happened ? What did you do next?	Same or Next Day (depending on time of incident) at lunch break.	Teacher/ Principal	School Bytes

Review dates

Last review date: 05/01/2025, Term 1, 2025

Next review date: 27/01/2026 , Term 1, 2026

Appendix 1: Behaviour management flowchart (Alternative example)



Appendix 2: Bullying Response Flowchart (Optional)

