

Ashbury PS School Behaviour Support and Management Plan

Overview

Ashbury 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. We utilise a restorative approach and high expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses. We believe that every student, every family and every teacher has the right to be known, valued and cared for. We champion the notion that wellbeing and learning are inextricably linked and we are committed to streamlining our wellbeing practices to ensure that every child, every family and every staff member can connect, succeed, thrive and learn at our school.

Individual student needs are embraced as the collective responsibility of all staff and resources are strategically allocated to meet student needs and deliver targeted interventions across the school.

Ashbury 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-informed approaches and strategies that promote a positive climate where bullying is less likely to occur and actively responded to if it does occur.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. We advocate that schools should be a place of joy where learning has no limits.

Partnership with parents and carers

Ashbury Public School partners with parents/carers in establishing expectations for student engagement, behaviour management and anti-bullying strategies, by:

- 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 relevant external stakeholders.
- using concerns raised through complaints procedures to review school systems, data and practices.
- consulting with parents/carers in the development and review of individual student plans.

Ashbury Public School communicates school-wide expectations to parents/carers through Meet the Teacher sessions, the school newsletter, Seesaw learning journals (K-2), the school website and both formal and informal parent/teacher meetings. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to best support student learning, safety and wellbeing.

School-wide expectations and rules

Expectation	Expectation	Expectation
Be Safe	Be Respectful	Be A Learner
Learn and play safely	Listen actively and follow instructions	Be ready for learning
Be in the right place at the right time	Include others and respect differences	Ask for help when needed
Keep hands and feet to yourself	Use kind words and actions	Have a go and do your best

Ashbury Public School has a Positive Behaviour for Learning Matrix and a Learner Profile which outlines expectations across settings (see Appendices A & B)

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, Early, Targeted & Individual intervention	Positive Behaviour for Learning (PBL)	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.	All students
Prevention	The Ashbury PS Learner Profile	The Ashbury Learner Profile supports teachers, students, parents and carers to define optimal learning behaviours which are modelled and explicitly taught to students (see Appendix B)	All students
Prevention	National Week of Action	Our school participates in the annual National Week of Action against Bullying and Violence in August each year.	All students
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	All students
Prevention	PDHPE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	All students
Prevention & Early Intervention	Extra-curricular programs	Ashbury Public School offers a wide range of extra-curricular activities which support the wellbeing, belonging, inclusion and connection of the school community. Programs on offer include: band, green team, newspaper club, choir, recorder, debating, sport, DanceSport, Student Representative Council (SRC), swim scheme.	All students
Prevention & Early Intervention	Buddy Program	Every Kindergarten student is paired with a Year 6 student to help them navigate the playground and school routines. In addition, each class has a buddy class which enables peer support and learning across the school.	All students
Early Intervention	Stage 1 Strings Program	All students in Year 1 and Year 2 engage in daily (10 minutes) whole-class and weekly (30 minutes) small group instruction with a specialist music teacher in learning to play the violin. Ashbury Public School engaged an academic partner to research the impacts of the program. The impacts and benefits included improved executive functioning and sense of belonging.	Stage 1 students

Care Continuum	Strategy or Program	Details	Audience
Prevention, Early & Targeted Intervention	Zones of Regulation	The Zones of Regulation program is an evidenced based social and emotional learning program to teach students how to recognise emotions and strategies to manage them.	All K-2 students Targeted intervention across Years 3-6
Prevention and Early Intervention	Grow Your Mind	The Grow Your Mind social and emotional program and lessons will be introduced to all students in 2025. The program uses neuroscience and storytelling to create innovative and engaging mental health strategies to enhance the social and emotional wellbeing of all students and the whole school community.	All students
Prevention, Early, Targeted & Individual Intervention	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 students
Prevention, Early, Targeted & Individual Intervention	Collaboration with Police Youth Liaison Officer (PYLO)	Ashbury PS liaise and work with local Police Liaison Youth Officer to provide targeted workshops and support to students, staff and school community. The Think U Know program is used as a resource and shared with the school community.	All students
Prevention, Early, Targeted & Individual intervention	Restorative Practice	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations using P3, P3, F3* framework. See Appendix D for restorative practice prompt.	All students
Early, Targeted & Individual Intervention	Learning and Support Team	The LST works with teachers, students and families to support students who require personalised learning and support.	All students
Early & Targeted Intervention	Passive Play	During recess and lunch breaks, there are passive play opportunities offered across the playground. In addition, the Library is open for the second half of lunchtime Mon-Thurs for students who prefer quieter alternatives to the playground environment.	All students

Care Continuum	Strategy or Program	Details	Audience
Targeted & Individual intervention	Attendance support	The LST and executive monitor attendance. Where needed, Principal or executive will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	All students
Prevention, Early, Targeted & Individual intervention	Trauma-informed Practice	Trauma-informed practice is a strengths-based framework in which education systems, schools and school staff understand, recognise and respond effectively to the impact of trauma on students.	All students
Targeted Intervention	Got It! Program	Got It! is a specialised mental health early intervention program for children in Kindergarten to Year 2. The targeted clinical program is delivered in the school setting in conjunction with universal Got It! interventions.	K-2 targeted students Staff and families have access to professional learning from the Got It! team
Targeted Intervention	Leadership opportunities	Students across the school are offered a range of informal and formal leadership opportunities including Student Representative Council (SRC), First Nations group, Green Team, Year 6 Officers and special projects designed to increase student voice and agency.	Individual students from K-6
Individual Intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans. Some targeted individual interventions are Check In Check Out (CICO), targeted social skills and playground passport.	Individual students, parent/carer, LAST, AP
Individual Intervention	School Counsellor	Ashbury PS has a School Counsellor who attends 2.5 days per fortnight. Referrals to the School Counsellor are made through the Learning and Support Team.	Individual Students

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

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use the Student Behaviour Management Process flowchart (Appendix C) and 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.

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. See Student Behaviour Management Process Flowchart- Appendix C.

- **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 and incidents are recorded and reviewed on the School Bytes wellbeing system. Stage teams and learning and support teams regularly review Wellbeing data on School Bytes.

These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> · reminder of expectation · re-direct · offer choice · error correction · prompts · reteach · seat change · alternative 'reset' strategy* · discuss/complete work at an alternative time · conference · reflection and restorative practices · communication with parent/carer 	<ul style="list-style-type: none"> · reminder of expectation · re-direct · offer choice · error correction · prompts · reteach · play or playground re-direction · alternative 'reset' strategy* · walk with teacher · reflection and restorative practices · communication with parent/carer

*alternative 'reset' strategy includes withdrawal from current environment and re-location to an alternative setting, for a period of time. The purpose is to assist the student to reflect on their behaviour and make positive choices.

Positive Behaviour for Learning / Learner Profile Lessons

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

The explicit teaching of each expectation will be delivered each week on a Monday. A 15-minute lesson will then be explicitly taught in classrooms and teachers are required to further discuss, monitor and reinforce the expectation during the week.

Merit cards will be used to reward students aligned with the school wide expectations and further reinforced by the class reward system (see below). Data based lessons may occur on a needs basis.

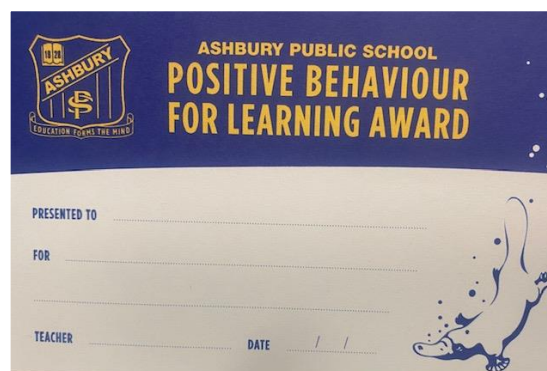
PBL Focus is published in fortnightly school newsletter.

See Appendices A and B for Positive Behaviour for Learning Matrix and Ashbury PS Learner Profile.

Positive Behaviour for Learning (PBL) Award System

The award system at Ashbury Public School is underpinned by research and was developed in consultation with the school community, the staff and the students in 2022.

- The award system is linked to our Positive Behaviour for Learning expectations and our Learner Profile.
- Each day every classroom teacher will award one PBL award that is specifically linked to the weekly PBL focus.
- Every award is recorded by the teacher allowing for transparency, consistency and tracking.
- If a student reaches 10 awards in a calendar year, a gold medal is awarded.
- PBL awards reset at the start of every school year, allowing for a fresh start.



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 autonomy. 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.

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 inappropriate behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

In addition to the PBL award system, individual classes will implement their own whole class award systems that encourage students to work together to meet goals.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display [bullying behaviour](#), are recorded on the School Bytes Wellbeing platform. 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.

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 involved in bullying will be offered appropriate support, for example through the school counselling service. Please see Appendix E for Ashbury Public School's Bullying Response Flowchart.

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.

Reflection and restorative practices

[Restorative practice](#) is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions.

A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or misconduct occur. Restorative practices include circles and supported peer conflict resolution to support the development of positive relationships. Conflict resolution sits within a restorative practices approach.



Informal Restorative Practices

Informal restorative practices are simple, low-key ways educators and other school staff influence a positive environment. This includes strategies such as using 'I' statements to communicate feelings and putting the focus on how one person or one group can be impacted by the behaviour of others. The focus is on the behaviour, not the person.

[Affective questions](#) are also used to encourage the person who caused the harm to stop and reflect on who was affected and how they were affected.

Class teachers may use reflection sheets (Appendix D) or the P3, P3, F3* model to support restorative conversations with students as needed following incidents.

Executive Reflection Session Procedures

When a student receives 1 red behaviour notice or 3 yellow behaviour notices in a month, they are required to attend a reflection session with an executive staff member (see Appendix C for Ashbury PS Student Behaviour Management Process).

The reflection session allows the student time with an executive to reflect on the incident/s and plan future actions to repair harm, restore positive relationships and prevent future behaviour/s with an individual student (reflection) or group of students. Where possible, the reflection session occurs on same or next day after lunch eating time

Toilet and food breaks are always included when students are withdrawn during break times. The maximum length of time will be appropriate to the age/developmental level of the student. For K-2 students, the session may be up to 15 minutes and for 3-6 students, it may be up to 20 minutes. These sessions are documented in the School Bytes Wellbeing system. Staff may use Reflection sheet (Appendix D) or P3, P3, F3* approach.

Restorative Questions

To respond to behaviours of concern	To help those harmed by others' actions
<ul style="list-style-type: none"> ● Past <ul style="list-style-type: none"> ○ What happened? ○ What were you thinking at the time? ● Present <ul style="list-style-type: none"> ○ Who has been affected by what you have done? In what way? ○ What do you think you need to do to make things right? ● Future <ul style="list-style-type: none"> ○ If the same thing happened again, how could you behave differently? ○ What support do you need? Who could you go to for support? 	<ul style="list-style-type: none"> ● Past <ul style="list-style-type: none"> ○ What did you think when you realised what had happened? ○ How did you feel when the incident happened? ● Present <ul style="list-style-type: none"> ○ What impact has this incident had on you and others? ○ What has been the hardest thing for you? ● Future <ul style="list-style-type: none"> ○ What do you think needs to happen to make things right? ○ Who can you go to for support?

*Adam Voigt's P3, P3, F3 (Past 3 minutes, Present 3 minutes, Future 3 minutes) model is a restorative circle approach that uses questioning to help participants communicate more effectively.

Review dates

Last review date: [14/10/24: Day 1, Term 4, 2024]

Next review date: [13/10/25: Day 1, Term 4, 2025]

Appendix A: Ashbury PS Positive Behaviour for Learning Matrix

**ASHBURY PUBLIC SCHOOL
POSITIVE BEHAVIOUR FOR LEARNING MATRIX**

	All Settings	Playground / Canteen	Classrooms / Library	Assembly	Office	Toilets	Transitions	Excursions/Sport
 <p>We are Safe when</p>	<p>We learn and play safe</p> <p>We are in the right place at the right time</p> <p>We keep our hands and feet to ourselves</p> <p>We report concerns to a staff member</p> <p>We use and return equipment appropriately</p> <p>*We transition safely</p>	<p>We wear a hat when outside</p> <p>We put our lunch boxes away</p> <p>We wait quietly in lines after the bell</p> <p>We use play equipment appropriately</p> <p>We use and return equipment appropriately</p> <p>We report concerns to a staff member</p>	<p>We use equipment safely</p> <p>We enter and leave a classroom sensibly</p> <p>We put our bag in the correct place</p> <p>We walk when inside a building</p>	<p>We keep our hands and feet to ourselves</p> <p>We walk sensibly when we enter and leave</p>	<p>We walk inside buildings</p> <p>We ask permission to leave the classroom</p> <p>We sit quietly when waiting</p>	<p>We are hygienic by washing hands, flushing toilets and placing hand towels in the bin.</p> <p>We go in pairs</p> <p>We do not play in the toilets</p> <p>We care for each other by showing respect</p> <p>We transition safely to and from the toilet</p>	<p>We walk in lines and keep to the left</p> <p>We wait patiently and quietly in lines</p> <p>We go directly to our destination</p> <p>We are in the right place at the right time</p>	<p>We listen to the adult's instructions</p> <p>We always stay with our class, group or buddy</p> <p>We use equipment appropriately</p> <p>We wear a hat when outside</p>
	<p>We are Respectful</p>	<p>We listen actively and follow instructions</p> <p>We include others and respect differences</p> <p>We use kind words and actions.</p> <p>We take care of property</p> <p>We wear the correct school uniform</p>	<p>We share play areas</p> <p>We take turns</p> <p>We communicate clearly and politely</p> <p>We take care of ours and the school belongings</p> <p>We keep the school tidy</p>	<p>We use an inside voice</p> <p>We respect the right for everyone to learn</p> <p>We put our hand up to speak in discussions</p> <p>We collaborate</p> <p>*We take care of our resources</p>	<p>We enter and leave quietly</p> <p>We use active listening</p> <p>We clap politely</p> <p>We sing the school song and national anthem proudly</p> <p>We celebrate other students' achievements</p>	<p>We wait patiently</p> <p>We communicate clearly</p> <p>We say please and thank you</p> <p>*We use an inside voice</p>	<p>We keep the toilets clean and tidy</p> <p>We allow privacy for ourselves and others</p> <p>We use toilet paper appropriately</p>	<p>We walk quietly</p> <p>We knock on the classroom door before delivering a message</p>

Appendix B: Ashbury Public School Learner Profile



Ashbury Public School Learner Profile

We all work hard at Ashbury Public School to be...

Caring

We demonstrate empathy and respect towards the needs and feelings of others. We care about our world and work to make it a better place and are committed to acting ethically.

Collaborative

We learn from and with one another and freely share our learning.

Curious

We love learning and we demonstrate curiosity about our world. We think deeply and critically as we develop the skills of inquiry and research through our learning.

Powerful Communicators

We understand and express ideas and information confidently through a range of media.

Creative

We use our imagination to come up with new ideas and solve problems. We know that sometimes we need to take risks to learn new things.

Resilient

We know that making mistakes can often be part of the learning process and we are not afraid of uncertainty. We are persistent in our efforts to learn.

Reflective

We think about our learning. We assess and understand our strengths and areas for development and work hard to continually develop as effective learners.

Balanced

We understand the importance of intellectual, physical, social and emotional wellbeing and participate in a variety of activities within and beyond school.

Resourceful

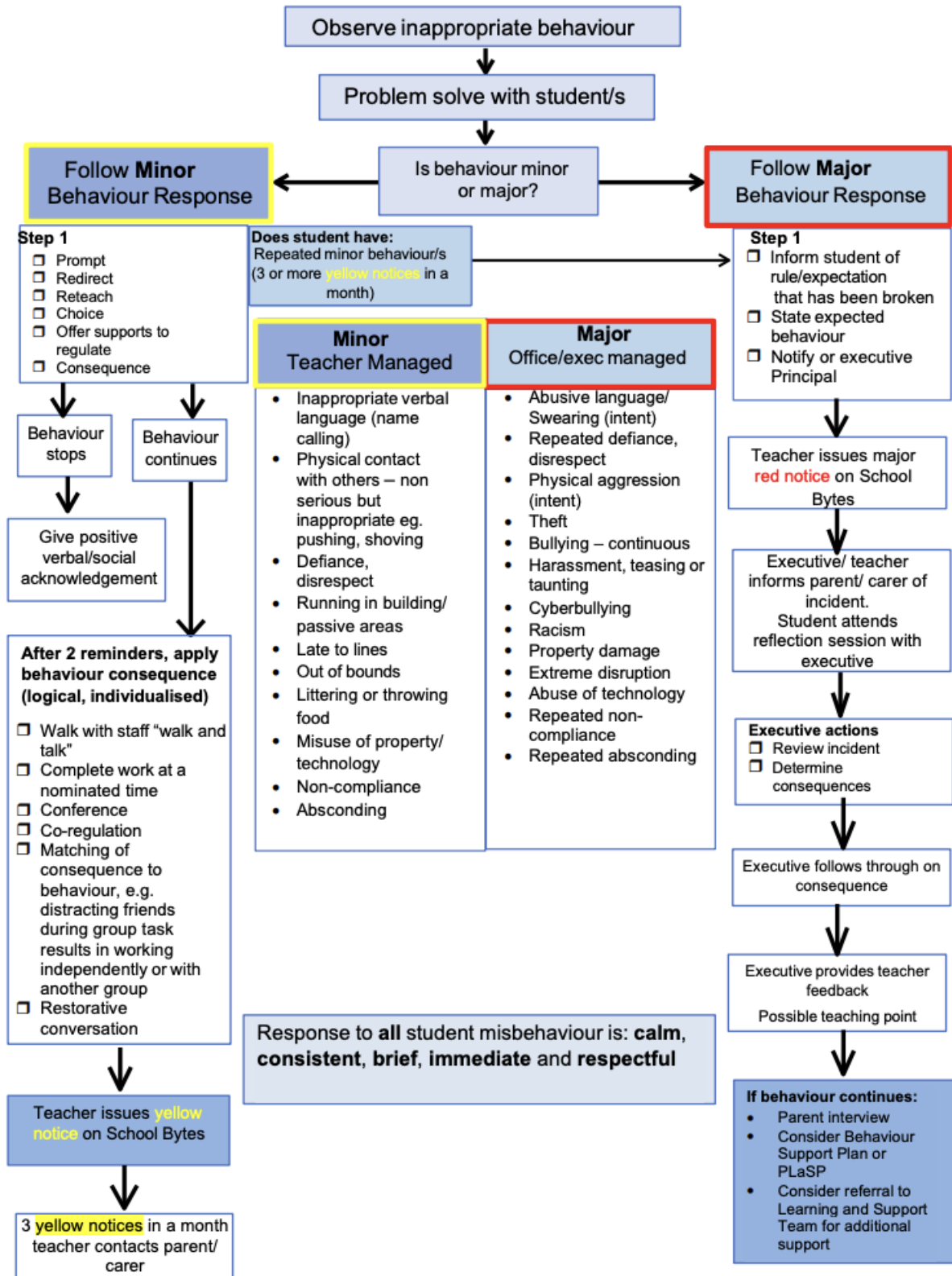
We are prepared to learn in different ways. We know how and where to find the tools that will help us to overcome challenges.

Appendix C: Student Behaviour Management Process



Ashbury PS Student Behaviour Management Process

We are Safe, We are Respectful, We are Learners



Appendix D: Student Reflection Sheet (K-2)



Ashbury PS Student Reflection Sheet

PAST: Draw a picture of what happened or staff member to scribe

PRESENT: How are you feeling? (circle)



Happy



Sad



Angry



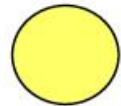
Worried



Embarrassed



Silly



Other

FUTURE: Draw a picture or write what you could do differently next time

Executive/ teacher comment:

Student signature: _____

Date: _____

Teacher signature: _____

Date: _____

Appendix D: Student Reflection Sheet (3-6)



Ashbury PS Student Reflection Sheet

Name: _____

Class: _____

Which expectation was not followed:

Being Safe

Being Respectful

Being A Learner

PAST

1. What happened? _____

2. What were you thinking at the time? _____

PRESENT

3. Who has been affected by what you have done? In what way? _____

4. What do you think you need to do to make things right? _____

FUTURE

5. If the same thing happens again, how could you behave differently? _____

6. What support do you need? Who can you go to for support? _____

Student signature: _____

Date: _____

Teacher signature: _____

Date: _____

Appendix E: Bullying Response Flowchart

Bullying Response Flowchart

Bullying always involves the following three elements: 1) a misuse of power in a relationship, 2) is intentional, ongoing and repeated and 3) behaviours that can cause harm.

The following flowchart explains the actions Ashbury Public School staff will typically 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.

