



NSW Department of Education

Alma Public School Behaviour Support and Management Plan

Overview

Alma 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 society. 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, 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.

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

- Positive Behaviour for Learning School

Alma Public School rejects all forms of bullying behaviours, including cyberbullying 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

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

- inviting parent/carer and student feedback through formal and informal means such as school surveys, Tell Them From Me surveys, consulting with the P & C and local AECG

Alma Public School will communicate these expectations to parents/carers through the school newsletter. 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

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

To be resilient, respectful and responsible learners.

Respectful	Resilient	Responsible
Listen to and follow instructions	We accept rules and instructions	We make safe choices
Use appropriate language	We encourage others	Right place, right time
Take care of personal and school property	We learn from our mistakes	We take ownership of our own learning
We are considerate of others	We wait patiently	We own our behaviour

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.

Alma Public School takes strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning. See the [Behaviour Code for Students](#) for more details.

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 cyberbullying 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 PBL classroom and playground expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- 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 students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Breakfast Club	Alma Public School run a breakfast club program that provides access to a free healthy breakfast and builds strong student-teacher connections.	Staff, students K - 6
Prevention	Yearly handover and transitions	Teachers engage in a thorough handover to ensure effective communication and transitions. Transition sessions for students requiring additional support are organised based on individual needs. Transitions also occur between preschool, primary school and high school to assist students as they move from one learning environment to the next.	Staff
Prevention	PD/H/PE Child protection	Teaching child protection education is a mandatory part of the syllabus	Staff, Students K-6
Prevention	National Day of Action Against Bullying and Violence (NDA)	Our school participates in the annual National Day of Action against Bullying and Violence (NDA) - in August each year.	Staff & students
Prevention	Student Representative Council (SRC)	Students select peers to represent their class as a voice in the school's decisions. They discuss issues impacting all students and offer suggestions and ideas from their peers. Meetings occur regularly throughout the school year.	
Prevention/ Early intervention	Positive Behaviour For Learning PBL	Positive Behaviour for Learning (PBL) brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. Values are explicitly taught and reinforced in classrooms, playgrounds and whole school assemblies. Students are recognised for exhibiting the Alma PS values and are presented with tickets and are traded for agreed school and classroom rewards.	Students K-6
Prevention / Early intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit supports our school to prepare, engage and educate the school community about creating and maintaining safe online environments to prevent cyberbullying incidents.	All students, individual students K - 6, families, staff

Care Continuum	Strategy or Program	Details	Audience
Prevention / Early intervention / Targeted / Individual	Classroom Management	Strong classroom management is built through: Strong teacher/student relationships Consistent teacher expectation, routines, modelling and responses to behaviour High quality, differentiated teaching and learning activities.	Classroom teachers, students K-6.
Targeted intervention	Attendance support	The principal and learning and Support teacher will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, Principal, Learning and support teacher.
Targeted / individual intervention	School learning and support	Provides support for students who need personalised learning and support. Alma's Learning and Support Team (LaST) supports teachers, students and families to identify the student's needs and access school counsellor support or specialist allied health professionals.	Principal, individual students K - 6, families
Targeted intervention	Attendance promotion	Attendance is monitored by the LaST and whole class award for the most improved attendance is awarded weekly at an assembly. Students are identified for attendance termly and yearly.	LaST, student K-6
Individual intervention	Individual Behaviour Support Planning	Planning is done in collaboration with the student and their family with support from Team Around a School where needed. This can include individual behaviour support and risk management plans.	Individual students, staff
Individual intervention	IEP/PLP/BMP	Planning and meeting with parents to create Learning plans for students requiring identified supports.	
Individual intervention	SLSO supports	SLSO's work with identified students in the classroom and the playground to support in reaching identified learning goals.	

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.

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

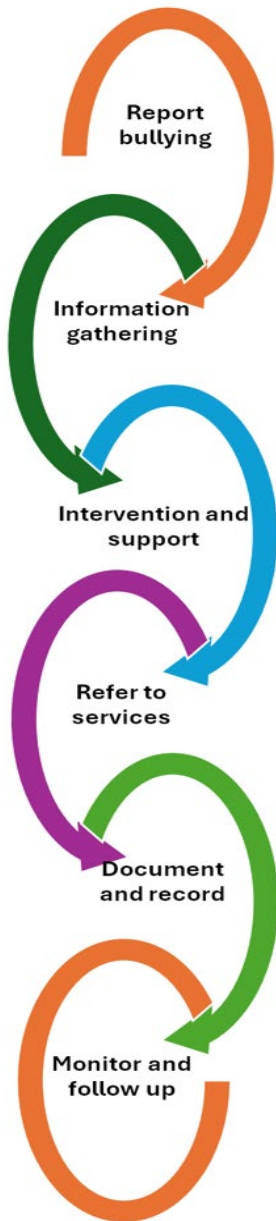
- directly observing a child or young person's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

Students or parents 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 their year advisor or 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.

Alma Public School Bullying Response Flowchart



- 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.
- 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 your behaviour / wellbeing ITD 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
- 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
 - 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
 - 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
- Document the plan of action in your behaviour / wellbeing ITD 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
- Continue to check in with student on regular basis until concerns have been mitigated
 - Record notes of follow-up meetings in your behaviour / wellbeing ITD system
 - Look for opportunities to improve school wellbeing for all students
- Staff will monitor the outcome of the interventions and follow up as required to ensure safety is restored and relationships are repaired.

Preventing and responding to behaviours of concern

Alma Public School uses the following strategies to recognise and reinforce positive student behaviour and behavioural expectations:

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- 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

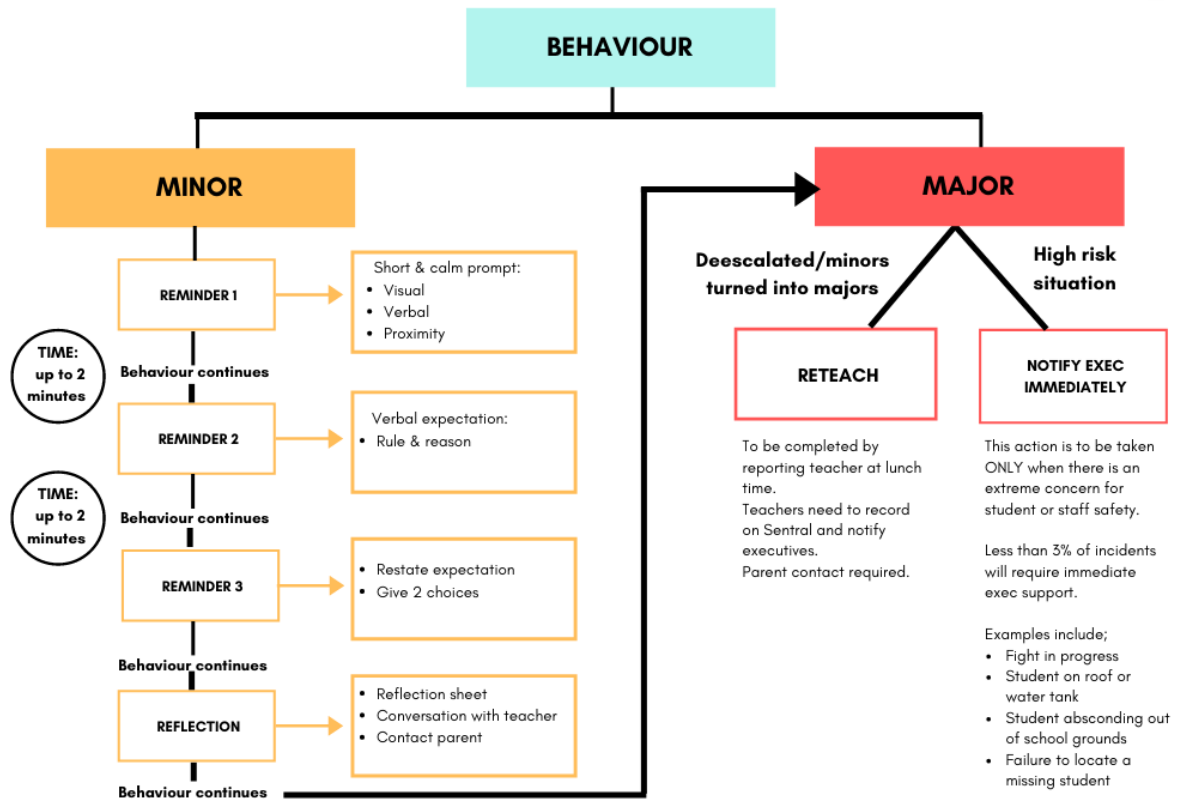
The school-wide continuum for acknowledging expected behaviour includes:

- free and frequent – for everyday use by all staff in all settings (PBL tickets)
- moderate and intermittent – awarded occasionally. (small and medium PBL reward)
- significant and infrequent – semester or annual types of recognition. (large PBL reward)

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.

ALMA PUBLIC SCHOOL BEHAVIOUR FLOW CHART



Classification of Behaviour

Student Tracker	Minor Behaviour	Major Behaviour
<ul style="list-style-type: none"> Health concerns/minor injuries if needed (e.g. scraped knee) Welfare concerns (e.g. no lunch, problems with friends) Sharing money & food Disheveled appearance Bringing in prohibited items to school Patterns & triggers of behaviour Observations worth documenting 	<ul style="list-style-type: none"> Peer Disrespect -verbal, physical, written, property Authority Disrespect -verbal, physical, written, property School property disrespect Littering Non-compliance Out of bounds Off task Dishonest Emotionally dysregulated outburst Unsafe play/behaviour Uncooperative behaviour -peer interactions, refusal to follow instructions 	<ul style="list-style-type: none"> Bullying (3 minor disrespect) Peer directed abusive behaviour – verbal, physical, property, written Authority directed abusive behaviour – verbal, physical, property, written Destruction of school property Extreme safety concern Absconding Stealing

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.
<p>1. Behaviour expectations are taught and referred to regularly. Staff model behaviours and provide opportunities for practice. 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. Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP.</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. Principal/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.</p> <p>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:</p> <ul style="list-style-type: none"> • free and frequent • moderate and intermittent • significant and infrequent <p>Intermittent and infrequent reinforcers are recorded on the centralised recording system.</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 a low-level consequence is applied.</p>	<p>3. Principal collects information and reviews the incident from multiple perspectives and determines the next steps. Principal records the incident on the centralised recording system and contact parent/carer by email or phone. Principal may consider further action eg: formal caution/suspension.</p>
<p>4. All PBL learning programs are taught in class.</p>	<p>4. Teacher records on the centralised recording system by the end of the school day. Monitor and inform family if repeated.</p>	<p>4. Refer to the school's Learning and Support Team or APLaS considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations.</p>	<p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful.</p> <p>In some cases, individual planning and referral to LST may be discussed.</p>	<p>Principal contacts parent/carer to discuss any support and behaviour responses, including referral to the LST, outside agencies or Team Around a School.</p>

Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded in the centralised recording 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 (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 policy](#) and [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and procedures
- If a behaviour of concern is also a child protection matter use the [Mandatory Reporting Guideline Tool](#).

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](#).

Reflection practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour.

Action	When and how long?	Who coordinates?	How are these recorded?
Reflection conversation (problem-solving) – What happened, what did you do, and what could you do instead next time.	Class time and break times as required	Teacher/ Assistant Principal	Documented in school record system
Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play following an incident of non-expectant 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/Principal	Documented in School record system

Review dates

Last review date: [10th February 2025 Term 1]

Next review date: [10th February 2026 Term 1]