



Albury North Public School Behaviour Support and Management Plan

NSW Department of Education

Overview

Albury North 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.

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

PEACE Wellbeing Program

Promotes student wellbeing through proactive strategies that support emotional resilience and positive relationships.

Culture of Inclusion Initiatives

- *Hands of Help*: Building relationships and identifying safe people. Opportunities for mentoring across stages for students. Encouraging acts of kindness and support within the school.
- *Harmony and NAIDOC Week Celebrations*: Fostering cultural awareness and inclusivity.
- *Friday Friends*: Building connections and a sense of belonging.

External Student Wellbeing Programs

- [*Grow Your Mind*](#): Enhancing mental health and resilience.
- [*PAX Good Behaviour*](#): Strengthening self-regulation and promotes positive interactions.
- [*Zones of Regulation*](#): Teaching students to identify and manage their emotions, sensory needs, and behaviours effectively.

Bullying Prevention

- Active participation in the *Bullying No Way* initiative to create a safe and respectful school environment (<https://bullyingnoway.gov.au>).
- [**Restorative Practices**](#)
Focused on repairing relationships and fostering accountability through respectful dialogue.

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

Albury North 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

Albury North Public School will partner with parents and carers to establish shared expectations and collaboratively develop and implement student behaviour management and antibullying strategies by:

- **Gathering Feedback:**
Inviting parent/carer and student feedback through both formal and informal means, including *Tell Them From Me* surveys, school surveys, consultation with the P&C, and engagement with the local AECG.
- **Responding to Concerns:**
Using concerns raised through complaints procedures to review and refine school systems, practices, and data.
- **Enhancing Communication:**
Maintaining regular communication with families through newsletters, the school app, and information sessions to ensure they are well-informed about behaviour and antibullying policies.
- **Collaborative Planning:**
Actively involving parents/carers in our P&C committees to co-develop and review strategies and policies.
- **Engaging in Wellbeing Activities:**
Encouraging parent participation in school events and programs such as Harmony Week, NAIDOC Week, and other initiatives that foster positive behaviour and inclusivity.
- **Providing Resources and Support:**
Offering workshops, guides, and one-on-one sessions to help parents/carers understand and support behaviour management and antibullying approaches at home.
- **Cultural Responsiveness:**
Collaborating with the local AECG to ensure culturally inclusive and respectful practices are embedded in strategies.

Albury North 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 values, expectations and rules

Albury North Public School has the following school-wide values, expectations and rules:

	Values
Perseverance	I keep trying even when things are hard. I stay on task, face challenges with a positive attitude, and try new ways to solve problems.
Empathy	I understand how others feel. I think about how my actions affect others and consider their needs and feelings.
Acceptance	I know everyone is different, and that's okay. I am patient, tolerant, and open to other people's ideas and opinions, even if I don't agree.
Collaboration	I work well with others in a group. I listen, share ideas, give and receive feedback, and manage my feelings when learning or playing together.
Effort	I always do my best, even when something is difficult. I stay focused, try hard, and complete my work to the best of my ability.

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, 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 values and 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	PAX Good Behaviour Game	PAX Good Behaviour Game (PAX GBG) consists of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.	MC Students
Prevention	Grow Your Mind	Enhancing mental health and resilience.	Students 3-6
Prevention	National Week of Action (NWA)	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Staff, students 3 - 6
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention	Restorative Practice	3 hr MyPL designed to provide a foundational understanding of whole school teaching and learning approaches that encourage supportive and respectful behaviour.	Staff
Prevention	De-escalation of student Behaviour	5 hr MyPL course provides a comprehensive guide to understanding, preventing and responding to escalated student behaviour.	Staff
Prevention / Early Intervention / Targeted / Individual	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
Early Intervention	Peaceful kids	Small group intervention to support and increase the coping strategies of students who are feeling anxious, stressed or who have poor resilience in a small group environment at school.	Individual students K - 6
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / Individual intervention	Zones of Regulation / Refocus Zone	Teaching students to identify and manage their emotions, sensory needs, and behaviours effectively. See Appendix 3: Refocus Zone	Individual students K - 6, parent, carer, LAST, AP
Targeted / individual intervention	Attendance support	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	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carers, 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: Behaviour management flowchart**

Albury North 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 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 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. **See Appendix 2: What do we consider is unsafe ?**

- Teacher managed – low level inappropriate behaviour is managed by teachers in the classroom and the playground. (Teacher Fix)
- Executive managed – behaviour of concern is managed by school executive (Office Fix)
- Corrective responses are recorded on a school used 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 • refocus zone • 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.

Albury North Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Our class and whole school learning programs are centred around the explicit teaching of our PEACE values have a consist of evidence-based strategies used daily by teachers 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 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 as well as having student voice as a key in making decisions.

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 are teacher managed.	Responses to behaviours of concern are executive managed
<p>1. Behaviour expectations are taught 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>Co-regulation opportunities are explicitly modelled if necessary.</p>	<p>1. Refer to school-wide expectations and/or emotional co/self regulation visuals and/or supports so that the student can self-regulate. These can be found in the refocus zone in each classroom.</p>	<p>1. Contact office to seek help from executive straight away if there is a risk. Complete Unsafe Notification Sheet (see appendix 4). Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day. Teacher enters incident into Behaviour / wellbeing system (Sentral).</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:</p> <p>free and frequent</p> <p>moderate and intermittent</p> <p>significant and infrequent</p> <p>Intermittent and infrequent reinforcers are recorded on school used system Behaviour / wellbeing system (Sentral).</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 update incident on Behaviour / wellbeing ITD system (Sentral) and will discuss with teacher who will 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 (PAX GBG, Positive Living Skills, Social Skills) throughout the year..</p>	<p>4. Teacher records on school used system Behaviour / wellbeing system (Sentral) 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.</p>	<p>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.</p>
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
<p>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 fortnightly school assemblies.</p> <p>Good behaviour awards given out twice termly based on data</p>	<p>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.</p>	<p>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.</p>

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on school used system Behaviour / wellbeing ITD system (Sentral). 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 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?
Resetting room - a structured debriefing and planning after a crisis event or behaviour of concern with an individual student. This occurs in an executive office.	Immediate. K-2 children up to 30 minutes. 3-6 children til the end of the session.	Executive	Documented in Sentral and in Detention Book.
Detention room – withdrawal from free choice play and re-allocation to office or classroom for supervision following breach in behaviour.	Next lunch break. K-2 children up to 1 day, 3-6 children up to 3 days.	Executive	Documented in Sentral and in Detention Book.
Reflection room – a restorative structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next lunch break. K-2 children up to 1 day, 3-6 children up to 3 days.	Assistant Principal	Documented in Sentral and in Detention Book.
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 and in Detention Book.
Restorative practice – peer mediation or circles in groups	Scheduled for either lunch or recess break	Assistant Principal	Documented in Sentral and in Detention Book.

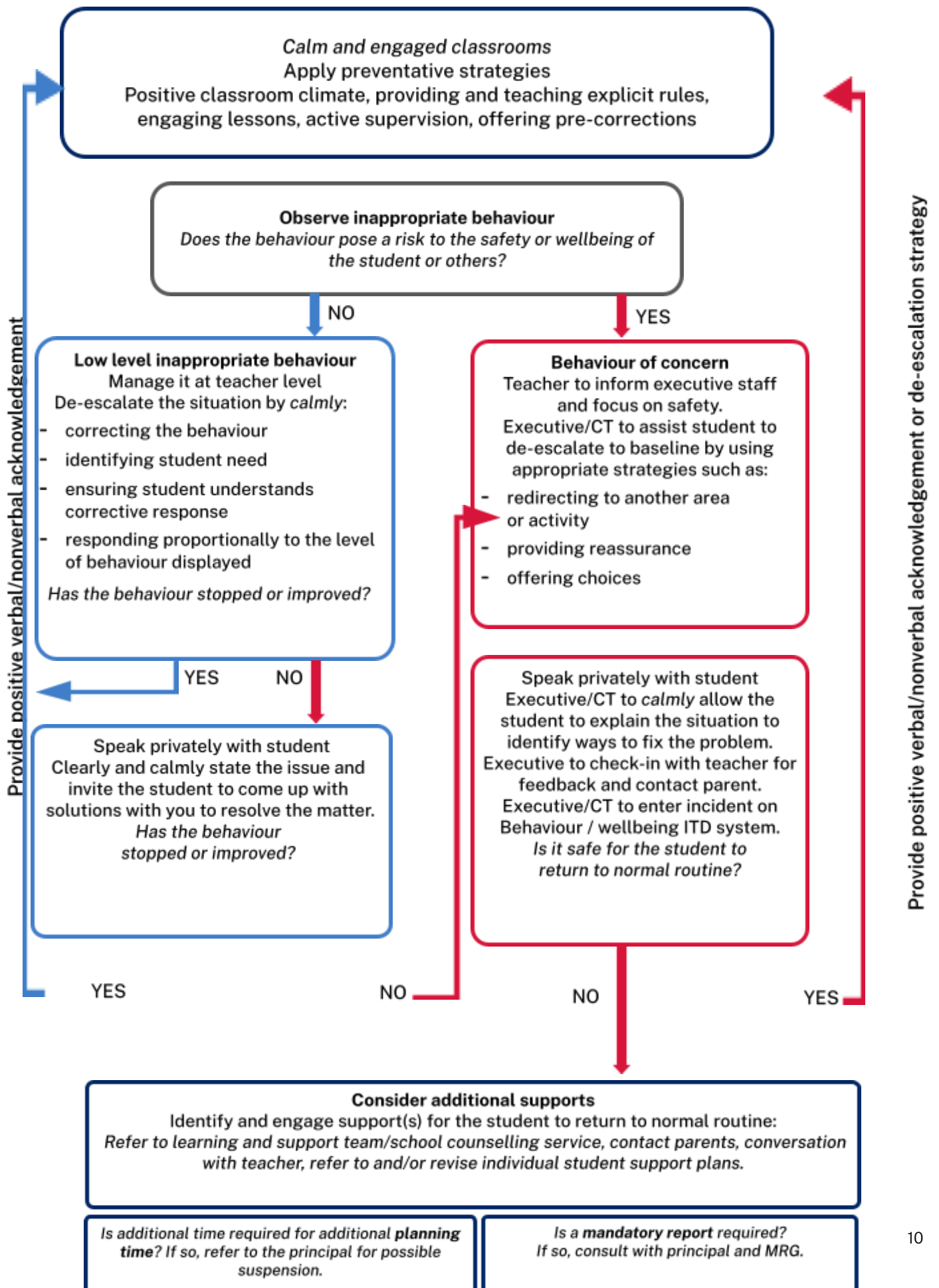
When responding to incidents of bullying and inappropriate behaviour, the school considers the following to help determine our choice of action. Our whole-school approach to bullying behaviour that depends on : Severity and frequency, Impact on the students involved, Illegality of the bullying behaviour, Persistent or repeated behaviour patterns, Single or group bullying, Provocation on part of the ‘victim’, Degree of remorse Mediation Willingness, Student age and Capacity of the students involved.

Review dates

Last review date: [6th Feb: Day 1, Term 1, 2025]

Next review date: [Feb: Day 1, Term 1, 2026]

Appendix 1: Behaviour management flowchart



Bullying Response Flowchart

The following flowchart explains the actions Albury North Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.



Appendix 2: Behaviour management flowchart



A TEACHER FIX

Response to all student misbehaviour is **calm, consistent, brief, immediate, respectful and private.**

UNSAFE BEHAVIOUR OR CREATING A RISK TO OTHERS

- Not following teacher instructions
- Walking away from the teacher
- Playing in out of bounds areas
- late to lines



INTERFERING WITH THE LEARNING OF OTHERS

- Calling out, back chatting, yelling in class
- Wandering around the room
- Not completing school work
- Creating unnecessary distractions



HURTING OTHER PEOPLE

- Pushing, shoving, tripping, pinching
- Rough play
- Touching and/or taking things from others
- Making inappropriate comments or gestures
- Saying unkind things about other people
- Inappropriate verbal language
- Damaging equipment or using it in an unsafe or unhelpful way



UNSAFE BEHAVIOUR

AN OFFICE FIX

If in the **classroom**, the teacher will **dial 100**.
If in the **playground**, the teacher will direct the student to the **office**.

STOPPING THE TEACHING AND LEARNING

- Repeatedly ignoring teacher requests / instructions
- Having a "meltdown"



HURTING OTHER PEOPLE

- Punching, kicking, biting, aggressive behaviour
- Swearing at an adult or child
- Harassing, bullying, or making racist comments
- Cyberbullying




DANGEROUS BEHAVIOUR

- Damaging the classroom / playground
- Deliberate damaging of property (ipads etc)
- Climbing in unsafe areas (trees, buildings, water tank)
- Leaving the classroom without permission
- Leaving the school without permission
- Stealing




When responding to incidents of inappropriate behaviour and implementing the appropriate correction or consequence, staff will consider such things as the age of the children, the severity and frequency of the behaviour, the impact of behaviour on other people, willingness to help fix the problem and the learning needs of the children involved.

Appendix 3: Refocus Zone



REFOCUS ZONE
REFLECTION



WHAT

are you
feeling in
your body?

☐ Anxious

☐ Annoyed

☐ Angry

☐ Nervous

☐ Stressed

☐ Sad

☐ Worried

☐ Excited

☐ Tired

☐ Hungry

WHY

are you
feeling this
way?

☐ Learning issue

☐ Playground issue

☐ Friend / other child issue

☐ Home issue

☐ I'm distracting others

☐ I'm avoiding others

☐ I'm unsure

WHO

asked you to use this zone?

☐ Teacher

☐ Myself

What will help you to refocus on your learning?





Five finger
breathing



Take a walk



Fidget toys



Have a drink



Hum a song



Sit outside
in nature



Talk with
Someone



Draw or write
something

How long will this take?



5
MINUTES

☐



10
MINUTES

☐



15
MINUTES

☐



20
MINUTES

☐

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Appendix 4: Unsafe Notification Form

 <div style="display: inline-block; text-align: left; margin-left: 20px;"> <h1 style="margin: 0;">UNSAFE BEHAVIOUR NOTIFICATION</h1> </div> 	
AN OFFICE FIX	
Why is the child being sent to the office?	<div style="border: 1px solid #e67e22; padding: 5px;"> <div style="display: flex; justify-content: space-between;"> <div>Child name:</div> <div>Date:</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div>Teacher Name:</div> <div>Time:</div> </div> </div>
STOPPING THE TEACHING AND LEARNING <ul style="list-style-type: none"> <input type="checkbox"/> Repeatedly ignoring teacher / instructions <input type="checkbox"/> Having a "meltdown" 	What happened? <ul style="list-style-type: none"> <input type="checkbox"/> Provide some detail to explain the problem and then enter details in Sentral
HURTING OTHER PEOPLE <ul style="list-style-type: none"> <input type="checkbox"/> Punching, kicking, biting, aggressive behaviour <input type="checkbox"/> Swearing at an adult or child <input type="checkbox"/> Harassing, bullying, or making racist comments <input type="checkbox"/> Cyber-bullying 	<div style="border-bottom: 1px dashed black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px dashed black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px dashed black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px dashed black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px dashed black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px dashed black; height: 15px; margin-bottom: 5px;"></div>
HURTING OTHER PEOPLE <ul style="list-style-type: none"> <input type="checkbox"/> Damaging the classroom / playground <input type="checkbox"/> Deliberate damaging of property (ipads etc) <input type="checkbox"/> Climbing in unsafe areas (trees, buildings, water tank) <input type="checkbox"/> Leaving the classroom without permission <input type="checkbox"/> Leaving the school without permission stealing 	<div style="border-bottom: 1px dashed black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px dashed black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px dashed black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px dashed black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px dashed black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px dashed black; height: 15px; margin-bottom: 5px;"></div>
<div style="background-color: #2980b9; color: white; text-align: center; padding: 5px; border: 1px solid #2980b9;"> What does the teacher do now with this notification? </div> <ol style="list-style-type: none"> 1. Contact the office on phone extension 100 to advise incident or request support. 2. Send the child/ren to the office immediately - do not send this form if the child is agitated. Call phone extension 100 if the child does not want to leave the room. 3. Debrief with the Leadership person at the next available opportunity. Do not go home without a conversation. 	
<div style="background-color: #2980b9; color: white; text-align: center; padding: 5px; border: 1px solid #2980b9;"> What is the consequence of the behaviour? </div> <div style="text-align: right; margin-top: -10px;">(Exec to complete)</div>	
How long is the immediate time out for? <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div><input type="checkbox"/> Up to 30 minutes (K-2)</div> <div><input type="checkbox"/> Up to 60 Minutes (3-6)</div> <div><input type="checkbox"/> Remainder of Session</div> </div>	
What is the follow up consequence? <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div><input type="checkbox"/> Back to class</div> <div><input type="checkbox"/> Detention: ____ days</div> <div><input type="checkbox"/> Warning of Suspension</div> <div><input type="checkbox"/> Suspension</div> </div>	