NSW Department of Education

Adelong Public School. School Behaviour Support and Management Plan

Overview

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

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

- Fun Friends Program
- Positive Behaviour for Learning (PBL)

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

Adelong Public School rejects all forms of bullying behaviours, including online (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

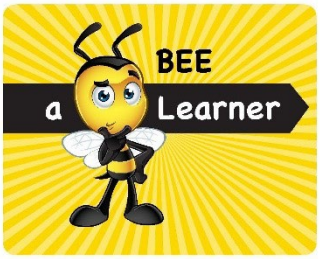
Adelong Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies by:

- 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

Adelong Public School will communicate these expectations to parents/carers through the 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

Expectation	Expectation	Expectation
Be respectful	Be safe	Be responsible
Be a learner	Work cooperatively	Overcome challenges
Accept differences	Be your best	Be on time
Listen to others	Respect personal space	Be honest



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
- 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)	Positive behaviour for learning involves actively engaging in lessons, respectfully collaborating with peers, and embracing challenges with a growth mindset.	All students K – 6
Prevention	Child Protection	Teaching child protection education is a mandatory part of the syllabus.	All students K - 6
Prevention / 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 students K - 6
Early intervention	Fun Friends (self-regulation program)	Supports students in improving their self-control and focus in a fun and everyday setting, covering all the key areas for good self-regulation	Kindergarten, Year 1, Year 2 students
Targeted intervention	Learning and Support	The LaST 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 coordinator, who will convene a planning meeting with students, families and teachers to address barriers to improve attendance and set growth goals.	Individual students
Targeted / Individual Intervention	School Counsellor	Provides students with emotional, social, an academic guidance, offering support through personal challenges and fostering a positive school experience.	All student K - 6
Individual Intervention	Individual Behaviour Support Planning	Developing, implementing, monitoring and reviewing behaviour support strategies, behaviour response and risk management plans.	Individual students
Individual Intervention	Individualised Behaviour and Mental Health support	Personalised assistance to address specific behaviour and emotional needs, promoting mental wellbeing and supporting individuals in developing coping strategies and positive behaviours.	Individual students Students K - 6

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

Planned responses to behaviour that does not meet school expectations are either teacher or executive-managed. Staff use their professional judgement to decide whether a behaviour is teacher or executive-managed. They consider whether the behaviour risks the student's or others' safety or wellbeing.

A behaviour 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. See Appendix 1.

- Teacher-managed – low-level inappropriate behaviour is managed by teachers in the classroom and the playground.
- Executive-managed – school executive managers the behaviour of concern.

Corrective responses are recorded on SchoolBytes – Student Wellbeing.

The Adelong Public School staff model explicitly teaches, recognises and reinforces positive student behaviour and behavioural expectations. Positive Behaviour for Learning consists of evidence-based strategies teachers use daily 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 way. 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 students 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 locus 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
Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide practice opportunities. Students are acknowledged for meeting school-wide expectations.	Refer to school-wide expectations and/or emotional regulation visuals and/or supports to the student can self-regulate.	Contact the office to seek help from the executive immediately if there is an immediate safety risk. Otherwise, notify the student's stage supervisor or executive ASAP and before the end of the school day.
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, and redirect with specific corrective feedback.	Executive/CRT will 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.

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
Tangible reinforcers include those that are free and frequent (PBL tokens, Caught You Being Good), nonverbal and whole school events.	Use direct responses, e.g., rule reminder, reteach, provide choice, scripted interventions, student conference, reflection room. Students can meet the classroom/playground behaviour expectation before low-level consequence is applied.	Executive collects information and reviews the incident from multiple perspectives to determine next steps – executive to record incident on SchoolBytes – Wellbeing system and contact parent/carer by phone or email. Executive/principal may consider further action, e.g., formal caution of suspension
PBL Lessons are taught weekly / Friends for Life Social Emotional Program.	Teacher records on SchoolBtyes Wellbeing System by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school anti-racism contact officer (ARCO) or executive.	Refer to 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 contact through SchoolBytes or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies.	Teacher contacts parents by phone call or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	School executive makes parent/carer contact to discuss any support and behaviour responses, including referral to the LaST, school counsellor, outside agencies.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying and racist behaviour, are recorded on the SchoolBytes Wellbeing system. 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
- 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.

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.

Students or parents can report bullying or racism 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.

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.

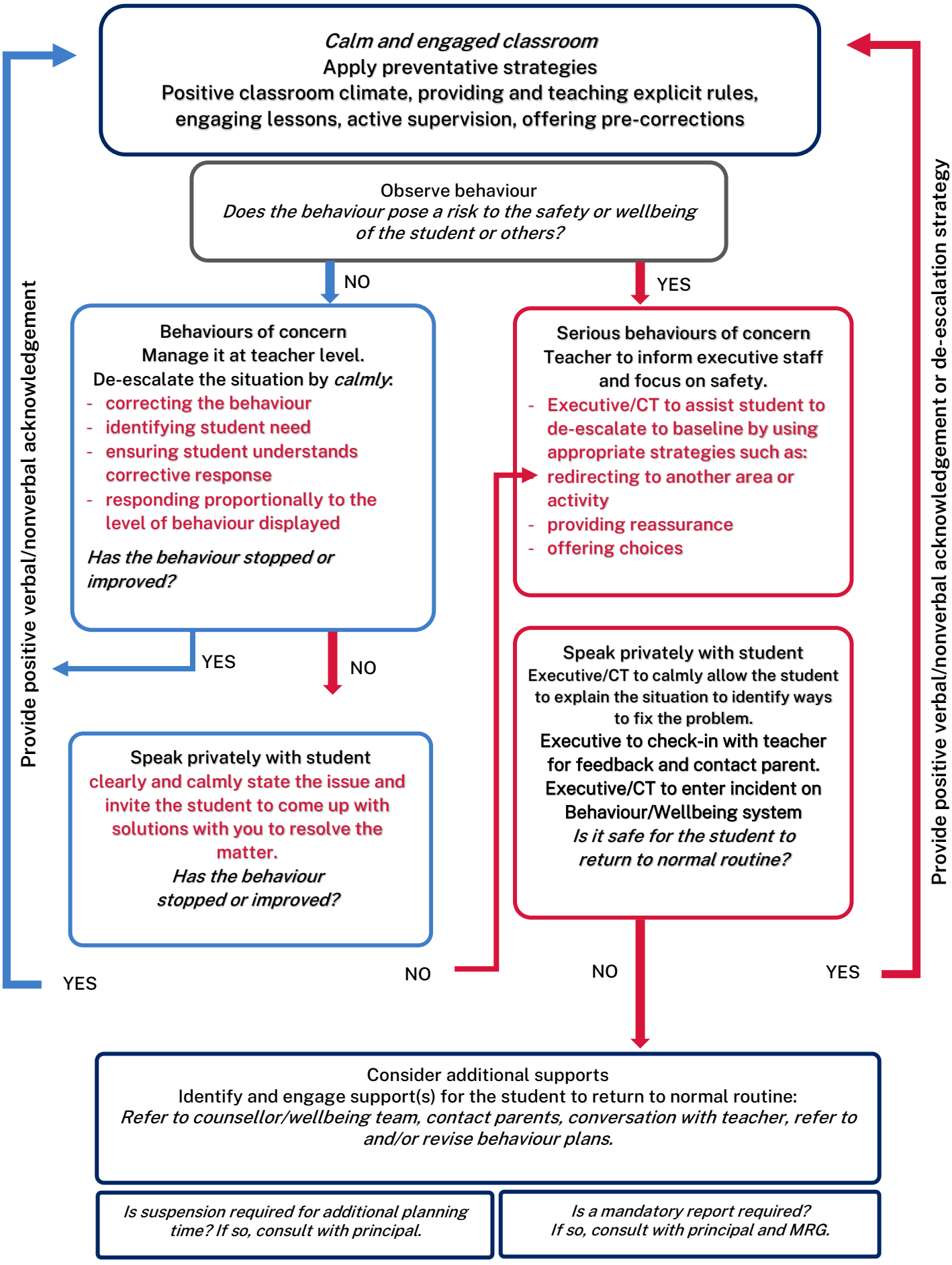
Strategy	When and how long?	Who coordinates?	How are these recorded?
Calming & Recovery Environment (CARE) Room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	As required	Executive	Document in SchoolBytes – Wellbeing System
Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play following a 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.	As required	Executive	Document in SchoolBytes – Wellbeing System
Restorative practices. Restoring connections and relationships between students and staff. Teaching and reviewing PBL expectations. Building preventative systems. Regular communication with parents/carers.	As required	Executive	Document in SchoolBytes – Wellbeing System.

Review dates

Last review date: 28 January, 2025.

Next review date: 28 January, 2026

Appendix 1: Behaviour management flowchart (Alternative example)



Appendix 2: Bullying Response Flowchart (Optional)

First hour: Listen

- Identify bullying behaviour, including cyber-bullying
- Provide a safe, quiet space to talk and reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

Day 1: Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student and check with the student to ensure you have the facts correct
- Enter the record in SchoolBytes - Wellbeing System.
- Notify school executive of incident if required in line with behaviour management flowchart
- Notify parent/s that the issue of concern is being investigated

Day 2: Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day 3: Discuss

- Evaluate the information to determine if it meets the definition of bullying (see above)
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day 4: Implement

- Document the plan of action in SchoolBytes Wellbeing System
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day 5: Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in SchoolBytes - Wellbeing System

Ongoing follow-up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in SchoolBytes - Wellbeing System
- Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students