



Albury Public School Behaviour Support and Management Plan

Overview

Albury Public School: Commitment to Positive Learning and Wellbeing

Albury Public School is dedicated to explicitly teaching and modelling positive behaviour, ensuring that all students are supported in their learning. Our goal is to inspire every child to engage positively within the school community and beyond. We foster excellence, opportunity, and success for every student, every day, while upholding the core values of safety, respect, and responsibility in a caring and inclusive learning environment.

Our approach is underpinned by principles of **positive behaviour support, trauma-informed practice, inclusive education, and social-emotional learning**. High expectations for student behaviour are maintained through effective role modelling, explicit teaching, and structured interventions that promote student wellbeing.

The **Positive Behaviour for Learning (PBL) framework** is central to our mission, prioritising social and emotional learning to support mental health, foster positive relationships, and prevent bullying and racism. Albury Public School actively opposes all forms of bullying and discriminatory behaviour, including cyberbullying and racism, by ensuring a safe, inclusive, and respectful school culture. Our staff are committed to implementing **evidence-informed strategies** that create a positive climate where bullying is less likely to occur.

A welcoming and culturally responsive school environment is essential to student success. We actively build **respectful relationships** that celebrate diversity and promote inclusivity. This ethos is embedded in our daily practices, where all members of the school community work together to foster a sense of belonging and ensure that bullying and racism are never accepted – whether online or offline.

Through PBL, we aim to:

- Maintain a **positive school culture** that supports student wellbeing and engagement.
- Develop **self-discipline, resilience, and emotional intelligence** in our students.
- Explicitly teach **social and interpersonal skills** that empower students to thrive.
- Provide a **structured framework** for student wellbeing policies and practices.

At Albury Public School, our unwavering commitment is to provide a safe, supportive and enriching learning environment where every student can achieve their full potential.

Partnership with parents and carers

Albury Public School is committed to working collaboratively with students, families, and the wider school community to support positive behaviour, social-emotional development and student

wellbeing. We recognise that strong partnerships with parents and carers are essential for effective behaviour support and the success of the **Positive Behaviour for Learning (PBL) framework**.

To ensure a shared understanding and collaborative approach, Albury Public School partners with families to develop and implement **student behaviour management, anti-bullying, and anti-racism strategies** by:

- **Engaging parents and carers** through workshops and information sessions on PBL and behaviour policies, creating a unified approach to student expectations at school and home.
- **Providing clear expectations** of student behaviour upon enrolment and at regular intervals throughout the year.
- **Inviting families and students to provide feedback** through formal and informal means, including **Tell Them From Me** surveys, school surveys, **P&C consultation**, and **discussions with the local AECG**.
- **Reviewing school systems, data, and practices** based on concerns raised through complaints procedures to improve policies and student support strategies.
- **Collaborating with families of students with additional behavioural needs** to develop effective **Behaviour Support and Management Plans and Risk Assessments**, ensuring tailored support.
- **Celebrating successes and sharing feedback** from parents and carers through the school newsletter, website, and assemblies to strengthen community engagement.

Albury Public School is committed to maintaining open and transparent communication with families through newsletters, the school website and direct engagement opportunities. By proactively building collaborative relationships with families and the broader community, we create a **shared understanding of how to support student learning, safety, and wellbeing**.

School-wide expectations and rules

Albury Public School has the following school-wide expectations and rules: Respect, Resilience and Responsibility.

Respect	Resilience	Responsibility
Be attentive to the person speaking	Ask for and accept help when needed	Follow Instructions
Care for self and others	Join in and have a go	Follow Safety Rules
Look after property and our environment	Take a breath, try another way	Give your best effort
Speak Politely	Use mistakes to learn	Right place, right time

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

Albury Public School is committed to fostering a safe, inclusive, and respectful learning environment by embedding **student wellbeing and positive behaviour strategies and trauma informed practices** across all aspects of school life. Our approach promotes **positive behaviour and effectively responds to behaviours of concern**, including bullying, cyberbullying, and racist behaviour.

These approaches and strategies are **grounded in evidence-based, effective classroom practices** that establish high expectations, enhance student engagement, and nurture respectful relationships. These practices include:

- **Explicitly teaching and reinforcing classroom expectations** to ensure a shared understanding of positive behaviour.
- **Establishing predictable routines and procedures** that are clearly communicated and consistently followed.
- **Providing active supervision** of all students to ensure a safe and supportive environment.
- **Encouraging and reinforcing positive behaviour** through meaningful feedback and recognition.
- **Discouraging inappropriate behaviour** through proactive and restorative strategies.
- **Maximising opportunities for active learning and engagement** to support student success.
- **Differentiating learning content and tasks** to cater to the diverse needs of all students.

By integrating these practices into our daily routines, **Albury Public School fosters a positive school culture that prioritises student wellbeing, engagement, and academic success.**

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning PBL	Explicit instruction and demonstration of behavioural expectations, school routines, and social skills, reinforced through clear and consistent expectations and consequences.	K-6 students
	General Check Ins	Informal daily check in	K-6 students
	Classroom Rules and Positive Reinforcement	Classroom reward systems and proactive reinforcement of expectations through the Positive Behaviour for Learning (PBL) framework.	K-6 students

Care Continuum	Strategy or Program	Details	Audience
	Child Protection Australian e-Safety Toolkit for Schools Commissioner to prevent and respond to Cyber-Bullying	Teaching child protection education is a mandatory part of the syllabus The toolkit resources are structured into four key elements: Prepare, Engage, Educate, and Respond. These resources support schools in fostering safe online environments and preventing cyberbullying by engaging with the school community. The toolkit also provides guidance on reporting and managing cyberbullying incidents effectively.	K-6 students and staff K-6 students, staff and community
Early intervention	Communication with Parents Individual behaviour support planning Zones of Regulation	Communication established through our Parent Portal on Sentral. Individual education plans and behaviour management plans are collaboratively developed with classroom teachers, parents, and the Learning Support Team (LST) to provide targeted support and effective management. Facilitated by classroom teachers during PDHPE lessons and supported by the Learning Support Team (LST), these strategies are also implemented in the wellbeing space for check-ins and emotional regulation.	Staff/parent/carers Staff, K-6 students, parent/carers K-6 students and staff
Targeted intervention	School Counsellor Learning and Support	Identifying additional learning and/or social/emotional needs to offer students emotional, social, and academic guidance, supporting them through personal challenges and promoting a positive school experience. The LST works closely with teachers, students, and families to provide tailored learning and support for students who need additional assistance.	Staff, K-6 students, parent/carers Staff, K-6 students, parent/carers

Care Continuum	Strategy or Program	Details	Audience
	Attendance Support	The LST refers students to the attendance coordinator, who will organise a planning meeting with the student to identify barriers to improved attendance and set growth goals in collaboration with the student and their family.	Staff, K-6 students, parent/carers
Individual intervention	Individualised Behaviour and Mental Health support	Personalised support to address specific behavioural and emotional needs, enhancing mental wellbeing and helping individuals develop coping strategies and positive behaviour	K-6 students and staff, executive and LST
	Playground Behaviour Plans	Short term positive reinforcement plans to remind students of play area expectations and support conflict resolution.	K-6 students and staff, executive and LST

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

- At Albury Public School, planned responses to behaviour that does not meet school expectations are either teacher-managed or executive-managed. Staff use their professional judgement to determine the appropriate level of response, considering whether the behaviour poses a risk to the safety or wellbeing of the student or others.
- To maintain consistency, staff refer to the **PBL consistency guide** (See Appendix 1), ensuring an appropriately levelled response and consequence for various behaviours. All responses are recorded in **Sentral** under the Wellbeing section for tracking and monitoring.
- A **behaviour of concern** refers to challenging, complex, or unsafe behaviour that requires more persistent and intensive interventions. It does not include low-level inappropriate or developmentally appropriate behaviour.

Teacher-managed – low-level inappropriate behaviour is managed by teachers in the classroom and the playground.

Executive- managed – school executive manage the behaviour of concern.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
1 Behaviour expectations are explicitly taught and reinforced regularly. Teachers model appropriate behaviours, provide opportunities for students to practice them, and acknowledge students for demonstrating school-wide expectations.	1 Reference school-wide expectations and/or emotional regulation visuals and supports to assist the student in self-regulating.	1 If there is an immediate safety risk, contact the office to seek assistance from the executive without delay. Otherwise, inform the student's stage executive as soon as possible and no later than the end of the school day.
2 Verbal and non-verbal specific positive feedback is combined with tangible reinforcement as part of a school-wide continuum to acknowledge and encourage expected behaviours.	2 Utilise indirect responses, including proximity, signalling, non-verbal cues, planned to ignore, attentive listening, praise, and redirection, combined with specific corrective feedback.	2 The executive or classroom teacher will take immediate steps to restore safety and de-escalate the situation using appropriate strategies, such as redirecting to another area or activity, providing reassurance, or offering choices. A review of the incident and planning for future responses will be scheduled at a later time, based on the context and nature of the incident.
3 Tangible reinforcers include: Free and frequent rewards such as Positive Behaviour for Learning (PBL) tokens to acknowledge daily positive behaviours. Nonverbal reinforcers like smiles, or nods provide immediate encouragement. Whole-school events that celebrate collective achievements and reinforce a positive school culture	3 Implement direct responses, such as providing rule reminders, reteaching expectations, offering choices, using scripted interventions, conducting student conferences, or utilising the reflection room. Ensure that students have the opportunity to meet classroom or playground behaviour expectations before applying low-level consequences.	3 The executive gathers information and reviews the incident from multiple perspectives to determine the appropriate next steps. The executive records the incident on Sentral and contacts the parent/carer via email or phone. The executive or principal may consider further actions, such as issuing a formal caution or suspension.
4 PBL lessons are taught weekly	4 Teachers record incidents in the Sentral Wellbeing system by the end of the day. If behaviours are repeated, families are informed, and ongoing monitoring is implemented. For certain incidents, a referral may be made to the school's Anti-Racism Contact Officer (ARCO) or the school executive for further support and intervention.	4 Consult with the Executive and/or Learning and Support team, taking into account current and past behaviour data. Additional actions may include conducting a risk assessment and/or collaboratively developing a behaviour support or response plan.
Teachers communicate student efforts to meet expectations through emails or phone calls home, fostering positive partnerships with families. Recognition awards for outstanding individual and class behaviour are presented at fortnightly school assemblies to celebrate and reinforce positive conduct.	Teachers contact parents via email or phone when a range of corrective responses have not been successful. This communication may include discussions about individual planning, additional support strategies, and potential referral to the Learning Support Team for further intervention.	The school executive contacts parents/carers to discuss support strategies and behaviour responses, which may include referrals to the Learning and Support Teacher (LaST), school counsellor, or external agencies for additional assistance.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying and racist behaviour, are recorded on Sentral-Wellbeing system. These may include:

- **Review and document the incident:** Conduct a thorough review of the incident, ensuring all details are accurately recorded for future reference and analysis.
- **Determine an appropriate response:** Evaluate the situation and decide on the most suitable course of action, including providing necessary supports for staff or students impacted by the incident.
- **Refer and monitor the student through the school Learning Support Team (LST):** Engage the LST to provide ongoing monitoring and tailored support to address the student's needs.
- **Develop or review individual student support plans:** Collaborate with relevant staff to develop or update Individual Learning Plans (ILPs) or Behaviour Management Plans (BMPs), incorporating strategies for teaching positive replacement behaviours and making adjustments to learning and the school environment.
- **Engage in reflection and restorative practices:** Implement reflection and restorative practices to promote understanding, accountability, and healing for all involved.
- **Liaise with the Team Around a School for additional support or advice:** Seek guidance or further assistance from the [Team Around a School](#) when additional expertise is required.
- **Communicate and collaborate with parents/carers:** Maintain open lines of communication through phone calls, emails, parent portals, or face-to-face meetings to ensure parents/carers are informed and involved in the process.
- **Issue formal caution, suspension, or expulsion:** Consider and implement appropriate consequences based on the severity of the behaviour, including issuing formal cautions, suspending, or expelling the student if necessary.
- **Proceed with suspension or expulsion:** Follow through with suspension or expulsion processes as per DoE policy, ensuring compliance with legal and procedural requirements.
- 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

Toilet and food breaks are always included when a withdrawal from free choice play is planned as a response to behaviour. The duration of the withdrawal will be appropriate to the age and developmental level of the student, ensuring it is both reasonable and supportive of their needs.

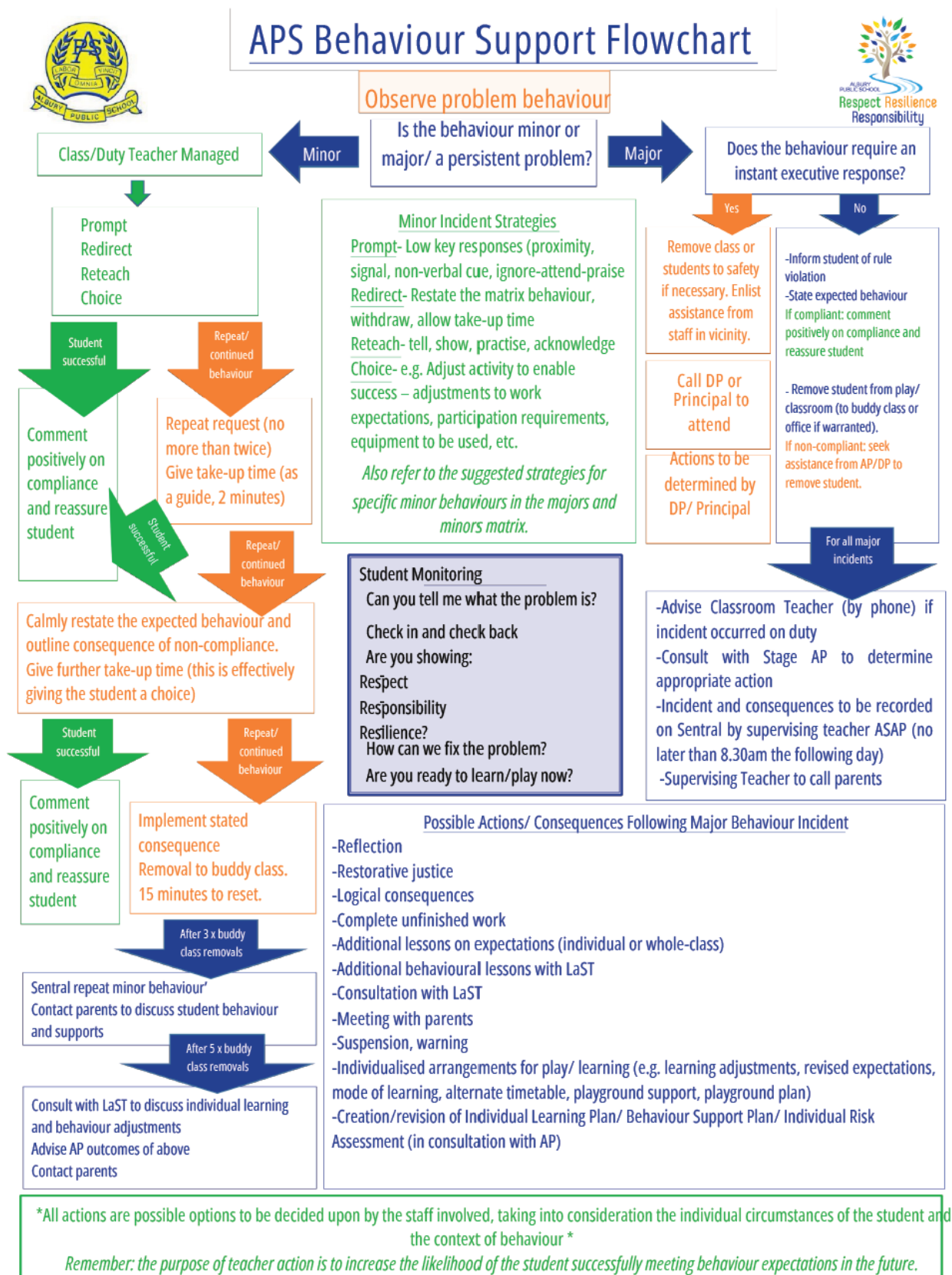
Strategy	When and how long?	Who coordinates?	How are these recorded?
General classroom and playground management- verbal support/student conference	On the spot follow up and use as a teaching opportunity	Supervising Teacher	Generally minor incidents that are minor and one-off, and are not recorded
Reset Room- A structured debriefing and planning session is conducted after a crisis event or behaviour of concern with an individual student. This process allows for reflection, emotional regulation, and the development of targeted strategies to support positive behaviour moving forward.	As required	Executive Teacher	Documented in Sentral-Wellbeing System
Alternative Play Plan- Withdrawal from free-choice play and reallocation to a supervised setting, such as the office or classroom, may occur following a behavioural breach. This strategy aims to support the student in developing desired behaviours, reflecting on their actions, and making positive choices, either individually or within a group setting.	As required	Executive	Documented in Sentral-Wellbeing System
Restorative Practice- planned restorative meeting with students/teacher	Planned for either lunch or recess break	Executive/LST	Documented in Sentral-Wellbeing System

Review dates

Last review date: December 2024

Next review date: December 2025

Appendix 1: PBL consistency guide



N.B. Call the Incident Hotline for instances of harm to staff or students **1800 811 523**. (See Incident Notification and Response Policy)



Albury Public School Positive Behaviour for Learning



Minor Behaviours

Behaviour	Definition/Examples	Possible Strategies
Deliberate littering	Neglecting to clean up after themselves	Tidy up the area
Disruptive behaviour	Low intensity, but inappropriate disruption. Affects the teaching and learning e.g. calling out, back chatting. Moving around inappropriately in the learning space.	Tactical Ignoring Positive reinforcement Non-verbal redirection Proximity or individual close talk Time out in classroom or time out in buddy class
Indirect swearing or inappropriate language	Swearing under your breath/in the heat of the moment/in frustration which is not directed at another person. Use of words in an inappropriate way for the age of the student.	Tactical Ignoring Verbal reminder when calm Alternative words to use when frustrated/upset
Lateness	Late to any class from the playground	Verbal reminders Special line-up place After support, may miss some play time (make up time)
Non-compliance with teacher instructions	Low-intensity failure to respond to adult requests/refusal to follow instructions. E.g. arguing, rudeness	Agreed class expectations clearly displayed, non-verbal redirection, proximity, individual close talk, time out in classroom or time out in buddy class
Not taking care of/ misuse of equipment/belongings	Student leaves belongings lying about or does not pack up (in a <u>developmentally-appropriate</u> way). Student deliberately destroys another student's work or possession (low-intensity incident). E.g. scribbles on another's page.	Explain the importance of using equipment appropriately Consider if additional supports (e.g. visuals) are warranted. Apology to the affected student. Consider restorative justice – e.g. spend time in 'community service' to classroom/school
Off task	Student is not doing their work, out of seat or deliberately neglecting their <u>school work</u>	Agreed class expectations clearly displayed Individual close talk Offer individual assistance for task/Modify task Offer choice First - Then
Out of Bounds	Not staying within the designated play areas.	Walk with the teacher and verbal reminders Explain where the boundaries are for the school grounds Discuss the purpose of supervision requirements
Physical contact	Non-serious, but inappropriate physical contact. E.g. deliberate bumping, pushing past, over-affectionate, etc.	Verbal reminder Provide suitable alternatives to replace physical contact Revise school rules and safety concerns Walk with the teacher
Playing in toilets/ at bubblers	Chasing games in and around toilets. Screaming and shouting in toilets	Teacher supervision during duty Limited class time toilet visits Infant classes – buddy system for toilet breaks
Rough games/Playing dangerously/ Interfering with other people's games	Anything that involves wrestling, tackling, not using equipment correctly. Taking equipment, consistently running through the games	Verbal reminder Revise school rules and safety concerns Walk with the teacher Redirect student by facilitating play with a group
Rumours/Teasing	Sending notes, deliberate exclusion of others (not repeated, systematic), name calling.	Redirect and address with involved students Referral to ARCO for racist comments
Throwing objects	Throwing items directly at people or indirectly. Items not designed to be thrown such as bags, sticks etc.	Explain how throwing objects is unsafe in the given situation Verbal reminders Confiscate items (put sticks in bin)
Un-sportsman like behaviour	Swearing, storming off, sledging, constant dominance of the game, not taking turns, taking equipment before the bell	Cease the game Verbal reminder of the rules



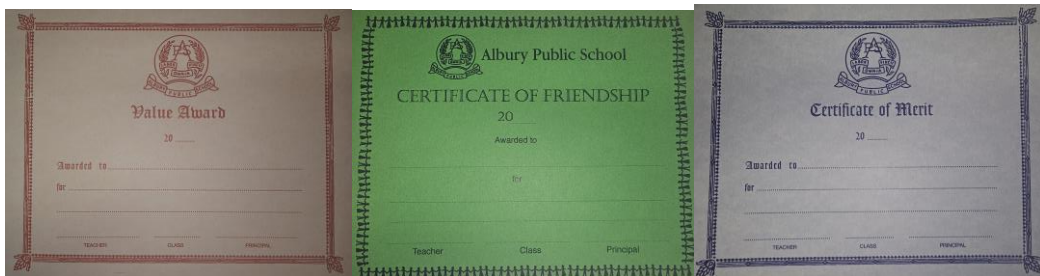
Major Behaviours

Behaviour	Definition/Examples
Absconding from learning area	Leaving learning area without permission.
Absconding from school grounds/ hiding out of sight	Leaving school grounds without permission and supervision. Hiding out of sight without permission or supervision.
Bullying	Ongoing and intended verbal, social, physical bullying
Criminal behaviour	Wilful vandalism, weapons, drugs
Cyber bullying	During school hours or which results in actions at school
Defiance	Repeated and consistent failure to follow school/class rules.
Direct Swearing/ Abusive language	Anytime a student uses language intended to cause a student or teacher to feel intimidated or humiliated
Disruption	Disturbances which hinder learning processes in the classroom or other learning spaces. Class disruptions which require class evacuation
Fighting/Physical Aggression /Assaults	Actions involving serious physical contact where injury may occur e.g. Hitting, punching, burning, hitting with an object, kicking, hair pulling and scratching, using an object as a weapon (e.g. scissors, pencil, etc.)
Forgery	Falsifying parent notes, official documents, plagiarism of assessment tasks or has signed a person's name without their permission.
Harassment/Teasing/ Taunting	Student delivers disrespectful messages (verbal or by gesture) to another person that includes threats and intimidation, obscene gestures, pictures, racist comments, or written notes. These include sustained negative comments or intense verbal attacks based on: <ul style="list-style-type: none"> - sexuality - race - gender - age - physical appearance - ethnic origin - religion - disabilities - other personal matters
Inappropriate sexual behaviour	Inappropriate discussion about body parts, showing body parts to others, asking to see other peoples' body parts, touching other peoples' body parts, sexual inappropriate gestures, etc
Intimidation/Threats	Actions involving threatening acts (of physical or psychological harm) or intimidation designed to influence the behaviour of another student
Property Damage	Intentionally breaking or damaging school furniture or other peoples' personal items.
Repeated minor behaviours	E.g. Repeated or constant interruptions in a class or activity resulting in the teacher or another student having to stop what they were doing.
Theft	Student is knowingly in possession of, or been responsible for removing someone else's property.
Truancy/Partial Truancy	Student leaves class/school without permission or stays out of class/school without permission. This includes leaving school to visit other sites without permission.
Vandalism	Intentional destruction of school or another person's property.

Appendix 2 : Albury Public School Awards

Class Awards

- There are 3 types of merit awards
 - An orange 'Value' award, given to students who are displaying our PBL values of Respect, Resilience and Responsibility
 - A green 'Friendship' award for students who are being a kind and caring friend.
 - A blue 'Merit' award for academic achievement
 - Class awards are handed out at stage assemblies with 2 awards being handed out each week for each class.



Gold Certificate

- Students require a combination of any 5 of the class awards to achieve a Gold Certificate.
- Students hand their 5 awards to the Deputy Principal.
- Students receiving a Gold Certificate are acknowledged at stage assemblies and in the school newsletter and receive an icypole voucher.
- When a student receives 5 Gold Certificates, they are invited to a Morning Tea with their parents, Deputy Principal and Principal.

For students who enrol at Albury Public School after Year 2 the following allowances are made:

Year 6 = 1 Gold Certificate to attend Gold Morning Tea

Year 5 = 2 Gold Certificate to attend Gold Morning Tea

Year 4 = 3 Gold Certificate to attend Gold Morning Tea

Year 3 = 4 Gold Certificate to attend Gold Morning Tea

Students who have been at Albury Public School since Year 2 will require 5 Gold Certificates to attend.



PBL Postcards



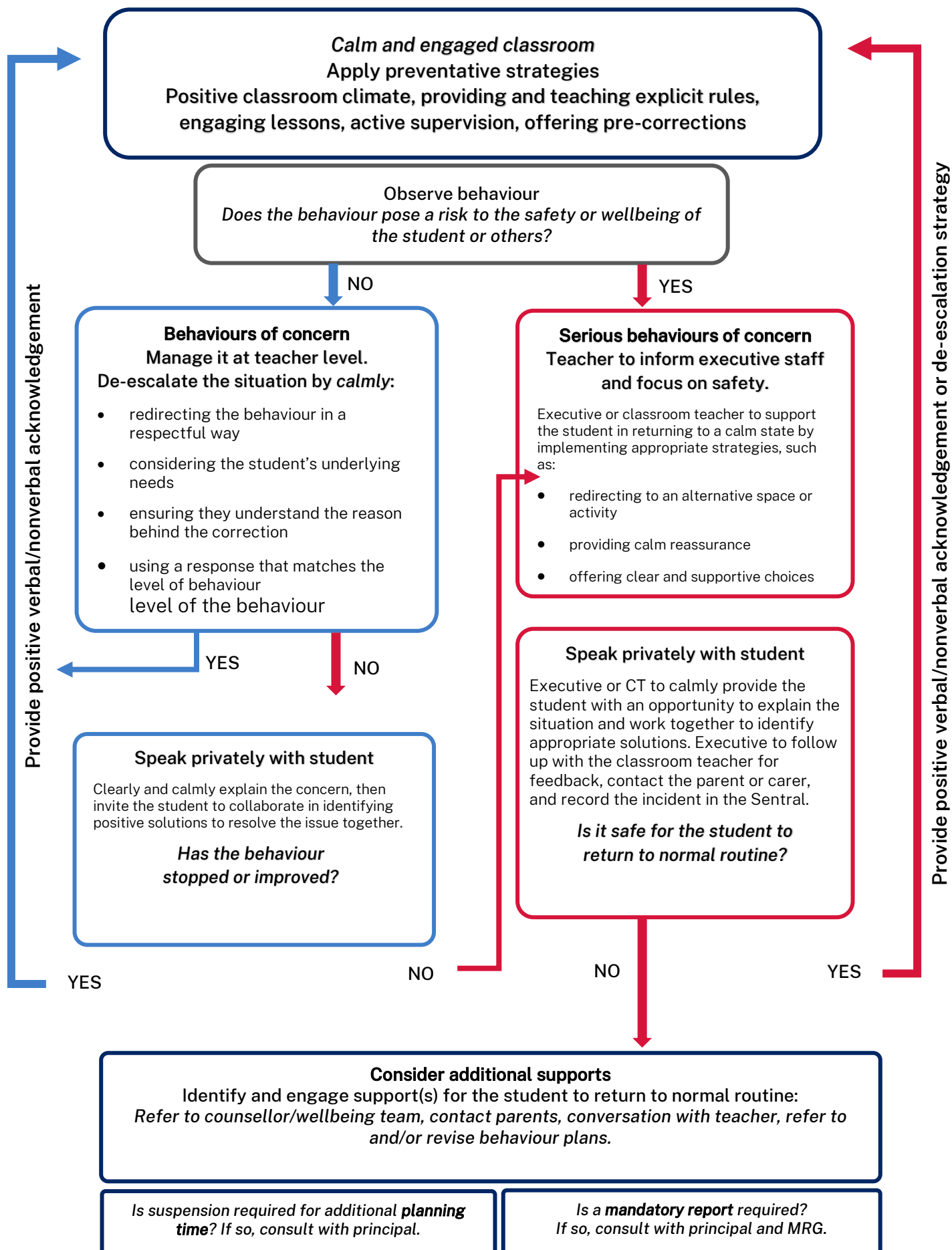
- PBL postcards are send home to acknowledge students who are displaying the school's PBL values
- The postcards are a communication mode home to parents/care givers
- The PBL postcards do not contribute to the Gold Certificate.

PBL Tickets



- PBL tickets are Albury Public School's free and frequent PBL acknowledgement system
- PBL tickets are handed out to students who are displaying positive behaviour and the school's PBL values
- Tickets are collected in class tubs and then transferred in a stage tub each fortnight
- Stage tickets are then transferred into a whole school tub at whole school assemblies
- Students work towards achieving whole school celebrations as organised by the student PBL representatives.

Appendix 3 : Behaviour management flowchart



Appendix 4: Bullying Response Flowchart

