

School Behaviour Support and Management Plan

Aldavilla PS

Overview

Aldavilla 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.

Together We Learn and Achieve is the school motto which is supported by our 4 Cs Caring, Courtesy, Cooperation and Commitment.

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

- [Positive Behaviour for Learning](#)
- [Berry Street](#)
- [Be You](#)
- [Stephanie Alexander Kitchen Garden Program](#)

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

Aldavilla 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

Aldavilla 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/carers and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Aldavilla Public School will communicate these expectations to parents/carers through P & C meetings, 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

Caring	Courtesy	Cooperation	Commitment
Be kind and value others	Be safe	Ask for help	Be ready to learn
Accept differences	Use appropriate language	Build friendships	Have your equipment
Listen to others	Use manners	Overcome challenges	Be on time
Include others	Take turns speaking	Work co-operatively	Have a go
Control what you do and say	Follow instructions	Work quietly	Do 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.

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	<u>Positive Behaviour for Learning</u>	<p>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.</p> <p>When PBL is implemented with consistency, teachers and students have more time to focus on relationships and classroom instruction.</p>	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
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner <u>Toolkit for Schools to prevent and respond to cyberbullying</u>	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
Early Intervention	<u>School Counsellor</u>	<p>School Counselling Service staff support students by providing a psychological counselling, assessment and intervention service.</p> <p>The School Counselling Service works directly with students to help them with issues related to learning, peer and family relationships, and managing emotions such as depression, anxiety, worry or isolation.</p>	Individual students K - 6
Targeted / Individual intervention	<u>Learning and Support</u>	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	<u>Attendance support</u>	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance co-ordinator
Individual intervention	<u>Individual behaviour</u>	This may include developing, implementing, monitoring and reviewing: behaviour	Individual students,

Care Continuum	Strategy or Program	Details	Audience
	<u>support planning</u>	support, behaviour response and risk management plans.	parent/carer, LAST, AP

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

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 in Term 1 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 and/or supports so that the student can self-regulate.	1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify 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, moderate and intermittent, significant and infrequent, Intermittent and infrequent, Awards documented in Sentral.	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 Sentral and contact parent/carer by phone. Principal may consider further action e.g., formal caution or suspension.
4. Values and behaviour lessons are taught weekly in Term 1 and reminders throughout the year.	4. Teacher records on classroom or playground recording sheet by the end of the school day. Monitor and inform parents/carers if repeated. For some incidents, referral is made to the school’s anti-racism contact officer (ARCO) or anti-bullying coordinator.	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 contact through the parent portal or phone calls home are used to communicate student effort to meet expectations.	Teacher/parent contact Teacher contacts parents by phone or email when a range of	Teacher/parent contact Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST,

Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies.	corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	school counsellor, outside agencies or Team Around a School.
--	--	--

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / Sentral 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
- 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.

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 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](#)

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

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?
DT- a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	On the day or the next day at either lunch or recess break	Staff member on duty	Documented in Sentral
Alternate play plan – withdrawal from free choice play and re-allocation to an alternate location 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 – This may be in a classroom or alternate playground area.	Next break	Assistant Principal	Documented in Sentral or Playground folders.
Restorative practice – peer mediation or circles in groups	Scheduled for either lunch or recess break	Assistant Principal	Documented in Sentral

Review dates

Last review date: 31 January, Term 1, 2024

Next review date: Day 1, Term 1, 2026

Reviews can be scheduled earlier if needed.



ANTI-BULLYING PLAN 2025

Aldavilla Primary School

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Aldavilla Primary School's Commitment -

Our 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. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

1 School culture and inclusion

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 will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

1.1 Student assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Dates	Communication topics
Term 1	Explicit teaching of PBL/values focus in classrooms.
Term 2	Students are reminded of rules and expected behaviours.
Term 3	Social Skills/Values units of work. Recognition of students consistently displaying school values at school assembly
Term 4	Reminder at assembly. National Day of Action against Bullying and Violence. Staff to use 'Bullying No Way' resources

NSW Department of Education | PD-2010-0415-01-V1.1.2 | Applicable from 27/01/2021
 If this is a printed document, refer to the department's Policy Library for the most recent version.

1.2 Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

Dates	Communication topics and Professional learning
Term 1	Behaviour Management and PBL/values.
Term 2	Directed at point of need by the Well Being and Learning Support Teams.
Term 3	Combined Staff Development Day - Suite of options for staff.
Term 4	Directed at point of need by the Well Being team.

1.3 New and casual staff

New and casual staff will be informed about our school’s approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

New and casual staff are briefed by the Principal when they enter duty at the school. As part of the induction process, they are informed of the school’s approaches and strategies to prevent and respond to student bullying behaviour. The Principal liaises with new and casual teachers to check their understanding of these processes and procedures.

- information is provided in a handout to staff when they enter on duty at the school
- an executive staff member speaks to new and casual staff when they enter on duty at the school
- Staff members access DoE staff induction procedures.

2 Partnerships with families and community

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.

2.1 Website

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school’s website. Check the boxes that apply.

- School Anti-bullying Plan
 NSW Anti-bullying website
 Behaviour Code for Students

2.2 Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent’s understanding of how our school addresses all forms of bullying behaviour.

Dates	Communication methods and topic
Ongoing	Parents can access the Department of Education website to access topics and support regarding bullying and behaviour.
Term 2 and Fortnightly	APS Anti-bullying plan discussed at the first P&C meeting of the term. Recognition of students consistently displaying school values at school assembly
Two per Term	P & C meetings to discuss information about the school, processes and procedures.
Term 1 Ongoing	Parent Teacher Interviews. Follow up communications with parents via phone calls, Dojo, Sentral Portal App

3 Support for wellbeing and positive behaviours

Our school’s practices support student wellbeing and positive behaviour approaches that align with our school community’s needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following.

Aldavilla Primary School a Positive Behaviour for Learning (PBL) school. We use a whole school approach for creating a positive, safe and supportive learning environment where students can connect, succeed, thrive and learn. Our whole school community works together to teach expected behaviours to all students. Students are supported to make positive behaviour choices within in our expected behaviours of the 4Cs and our School Rules with these being explicitly taught and modelled to students.

- *PBL Values unit delivered across the whole school.
- *Child Protection unit of works- elements of this unit covers the topic of Bullying.
- *Social skills/Values units delivered across the whole school.
- *APS acknowledges National Day of Action against Bullying and Violence. Staff to use 'Bullying No Way' resources during the day.
- *Students complete a bullying survey in Term 3. This provides Classroom Teachers with valuable information. The wellbeing team will also use this information to evaluate the effectiveness of our school’s policy and procedures.
- *Aldavilla also participates in Tell Them From Me surveys.
- *Staff use the Zones of Regulation language to discuss feelings with students.

Completed by: **Amanda Watson**

Position: **Assistant Principal**

Signature: **Amanda Watson** Digitally signed by Amanda Watson
Date: 2025.02.09 18:29:55 +11'00' Date: **07/02/2025**

Principal name: **Kathryn McNee**

Signature: **McNee, Kathryn** Digitally signed by McNee, Kathryn
Date: 2025.02.10 16:21:48 +11'00' Date: **10/02/2025**