



NSW Department of Education

Avoca Beach Public School Behaviour Support and Management Plan

Overview

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

Our goal is to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

Principles of positive behaviour, trauma-informed practice, inclusive practice and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

Our processes are founded on the idea that students must learn to take responsibility for their own actions and to ensure all staff respond to these challenges consistently to support students to acknowledge harm and learn from their behaviour.

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

- **Positive Behaviour for Learning (PBL)**
- **Restorative Practices**
- **Trauma- informed practice**

These programs prioritise clear behaviour expectations and social and emotional learning, which supports good mental health, positive relationships and prevention of bullying.

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 assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. Our PBL values at Avoca Beach Public School are respect, responsibility and personal best.

Restorative Practices is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. A restorative approach focuses on building, maintaining and restoring positive relations, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

Trauma-informed practice is a whole school approach with a focus on consistent relationally based and predictable strategies. Trauma-informed practice focuses on how school staff and leaders can better relate to and support the wellbeing and learning of children and young people who have experienced trauma.

Avoca Beach 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

Avoca Beach Public School has and will continue to partner with parents/carers in establishing, maintaining and revising expectations for engagement in developing and implementing student behaviour management and anti-bullying strategies by:

- Inviting parent/carer and student feedback through formal and informal means, consulting with the P&C and local AECG and parent focus groups.
- Using concerns raised through complaints procedures to review school systems, data and practices.

Avoca Beach Public School has and will continue to communicate these expectations to parents/carers through the school app, school newsletter and school website. 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

Avoca Beach Public School has the following school-wide expectations:

To be respectful, responsible and show personal best.

Expectation – Respectful	Expectation - Responsible	Expectation – Personal Best
We listen when others are talking.	We are organised for school with our equipment and belongings.	We have a go at all activities.
We use manners and kind words.	We look after school equipment.	We keep going when things are challenging.
We cooperate and share with others.	We follow our school expectations.	We are proud of our work and our actions.

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 across the care continuum and responds to behaviours of concern, including bullying and cyber bullying behaviour. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents.

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 classroom expectations
- Establishing predictable routines and procedures that are clearly communicated to students
- Encouraging expected behaviours with positive feedback and reinforcement
- Discouraging inappropriate behaviour
- Actively supervising 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	PBL	PBL is an evidence-based framework that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture. Schoolwide values of respect, responsibility and personal best are explicitly taught and rewarded throughout the year. Students receive 'Stellars' and awards in recognition of demonstrating these values.	All
Prevention	House Families	All staff and students belong to a House. House Families meet twice a term and engage in activities to promote a sense of belonging.	All
Prevention	Student Leadership	Year 6 students have an opportunity to lead the school through SRC and House Leader programs. Additional leadership opportunities are offered throughout the year to Year 6.	Year 6
Prevention	Buddy Program	Year 6 and Kinder, along with Year 5 and Year 1 are connected through a Buddy Program. The students meet fortnightly to build relationships and a sense of belonging.	Stage 3, ES1 and Year 1
Prevention	Communication to Home	In Term 1, teachers contact all parents and carers to establish a positive connection between school and home and increase parents' understanding of how our school meets student needs.	All
Prevention	Child Protection	Teaching Child Protection is a mandatory part of the syllabus.	Students K-6
Prevention	SEL	Evidence based practices such as Friendology and Worry Woos are implemented to develop self-management skills enabling students to take personal responsibility for their actions and emotions.	Students K-6
Early intervention	Classroom Behaviour Management	A systematic approach to redirecting behaviour and engagement in the classroom.	Staff, Students K-6

Care Continuum	Strategy or Program	Details	Audience
Preventative/Early intervention/Targeted intervention	Anti-Bullying Programs	Anti-Bullying programs and resources are used to promote positive, proactive strategies to strengthen, restore and maintain positive relationships.	Students K-6
Early intervention	Sensory Room	A calm space designed for students to support emotional regulation.	Individual students K-6
Early intervention	Cool Kids	A small group program provides children and carers with skills and strategies to help them better manage anxiety.	Individual students K-6, parents/carers
Targeted intervention	Learning and Support	The Learning and Support Team work with teachers, students and families to support students who require personalised learning and support.	All
Targeted intervention	Belonging Group	Grade level intervention to support and increase students' resilience and strategies to manage anxiety.	Individual grades
Targeted intervention	Stewart House	Individuals can be nominated to attend Stewart House to develop their social and emotional skills, build self-esteem and improve their overall wellbeing.	Individual students K-6
Individual intervention	PLASPS and PLPs	Families work together with the school and external agencies to identify the needs of individual students and to determine how the school will provide adjustments and support.	Individual students K-6, parent/carer, staff
Individual intervention	Attendance support	The LST refer students to the attendance coordinator who will convene a planning meeting with students, families and teachers to address barriers to improve attendance.	Individual students, attendance coordinator, HSLO
Individual intervention	Behaviour support plans	This may include developing, implementing, monitoring and reviewing; behaviour support, behaviour response (including TAR3 and playground cards) and Risk Management Plans.	Individual students, parent/carer, classroom teacher, LAST, AP
Individual intervention	School counsellor	The school counsellor supports students by providing psychological counselling, assessment and intervention services, following referral from the LST.	Individual students, parents/carers, LST

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

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.

Avoca Beach 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 student, parent, community member or agency.

Response to Bullying

Bullying can happen at school, at home or online. It is never okay and it is not a normal part of growing up.

There is a nationally agreed definition of bullying which all Australian schools now use:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Students or parents can report bullying to any staff member. Students who have been bullied will be offered appropriate support, for example through the school counselling service. ***See appendix 1***

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
- 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 the Avoca Beach Public School Student Behaviour Identification Levels & School Management Processes flowchart in deciding whether a behaviour is teacher managed or executive managed. This considers whether the behaviour poses a risk to the safety or wellbeing of the student or others. ***See Appendix 2.***

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.

Corrective responses are recorded on Behaviour/Wellbeing ITD system. These include:

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

Avoca Beach Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning (PBL) consists of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer relationships.

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	Targeted/Individualised Responses to behaviours of concern
1. Behaviour expectations are taught and referred to regularly.	1. Refer to school-wide expectations of respect,	1. Contact office to seek help from executive straight away if

Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules with 'Stellars'.	responsibility and personal best and/or emotional regulation visuals and/or supports so that the student can self-manage and regulate.	there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day. All incidents are documented on the school ITD.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour – Stellar Chart	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: - Frequent - Stellars - moderate and intermittent – Class merit awards - significant and infrequent – Values Award Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing ITD system.	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 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 Behaviour / wellbeing ITD system and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught (Positive Behaviour for Learning) weekly. Worry Woos (K) Friendology and anti-bullying units are taught annually to specific grades.	4. Teacher records on Behaviour / wellbeing ITD system by the end of the school day. Monitor and inform family if repeated. 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 the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at weekly school assemblies and recognised in the school newsletter. Values Awards are presented twice a term – parents/carers are invited to attend.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. 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, outside agencies or Team Around a School.

Responses to serious behaviours of concern

Responses to serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral (Behaviour/Wellbeing ITD) system. These may include:

- Review and document incident

- Determine appropriate response/s, including supports for staff and 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 behaviours, developing individual student behaviour management and support plans and making learning and environmental adjustments
- Reflection and restorative practices
- 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 Policy](#)

[Incident Notification and Response Procedures](#)

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

Detention, 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 room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at either lunch or recess break	Assistant Principal	Documented in Sentral (Wellbeing system)
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 – individual or group (detention)	Next break	Assistant Principal	Documented in Sentral (Wellbeing system)
Restorative practice – peer mediation or circles in groups	Scheduled for either lunch or recess break	Peer Mediation Leader	Documented in Sentral

Strategy	When and how long?	Who coordinates?	How are these recorded?
			(Wellbeing system)

Review

The principal or delegated staff will review this procedure annually.

Appendix 1: Bullying Response Flowchart



Appendix 2: Student Behaviour Identification Levels and School Management Process

