Auburn West Public School Behaviour Support and Management Plan

Overview

Auburn West Public School is committed in fostering successful, resilient citizens with a commitment to lifelong learning through best practice, continuous growth, innovative teaching and learning, and challenging intellectual inquiry.

Our goal is to ensure that all students can connect, succeed and thrive, through a planned approach to whole school wellbeing that supports student's cognitive, physical, social, emotional and spiritual development and fosters positive and engaged relationships with all members of the school community.

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses while principles of positive behaviour support, inclusive practice, and social emotional learning underpin our daily practice. Our whole-school community contributes to developing a positive, safe and supportive learning culture, reflecting our shared expectations of Learn, Show Care, Respect, Be Safe and Everyday Matters.

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

- Positive Behaviour for Learning (PBL)
- Zones of Regulation (ZoR).

These programs prioritise social and emotional learning, emotional regulation and positive relationships.

Auburn West 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

Auburn West Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- Gaining parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C and Student Representative Council feedback.
- Communicating expectations to parents/carers through school newsletter, school website and online school platforms, such as Class Dojo and School Bytes.

Families and community members are expected to support the school in the implementation of the Positive Behaviour for Learning policy. When parents enrol their children at Auburn West Public School they enter a partnership with the school. This partnership is based on a shared commitment to provide opportunities for students to take responsibility for their actions and learning. Collaboration between the school and families is an important feature of the Auburn West Public School Positive Behaviour for Learning Policy.

School-wide expectations and rules

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

	Learn	Show Care	Respect	Be Safe
Everyday matters	Listen to teachers and other learners	Include others	Wear the school uniform with pride	Keep your hands and feet to yourself
	Ask questions	Look after our environment, put rubbish in the bin	Use manners	Ask a teacher for help if someone is hurt
	Be prepared and ready to learn	Use kind words and a calm voice	Listen to and follow instructions	Stay in bounds
		Take turns	Listen to other people`s opinions and share your opinions respectfully	Report any damages
		Use own, others' and school property carefully	Accept consequences for your behaviour	Tell a teacher if you see or hear something inappropriate or unsafe

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:

- stating and explicitly teaching classroom expectations
- 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	Positive Behaviour for Learning (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 improves social, emotional, behavioural and academic outcomes for children.	All
Prevention	Child Protection	Teaching child protection education is a mandatory part of the syllabus.	Students K-6
Prevention	5 Good Choices	The 5 Good Choices is a tool displaying 5 different strategies to manage difficult situations and emotions. They are displayed throughout all areas of the school by all staff, to promote student self-regulation. These choices are a reminder to students of what strategy they could make when they face different situations.	All
Early intervention	Take 10	Students at Auburn West Public School are supported to develop emotional self-regulation skills. Each classroom has 2 Take 10 passes and a space in the room where students can take time and space if they are feeling upset, angry or stressed. Students are supported to understand their emotions and strategies for managing them.	all
Early intervention	Zones of Regulation	The Zones of Regulation is a complete social-emotional learning curriculum,	All

Care Continuum	Strategy or Program	Details	Audience
		created to teach children self-regulation and emotional control.	
Early intervention	Life Skills Go	Life Skills GO, is an emotion and wellbeing data collection tool that measures student readiness to learn. LSGO provides evidence-based strategies for students feeling anxious, stressed or who have poor resilience.	All
Early intervention	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
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / Individual intervention	Attendance support	The LST refer students to the 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, attendance co-ordinator
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

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.

Auburn West Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- Auburn West Public School follows clearly defined procedures and practices to identify inappropriate student behaviour. These procedures and practices are outlined in the PBL Behaviour Management Flowchart.
- Directly observing a student's behaviours, interactions, verbal communications, or work produced, such as written materials.
- 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.

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.

Auburn West Public School follows clearly defined procedures and practices to manage and respond to inappropriate student behaviour. These procedures and practices are outlined in the PBL Behaviour Management Flowchart. All staff at Auburn West Public School are always models of positive behaviour and emotional self-regulation to students. All responses to undesired behaviour must be calm, consistent, brief, immediate, respectful and private. At Auburn West Public School, inappropriate behaviour can be categorised into two groups:

- **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

Teacher Managed Incidents include: Inappropriate language/swearing; physical contact; non-compliance/disrespect; disruption; property misuse; incorrect uniform; late to class (post break); teasing/nasty comments (isolated); out of bounds; and spitting (non-aggressive). These behaviours are clearly defined on the Flowchart and can be found in all school learning and office spaces.

Positive precorrection strategies are integrated into a teacher's instruction continually to manage a positive learning environment and promote positive behaviour. These strategies are listed from least to most intrusive to lessons.

Precorrection	Strategy
Proximity	The strategic placement/movement by the teacher to encourage positive behaviour. The teacher is a source of protection and strength, helping the student to control impulses.
Ignore, attend, praise	Use the power of praise/positive feedback. The teacher praises an appropriately behaving student in the proximity of the inappropriately behaving student. The praise serves as a prompt. When the student exhibits the desired behaviour, attention and praise are then provided.
Prompt	Non-verbal cues such as sustained eye contact, hand gestures, a handclap, finger snap or head shake. This reminds the student that the teacher is aware of their behaviour and gives them the opportunity to correct their behaviour before the teacher intervenes.
Redirect	Brief, clear, private verbal reminder of the expected behaviour. A restatement of school-wide and non-classroom or classroom expectations and procedures.
Reteach	Builds on the redirect by specifically instructing the student on exactly what should be done.
Choice	A statement of two alternatives – the preferred or desired behaviour or a less preferred choice. For example, 'You have a choice – move seats away from your friend or back on task'.

Executive Managed

All responses to undesired behaviour must be calm, consistent, brief, immediate, respectful and private. Teachers are always models of behaviour for students.

Executive Managed Incidents include abusive or threatening language/body language; defiance; excessive, sustained disruption; aggressive physical contact; indecent behaviour; bullying/harassment; forgery/theft; racism; deliberate property damage/graffiti; absconding; weapon/improvised weapon; and spitting (aggressive). These behaviours are clearly defined on the Flowchart and can be found in all school learning and office spaces.

Executive Managed Incidents are processed by executive teachers as close to the time of an incident as possible. Processing incidents is a key learning experience for students as they rethink their behaviour, its consequences and alternative options.

Process	Strategy
Review Incident	Considers information provided regarding Antecedent, Behaviour and Consequence.
Conference	Conferences are always calm, consistent, brief, immediate, respectful and private. Conferencing with student is a key learning experience where a supportive adult models' self-regulation of behaviour and sets students up for future success in similar situations. A conference is based around the three questions: • *What went wrong?* Goal: Ownership of behaviour • *What could you do differently next time?* Goal: Develop replacement behaviour • *What can you do now to make it right?* Goal: Getting back on track
Reintegration	To support the student to own their behaviour, articulate a replacement behaviour and commit to a plan for successful return to learning.
Intervention	In some instances, Executive Managed Incidents may require students to attend Reflection at lunch. This time may be used for students to practice replacement behaviours or complete a restorative action (e.g. write an apology letter).

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. 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, such as 5 Good Choices and Zones of Regulation, so that the student can self-regulate.	1. Contact 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 (Key Tokens) - moderate and intermittent (Values Awards) - significant and infrequent (Star Badge).	3. Use direct responses e.g. rule reminder, re-teach, provide choice and student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.	3. Executive collects information and reviews the incident to determine next steps. Executive to record incident on Behaviour / wellbeing Sentral system and contact parent/carer if required. Executive/principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught (PBL Lessons, LSGO and ZOR) weekly.	4. Teacher records on Teacher Managed or Executive Maged form. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	4. 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.

Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through phone calls or formal meetings are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour include: Key Tokens, Dojo Points and Values Awards.	Individual planning and referral to Learning Support Team 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 or outside agencies.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour /wellbeing Sentral system. These may include:

- review and document incident on Executive Managed form including: Antecedent, Behaviour and Consequence.
- 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
- communication and collaboration with parents/carers (phone or 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. 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.

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.

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.

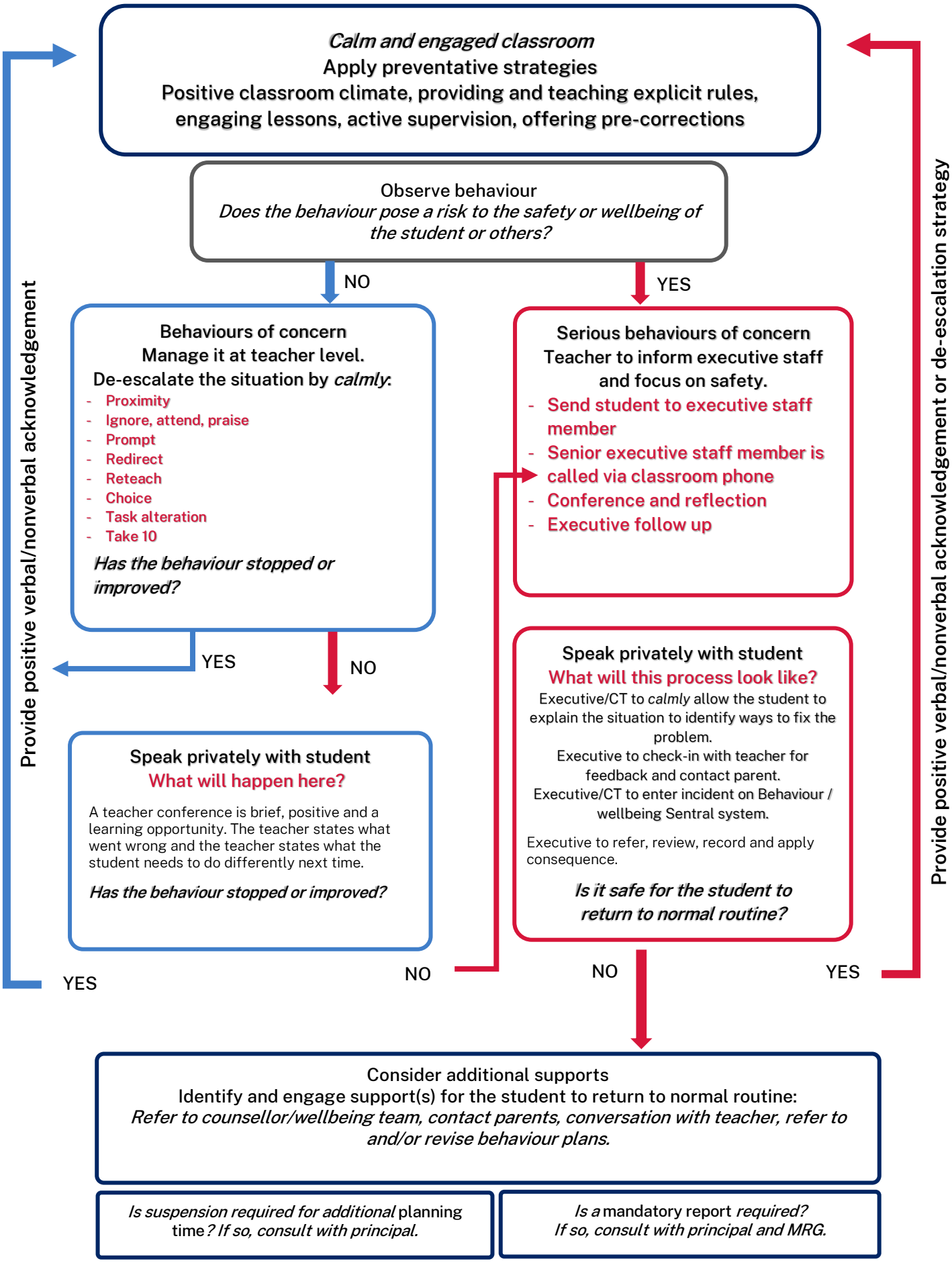
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection – a structured debriefing and planning after an event or behaviour of concern with an individual student (reflection).	Day of or next day at lunch break	Assistant Principal	Documented in school Reflection records and in Sentral
Withdrawal – withdrawal from classroom and re-allocation to office or an alternate classroom. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices. Parent consultation is required.	Day of or next day	Assistant Principal Deputy Principal Principal	Documented in Wellbeing records in students' Sentral profile.
Learning and Support - Referrals to the Learning and Support Team occur when class teachers and/or Assistant Principals are concerned with a student's ability to participate in learning and engage in school life. These can include behaviour along with academic, emotional, health, speech/ language, psychological or welfare issues. Parent consultation is required.	When required	Classroom Teacher Assistant Principal Deputy Principal	Documented in LST Meeting Minutes and students' Sentral profile

Review dates

Last review date: end of 2024

Next review date: end of 2025

Appendix 1: Behaviour management flowchart (Alternative example)



Appendix 2: Bullying Response Flowchart (Optional)

The following flowchart explains the actions Auburn West 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.