

# Ashtonfield Public School Behaviour Support and Management Plan

## Overview

Ashtonfield Public School is committed to explicitly teach and model positive behaviour and to supporting all students to be engaged with their learning.

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 priming, effective role modelling, explicit teaching, and planned responses. The school provides proactive procedures to identify and support positive behaviour through Wellbeing Check-ins, Learning Support Procedures, Personal Learning Support Plans, and Behaviour Support Plans, Attendance Plans, Risk Management, Inclusive Education Strategies and Student Maps.

Key programs prioritised and valued by the school community are

- Restorative Practice (Real Schools),
- Positive Behaviour for Learning (PBL),
- URStrong,
- Morning Circles,
- Life Skills Go.

Ashtonfield 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.

Ashtonfield Public School recognises the Department of Education definition of Bullying. Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. For more information, refer to the [Department of Education Bullying Website](#)

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. For more information refer the [Department of Education School Community Charter](#)

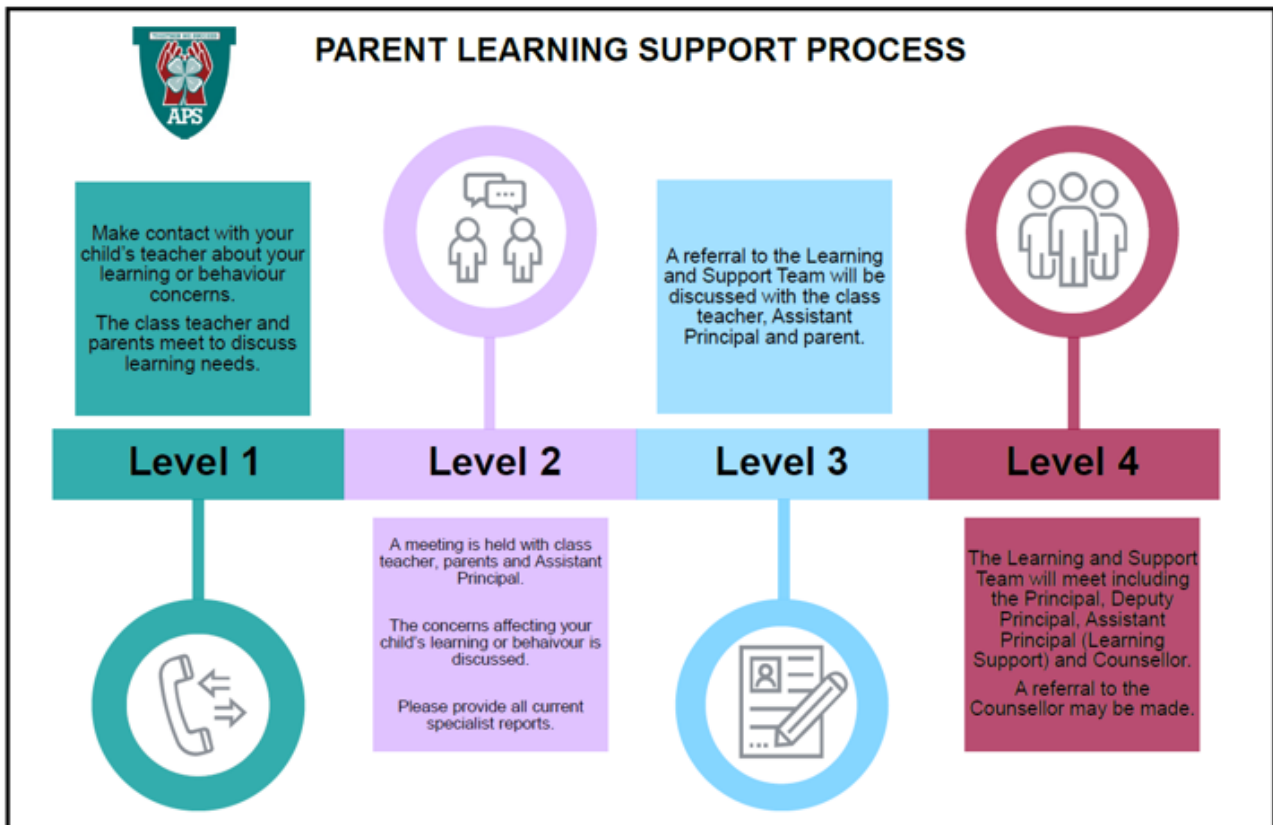
### Partnership with parents and carers

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

- providing a welcoming school environment and being available to meet with parents and carers to discuss any questions or concerns
- executive staff members available at the front gate each morning for informal conversations
- office staff available to take and pass on messages to the appropriate school staff
- inviting parent/carer 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.
- engaging in a transparent learning and support process to identify behaviours of concern

Ashtonfield 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.

### Ashtonfield Public School Parent Learning support process:



## School-wide expectations and rules



# ASHTONFIELD PUBLIC SCHOOL

## IN OUR SCHOOL WE ARE:

### RESPECTFUL

- ✔ Speak positively and politely
- ✔ Hands and feet to yourself
- ✔ Wear school uniform with pride


### RESPONSIBLE

- ✔ Follow instructions
- ✔ Walk sensibly on hard surfaces


### SUCCESSFUL

- ✔ Be prepared for the school day
- ✔ Be a positive role model
- ✔ Right place, right time



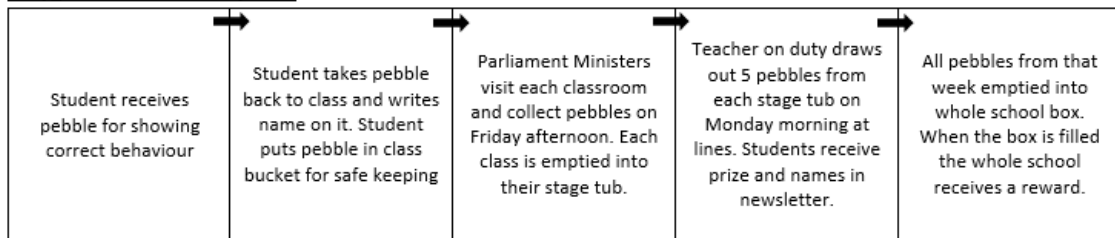


## Ashtonfield Public School

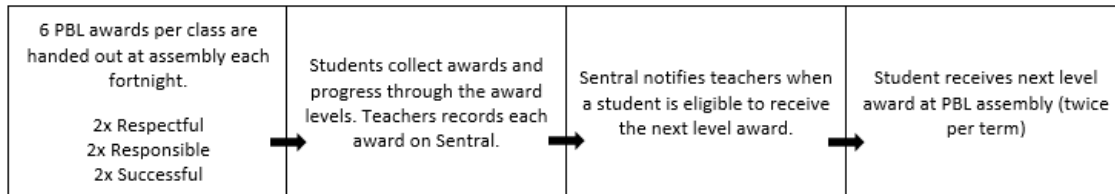


### PBL Reward System Overview

#### Playground Rewards System



#### Assembly



#### PBL Award Levels

<b>3 = GECKO AWARD</b> <small>(Signed and presented by Class Teacher at PBL Assembly)</small>	<b>6 = FRILLED NECK AWARD</b> <small>(Signed and presented by Stage Assistant Principal at PBL Assembly)</small>	<b>9 = BLUE-TONGUE AWARD</b> <small>(Signed and presented by Deputy Principal at PBL Assembly)</small>	<b>12 = PRINCIPAL AWARD + PBL BADGE</b> <small>(Signed and presented by Principal at PBL Assembly)</small>	<b>15 = PBL MEDALLION</b> <small>(Presented by Official Party member at Presentation Day Assembly)</small>
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*Once a student has received a PBL Medallion they may go back to earn a second of each award, starting again at Gecko Award.*

At Ashtonfield Public School we recognise positive student behaviour by utilising:

- PBL Award System
- Verbal praise and encouragement
- Priming language
- Individual Class Awards
- Presentation Day Awards
- Public recognition of achievement at assemblies and in newsletters

- Leadership roles e.g. captains and prefects, JAECG, library monitors, Buddies, Peer Support strategies
- Fast and frequent Pebbles
- Positive Behaviour Flowchart

## 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](#).

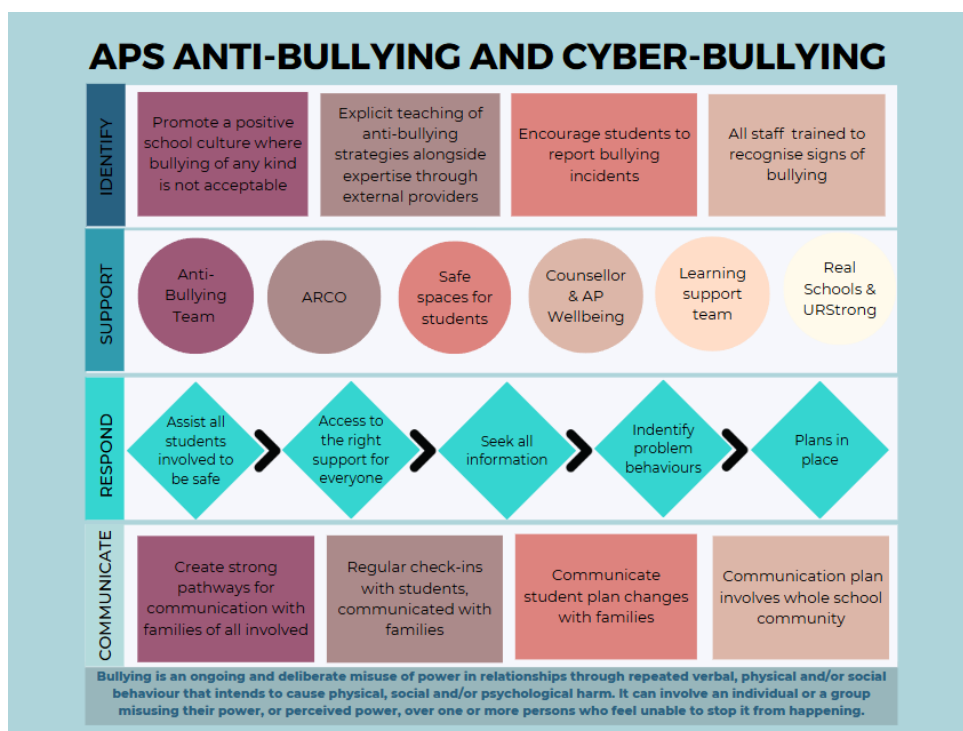
## Whole school approach across the care continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention/ Early Intervention/ Targeted/ Individual	URStrong	URStrong consists of evidence-based strategies used daily by teachers to teach friendship strategies	All
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention/ Early Intervention/ Targeted/ Individual	Real Schools	Restorative Behaviour P3P3F3 Small impromptu conferences Formal Conferences	All
Prevention/ Early Intervention	Life Skills Go	Early identification process to monitor and support changes in presentation of wellbeing in students.	All
Prevention/ Early Intervention	Morning Circles	Early identification process to monitor and support changes in presentation of wellbeing in students.	All
Prevention/ Early Intervention	Smiling Minds	Intervention to support and increase the coping strategies of students who are feeling anxious, stressed or who have poor resilience at school.	Individual students K - 6
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner <a href="#">Toolkit for Schools</a> 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	All

Care Continuum	Strategy or Program	Details	Audience
		report and manage cyberbullying incidents.	
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	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/carer, LAST, AP
Individual intervention	CARE Team	Developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans in relation to significant mental health concerns.	Individual students, parent/carer, APW, DP, counsellor, P

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

Ashtonfield Public School responds to positive appropriate behaviours, inappropriate behaviour and behaviours of concerning, including bullying with the measures outlined below.

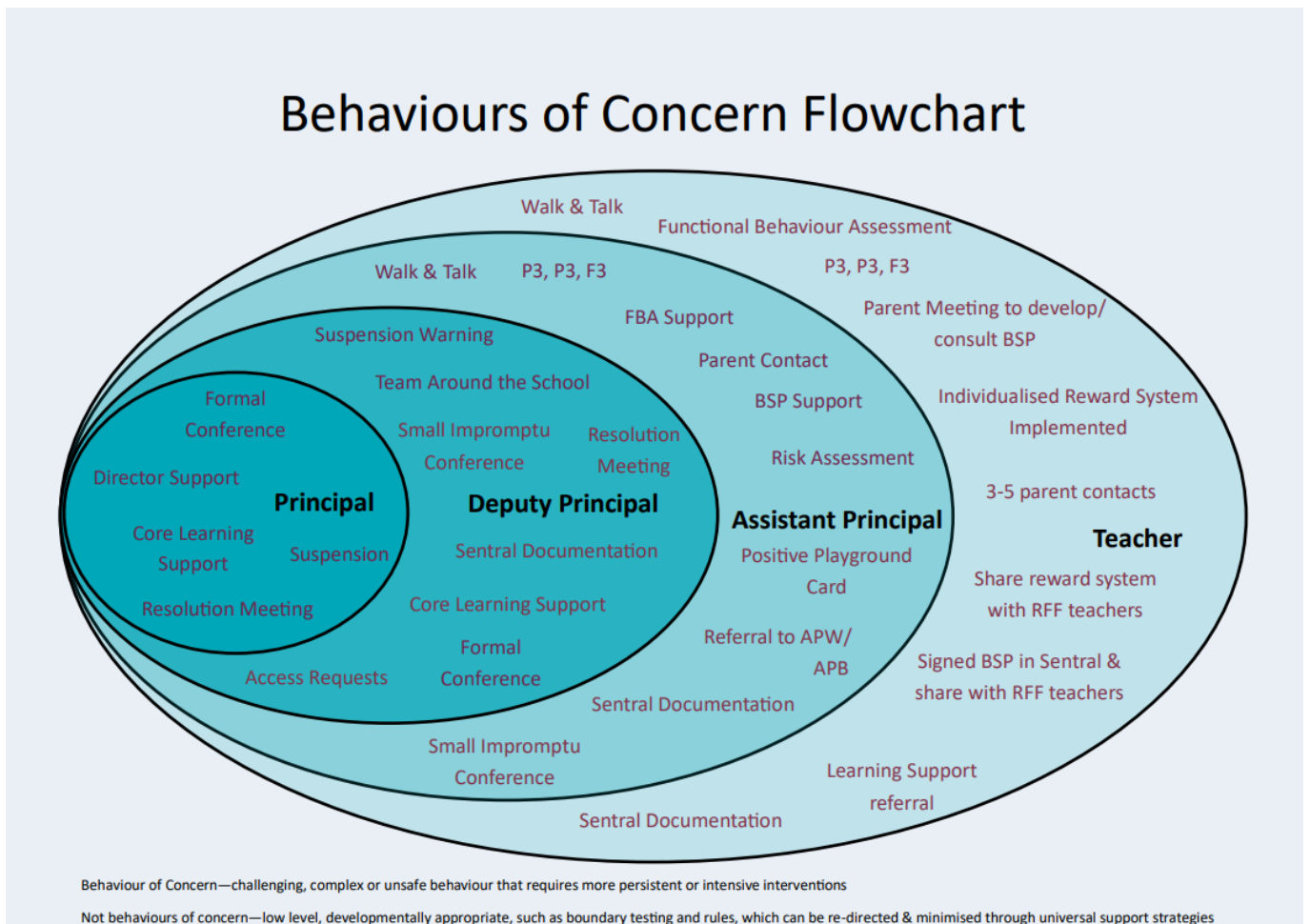


<p><b>Prevention</b></p> <p><b>Responses to recognise and reinforce positive, inclusive and safe behaviour</b></p>	<p><b>Early Intervention</b></p> <p><b>Responses to minor inappropriate behaviour</b></p>	<p><b>Targeted/Individualised</b></p> <p><b>Responses to behaviours of concern</b></p>
<p>1. PBL behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules through the merit awards system.</p>	<p>1. Refer to school-wide PBL expectations, classroom 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. Teacher records incident on Sentral.</p>
<p>2. Priming language and affective statements used constantly to set clear expectations and provide positive feedback paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Positive priming examples used of expected behaviours together with 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 Real School restorative framework P3P3F3 (Past, present, future) conference held by classroom teacher. Small impromptu conferences held by classroom teachers and Assistant Principals are scheduled for a later time, determined by the context and nature of the incident. Formal conferences may be held by Deputy Principal and Principal</p>
<p>3. Merit Award System Tangible reinforcers include those that are: free and frequent (Pebbles) moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing ITD system.</p>	<p>3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, informal 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 leads P3P3F3, priming and affective statements. Executive to record incident on Sentral and contact parent/carer by email or phone. Small impromptu conferences, held by Assistant Principals are scheduled for a later time, determined by the context and nature of the incident. Formal conferences may be held by Deputy Principal and Principal. Executive/principal may consider further action e.g., formal caution or suspension.</p>
<p>4. Social emotional learning lessons are taught through URStrong friendship strategies, Life Skills Go, Real Schools restorative practice.</p>	<p>4. Teacher records on Sentral of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism</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</p>



	contact officer (ARCO) or anti-bullying co-ordinator.	a behaviour support/response plan.
5. Parent Teacher Contact Teacher contact through the School bytes 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.	5. 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.	5. 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.

**Responses to serious behaviours of concern**



- 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.

### 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](#).

### Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
<b>Alternate play plan</b> – 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 re-regulate their behaviour with support to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group	Next break or next day at either lunch break	Classroom Teacher or Assistant Principal	Documented in Sentral
<b>Negotiated and supervised alternate play plan</b> – negotiated choice and supervised play plan following identified need in supporting 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	Up to a week with parent communication	Classroom Teacher or Assistant Principal	Documented in Behaviour Plan
<b>Restorative practice P3P3F3</b> – short 3-minute restorative conversations based on focusing on the past, present then future.	Scheduled for either lunch break	Classroom Teacher and/or Assistant Principal and/or Deputy Principal	Documented in Sentral
<b>Walk and Talk</b>	Scheduled for either lunch break	Classroom Teacher and/or Assistant Principal	Documented in Sentral

### Review dates

Last review date: 5/2/25

Next review date: 31/1/25