

Annandale Public School Behaviour Support and Management Plan

Overview

Annandale 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 role modelling, explicit teaching, and planned responses.

At Annandale Public School, our school-wide expectations are:

- Be respectful
- Be responsible
- Be a learner



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

- [Positive Behaviour for Learning \(nsw.gov.au\)](https://www.nsw.gov.au/positive-behaviour-for-learning)
- [SEL Curriculum Elementary | Second Step](https://www.nsw.gov.au/secondary-curriculum-elementary-second-step)

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

Annandale 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

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing. The school uses the PBL framework, which has been contextualised through consultation with stakeholders. The framework is used to proactively teach and recognise positive behaviour and respond to behaviours of concern. Student

behaviour expectations are communicated to families through newsletter updates, and the school website.

School-wide expectations and rules

Expectation – Be Respectful	Expectation – Be Responsible	Expectation – Be a Learner
Be kind and value others	Be safe	Be on time
Use appropriate language	Consider others	Be ready to learn
Work co-operatively	Overcome challenges	Ask for help
Accept differences	Restore harm	Be your best

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.

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.

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

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Care Continuum	Strategy or Program	Details	Audience
Prevention	<u>Personal Development, Health and Physical Education (PDHPE) K-10 Syllabus 2018</u>	Personal Development, Health and Physical Education (PDHPE) K-10 Syllabus 2018 develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing.	All
Prevention	<u>National Week of Action (NWA)</u>	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Staff, students K - 6
Prevention	<u>Child protection</u>	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Targeted / Individual intervention	<u>Learning and Support</u>	The Learning Support Team works with teachers, students and families to support students who require personalised learning and support.	All
Prevention / Early Intervention / Targeted / Individual intervention	<u>Positive Behaviour for Learning (PBL)</u>	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. PBL includes the following key features: clearly defined expectations, explicit teaching of expectations in all school settings, consistent positive feedback and acknowledgement system, continuum of strategies to respond to inappropriate behaviour, and ongoing monitoring and evaluation. The	All

Care Continuum	Strategy or Program	Details	Audience
		multi-tiered system of support enables schools to select and implement a range of contextually relevant programs and interventions to improve social, emotional, behavioural and academic outcomes for all students.	
Targeted / Individual intervention	<u>Functional behaviour assessment</u>	Functional behaviour assessment is a tool that supports teachers to investigate the function or purpose of a student's behaviour. These tools include: an Antecedent-Behaviour-Consequence (A-B-C) chart and checklist.	Individual students, parent/carer, LAST, AP
Targeted / Individual intervention	<u>Individual behaviour support planning</u>	Individual behaviour support planning can assist schools to provide additional support and guidance to identified students. This resource includes information about behaviour support planning as a continuous cycle of planning and improvement with six key components; providing interventions that meet the function of behaviour providing additional guidance to students with identified needs to assist teachers.	Individual students, parent/carer, LAST, AP
Targeted / Individual intervention	<u>Risk management planning</u>	Risk management planning can be developed with the assistance of the Incident Notification and Response Unit and speaking to either the Leader, Complex Cases or the Complex Case Advisor.	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. See Appendix 1.

Annandale Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyberbullying 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/carers 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 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.
- Corrective responses are recorded on Behaviour / wellbeing ITD system. These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none">• rule reminder• re-direct• offer choice• error correction• prompts• reteach• seat change• stay in at break to discuss/ complete work• conference• detention, reflection and restorative practices• communication with parent/carer.	<ul style="list-style-type: none">• rule reminder• re-direct• offer choice• error correction• prompts• reteach• play or playground re-direction• walk with teacher• detention, reflection and restorative practices• communication with parent/carer.

Annandale Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations.

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. 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	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour	Responses to behaviours of concern
<p>1. Behaviour expectations are taught, monitored and referred to regularly.</p> <p>Teachers model behaviours and provide opportunities for practice.</p> <p>Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p>	<p>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.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>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.</p>
<p>3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on SchoolBytes.</p>	<p>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.</p>	<p>3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on SchoolBytes and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.</p>
<p>4. Social emotional learning lessons are taught through</p>	<p>4. Teacher records on SchoolBytes by the end of the school day. Monitor and inform</p>	<p>4. Refer to the school's Learning and Support Team and consider current and previous behaviour</p>

Second Step programs and PDHPE curriculum delivery.	family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	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

Responses to serious behaviours of concern

Responses to serious behaviours of concern, including students who display bullying behaviour, are recorded on SchoolBytes. 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
- detention, 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 Procedures
- 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

Detention, reflection and restorative practices will be used in alignment with the Positive Behaviour for Learning (PBL) flowchart, managed by Executive teachers. 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?
Alternate play plan – withdrawal from free choice play and re-allocation to supervised area during lunch or recess 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 SchoolBytes
Reflection – 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 and Principal	Documented in SchoolBytes

Review dates

Last review date: 05/02/2025

Next review date: 05/02/2026

Appendix 1: Behaviour management flowchart

