NSW Department of Education

Auburn PS - School Behaviour Support and Management Plan

Overview

Auburn 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 ensure every child is known, valued and cared for by inspiring each child to participate positively in the school community and beyond. We focus on creating opportunities for 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:

- Positive Behaviour for Learning (PBL)
- Like Skills and Life Skills Go

Auburn Public School has clear guidelines that rejects all forms of bullying behaviours, including online (or cyber) bullying and racism by maintaining a commitment to providing safe, inclusive, and respectful learning community that promotes student wellbeing. The school fosters an active promotion of positive behaviour, personal responsibility, mutual respect and valuing of difference as key strategies to prevent bullying. Staff are committed to establishing evidence-based approaches, access to services and programs to support implementing strategies that promote a positive environment where bullying is less likely to occur.

All members of the school community are welcomed and embraced to be active participants in building 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 are proactive in implementing strategies, plans and support structures to mitigate and respond to student bullying behaviour.

Partnership with parents and carers

Auburn Public School invite partnerships with parents and carers in establishing expectations for engagement in developing, implementing and evaluating student 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, parent teacher interviews, community playgroup sessions, and the School Bytes parent portal.

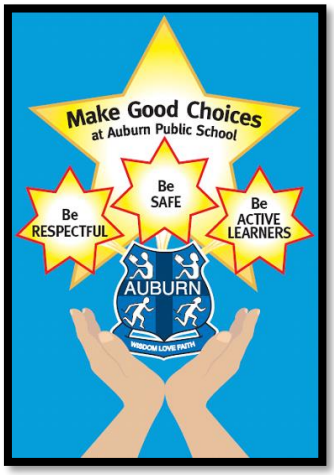
- Consulting with other school community members through organised meetings, such as parent information sessions to inquire, provide feedback and raise concerns relating to school systems, data and practices.

Auburn Public School communicates these expectations to parents/carers through the school newsletter, website, School Bytes and SENTRAL. Our school provides multiple opportunities and platforms to encourage the building of collaborative relationships with families and communities to create a common understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

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

To be respectful, safe and active learners.



Expectation – Be Safe	Expectations – Be Respectful	Expectation – Be Active Learners
I keep my hands and feet to myself	I am courteous, considerate and polite to others	I actively participate in class
I report any problems	I follow teachers' instructions	I do my best to learn and achieve
I stay where I am supposed to be at all times	I say NO to bullying	I am on time for school activities
I use equipment correctly	I wear my school uniform with pride	I encourage others to learn and play
I am aware of the safety of others around me	I care for school property and grounds	I resolve problems fairly
I move safely from place to place		I leave banned items at home

Behaviour Expectations – Class (all teaching settings)

Expectation – Be Safe	Expectations – Be Respectful	Expectation – Be Active Learners
I ask permission to leave my seat/class	I listen to and look at the person speaking to the class	I do my class work to the best of my ability
I sit on my chair properly	I put my hand up and wait quietly to speak	I bring the equipment needed to each lesson
I follow the safety procedures of the class	I take my hat off when I enter the room	I keep a low level of noise to allow others to learn
	I am accepting of the opinions and contributions of others	
	I treat everyone with kindness	

Behaviour Expectations – Playground (Ovals and Hard Surfaces)

Expectation – Be Safe	Expectations – Be Respectful	Expectation – Be Active Learners
I stay in bounds (in view of the teacher)	I speak politely and use friendly language	I use lunchtime effectively by having something to eat, talking to friends, playing a game, visiting the library or seeing a teacher
I act and play safely and fairly	I share playground space fairly	I start walking to lines when the bell goes

I report dangers or damaged equipment	I wait my turn at the canteen	I invite others to participate/join in
I walk on hard surfaces	I put my rubbish in the bins	I report to the teacher if I need to leave the playground
I wear my school hat	I wait quietly for my teacher	
I report strangers to a teacher	I say sorry if someone is accidently hurt by my actions	
I choose safe ways to play and behave	I follow instructions	
I think carefully and solve problems sensibly		

Behaviour Expectations – Toilets

Expectation – Be Safe	Expectations – Be Respectful	Expectation – Be Active Learners
I wash my hands after using the toilet	I use the toilets correctly	I use the toilets during break times
I have permission if I go to the toilets during class time	I wait quietly for my turn	I return from the toilet quickly and quietly
	I keep the toilet facilities clean	I save water by turning off the tap

Behaviour Expectations – Canteen

Expectation – Be Safe	Expectations – Be Respectful	Expectation – Be Active Learners
I stand in line patiently and wait my turn	I look at and listen to the person serving me	I have my money ready in my hand
I walk to and from the canteen	I speak politely using please and thank you	I choose the correct line and wait my turn
I allow for personal space of others	I keep a quiet voice while waiting	I buy my own items
I only line up if I am buying	I am polite to others in line	I move to the eating areas after purchasing
	I wait my turn at the canteen	I put my litter in the bin

Behaviour Expectations – Hallways and Stairwells (Internal and External)

Expectation – Be Safe	Expectations – Be Respectful	Expectation – Be Active Learners
I stay to the left when walking	I walk quietly so others can continue learning	I move quickly and quietly from one place to another
I line up as directed by my teacher	I stand and wait for my teacher's instructions	I show good listening skills
I use the railings for my hands	I enter and exit classrooms quietly	
I carry my bag safely so it won't hit into others	I allow for the personal space of others	

Behaviour Expectations – Taxi/Bus

Expectation – Be Safe	Expectations – Be Respectful	Expectation – Be Active Learners
I wait patiently for the bus	I speak politely to the bus driver and other passengers	I behave as expected on the bus
I stay in my waiting area	I sit and remain in my seat	I have my bus pass or money ready
I get on and off the bus without pushing	I follow the code of conduct	I listen carefully and follow instructions
I keep myself and my belongings inside the bus		

Behaviour Expectations – Assemblies

Expectation – Be Safe	Expectations – Be Respectful	Expectation – Be Active Learners
I walk to and from assemblies	I look at the person speaking	I think about what is presented at the assembly
I am still and quiet in my class line	I listen carefully to what is being said	I participate when required – National Anthem, School Song, School Pledge
I allow for the personal space of others	I greet teachers and students politely	
I keep my belongings in the right place	I congratulate the achievements of others	

Behaviour Expectations – Office

Expectation – Be Safe	Expectations – Be Respectful	Expectation – Be Active Learners
I stand and wait quietly at the counter to be served	I speak politely using 'excuse me, please and thank you'	I pay attention to what's happening in the office before proceeding with my request
I stand at the office door, knock and then wait patiently	I say 'May I please…'when making a request	I check that I understand what I am asked to do
	I greet office staff by using their names	
	I show appreciation for the help that I receive	

Behaviour Expectations – Waiting after School

Expectation – Be Safe	Expectations – Be Respectful	Expectation – Be Active Learners
I stay in the school waiting area	I allow others to exit by making room and moving out of the way	I wait patiently
I am aware of traffic and walk to the car	I keep my belongings out of the gardens	I watch for my pickup
I get in on the passenger's side	I allow for the personal space of others	I keep my games and toys in my bag

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 evidence-based practices to support 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, racism and cyber-bullying behaviour.

These approaches and strategies are built on a foundation of evidence-informed effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- Explicitly modelling, stating and teaching classroom expectations

- Establishing predictable routines and procedures that are communicated clearly to students

- Communicating expected behaviour with positive feedback and reinforcement

- Discouraging, prompting and redirecting students to prevent inappropriate behaviour

- Actively supervising students

- Maximising opportunities for active engagement with learning

- Providing carefully sequenced authentic and engaging lessons that offer high challenge, differentiated lessons to deliver an inclusive and challenging curriculum.

Care Continuum	Strategy or Program	Details	Audience
Prevention	School-Wide 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. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people	K-6
Prevention	Life Skills	Life Skills is a whole school program that focusses on students physical, social, emotional and attentional self-regulating skills, developed to cultivate wellbeing, resilience and lifelong learning.	K-6
Prevention	Life Skills Go	Life Skills GO is an emotional and wellbeing check in tool that measures student readiness to learn. The program has lessons and activities that can be implemented to support students' emotional wellbeing.	K-6
Prevention	Child protection lessons	Teaching child protection education is a mandatory part of the syllabus and is embedded in our school's PDHPE scope and sequence	All students and CRT
Prevention	Induction processes/casuals	This includes providing newly employed staff with details and an information pack with key school processes and procedures to support whole school approaches. It also includes resources provided to casual staff and or SLSOs to ensure they are equipped with organisational and key behavioural strategies, processes and procedures.	Office staff, teacher induction program leader
Prevention	Class formation	To support the creation of safe, nurturing, inclusive and challenging learning environments, each teacher provides a snapshot of student data, progress and overall social, emotional and academic needs. These cards are used to make informed decisions about classroom formations.	CRT K-6

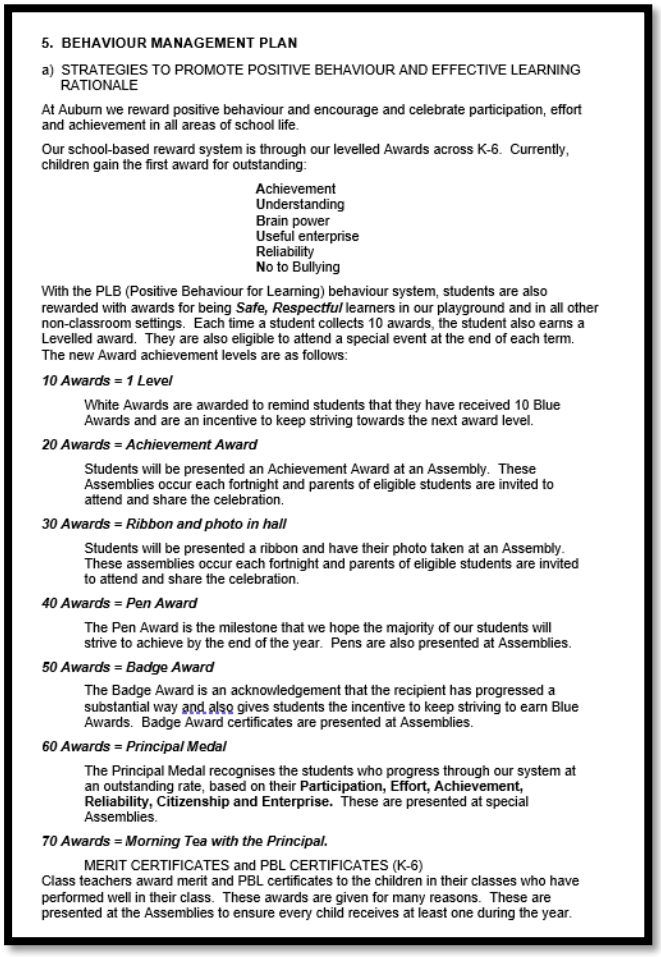
Care Continuum	Strategy or Program	Details	Audience
Prevention	Cyber Safety lessons	In line with the e-safety commissioner resources and programs, students in 3-6 are provided with opportunities to engage in informed and interactive sessions centred around being ethical and safe online.	3-6 students
Early intervention	Attendance Procedures	To support regular and consistent attendance, CRTs keep an attendance log and use LAaMP sheets to track student attendance. The Home School Liaison Officer works closely with staff to support attendance rates and consistent implementation of key processes and procedures.	All staff and students
Early intervention	Enrolment Interviews	An enrolment interview is held with new students to gain information to support students prior to enrolment and strengthen parent partnerships.	New enrolments
Early intervention	Student voice	A student leadership team and Student Representative Council consisting of elected students collaborate to initiate fundraising and other activities to enhance school experiences.	2-6 students
Early intervention	Kindergarten Orientation	An orientation program for new kindergarten students to support their transition to kindergarten	Kindergarten
Targeted intervention	LST referrals	The LST works with teachers, students and families to support students who require individualised support.	LST coordinator and team
Targeted intervention	Drumbeat Program	Drumbeat is a music program for students 3-6 helping to teach life skills, empathy and resilience. Students are referred to this wellbeing initiative through an LST referral.	3-6 students and music teacher
Targeted intervention	Rock and Water Program	Rock and Water is a wellbeing program for boys in Years 3-6, helping to teach life skills, empathy and resilience. Students are referred to this wellbeing initiative through an LST referral.	LST coordinator and team and 3-6 students
Targeted intervention	Tears and Tiaras	Tears and Tiaras is a wellbeing program for girls in Years 3-6, helping to teach life skills, empathy and resilience. Students are referred to this wellbeing initiative through an LST referral.	LST coordinator and team and 3-6 students
Targeted intervention	Counsellor referral	The school counsellor support students, families and staff by providing psychological counselling, assessment and intervention services.	LST coordinator and team
Individual intervention	Behaviour support planning	This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans.	CRT and LST Coordinator
Individual intervention	EAL/D and NAP	The New Arrivals Program (NAP) provides initial, on arrival intensive English language tuition for eligible newly arrived students who are learning English as an Additional language/ dialect (EAL/D) and are in the early stages of their English Language Proficiency.	Identified students and specialist EAL/D staff
Individual intervention	PLASPs/PLPs	PLASPS and PLPs are developed for students who require adjustments and support plans to help them to be successful at school. These are developed in	Individual students

Care Continuum	Strategy or Program	Details	Audience
		consultation with students, parents/carers and school staff.	
Individual intervention	Engagement with Team Around a School	Individual students are referred to Team Around a School for individualised support	Individual students
Individual intervention	Part Day Exemptions	Students requiring additional support may be placed on a PDE to support their transition to school.	Individual students
Individual intervention	NCCD adjustments	Individual students are provided with adjustments and accommodations to support their learning and wellbeing needs	Individual students

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

Auburn Public School embeds student wellbeing and positive behaviour approaches and strategies across the care continuum and responds to behaviours of concern, including bullying and cyberbullying behaviour. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents.

Responding to Positive Behaviour



5. BEHAVIOUR MANAGEMENT PLAN

a) STRATEGIES TO PROMOTE POSITIVE BEHAVIOUR AND EFFECTIVE LEARNING
RATIONALE

At Auburn we reward positive behaviour and encourage and celebrate participation, effort and achievement in all areas of school life.

Our school-based reward system is through our levelled Awards across K-6. Currently, children gain the first award for outstanding:

Achievement
Understanding
Brain power
Useful enterprise
Reliability
No to Bullying

With the PLB (Positive Behaviour for Learning) behaviour system, students are also rewarded with awards for being ***Safe, Respectful*** learners in our playground and in all other non-classroom settings. Each time a student collects 10 awards, the student also earns a Levelled award. They are also eligible to attend a special event at the end of each term. The new Award achievement levels are as follows:

10 Awards = 1 Level

White Awards are awarded to remind students that they have received 10 Blue Awards and are an incentive to keep striving towards the next award level.

20 Awards = Achievement Award

Students will be presented an Achievement Award at an Assembly. These Assemblies occur each fortnight and parents of eligible students are invited to attend and share the celebration.

30 Awards = Ribbon and photo in hall

Students will be presented a ribbon and have their photo taken at an Assembly. These assemblies occur each fortnight and parents of eligible students are invited to attend and share the celebration.

40 Awards = Pen Award

The Pen Award is the milestone that we hope the majority of our students will strive to achieve by the end of the year. Pens are also presented at Assemblies.

50 Awards = Badge Award

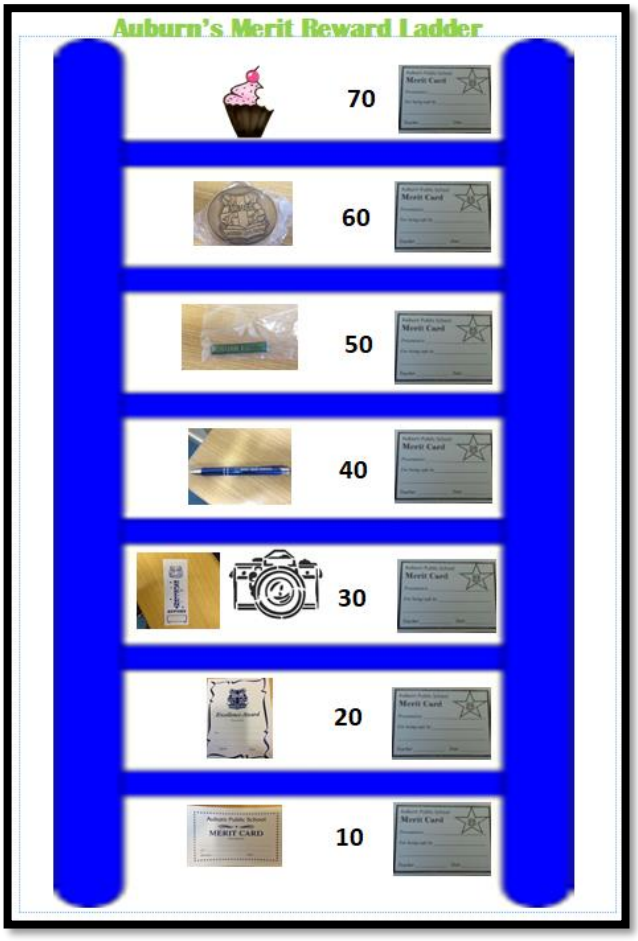
The Badge Award is an acknowledgement that the recipient has progressed a substantial way and also gives students the incentive to keep striving to earn Blue Awards. Badge Award certificates are presented at Assemblies.

60 Awards = Principal Medal

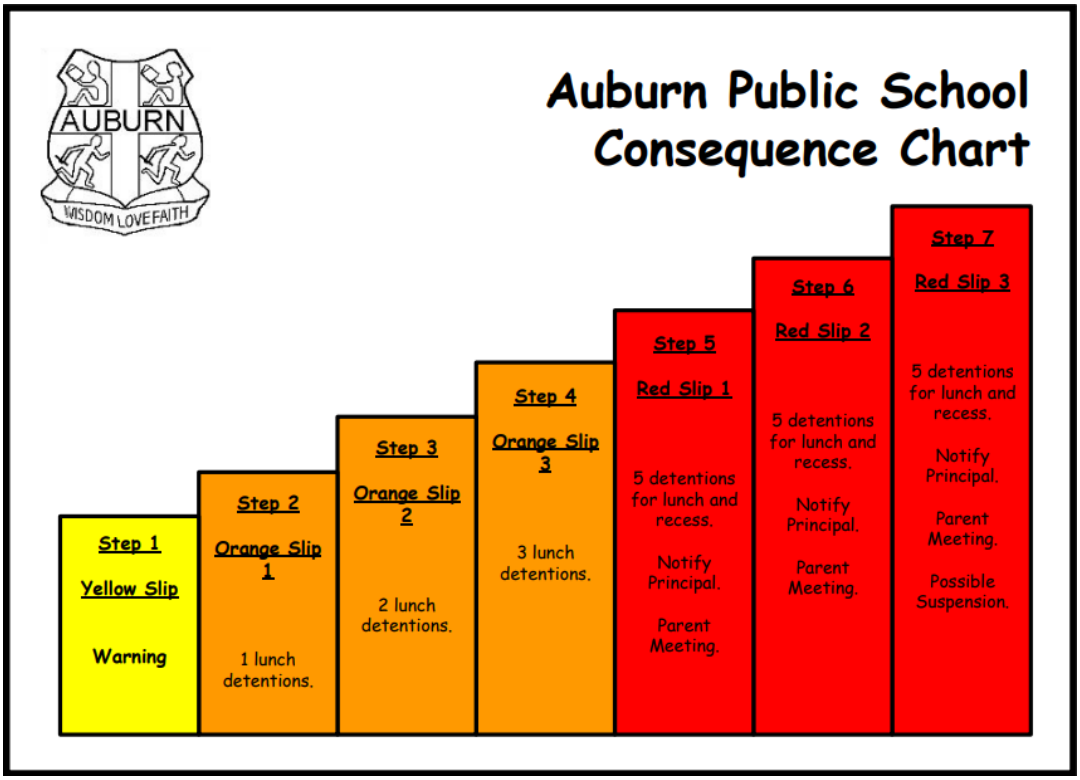
The Principal Medal recognises the students who progress through our system at an outstanding rate, based on their **Participation, Effort, Achievement, Reliability, Citizenship and Enterprise.** These are presented at special Assemblies.

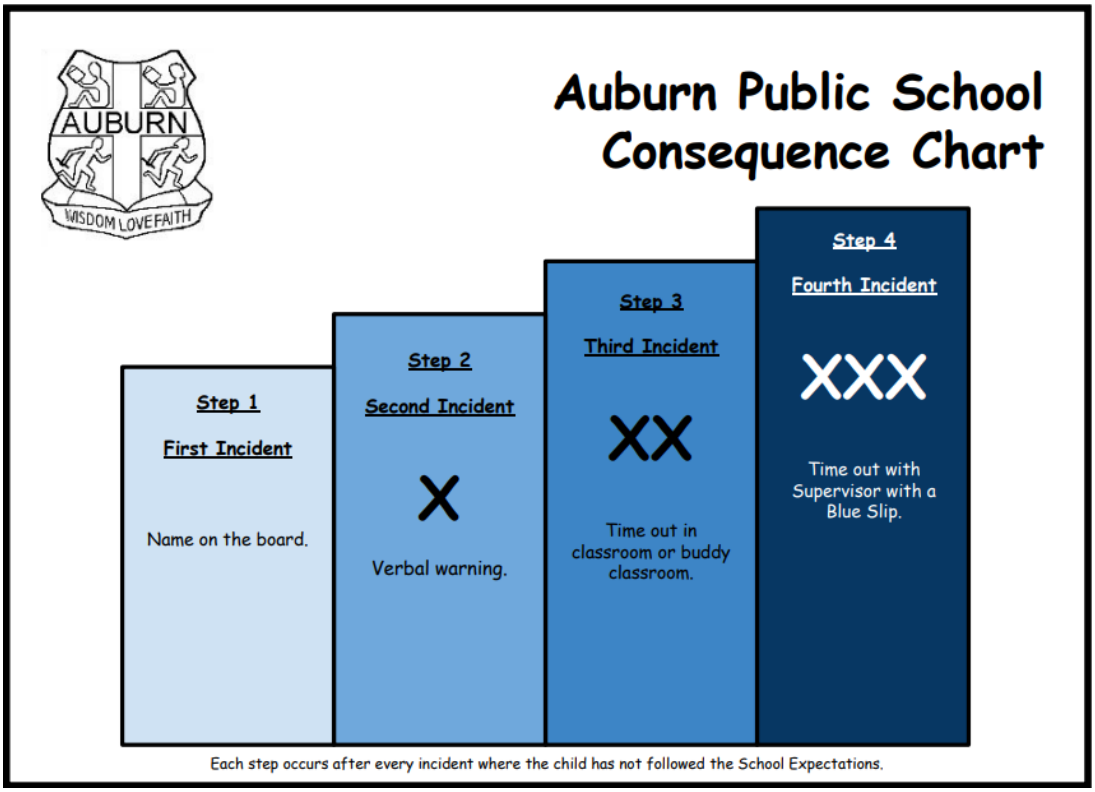
70 Awards = Morning Tea with the Principal.

MERIT CERTIFICATES and PBL CERTIFICATES (K-6)
Class teachers award merit and PBL certificates to the children in their classes who have performed well in their class. These awards are given for many reasons. These are presented at the Assemblies to ensure every child receives at least one during the year.



Responding to inappropriate behaviour and behaviour of concern


AUBURN
WISDOM LOVE FAITH
Auburn Public School
Consequence Chart
Step 1
Yellow Slip
Warning
Step 2
Orange Slip 1
1 lunch detentions.
Step 3
Orange Slip 2
2 lunch detentions.
Step 4
Orange Slip 3
3 lunch detentions.
Step 5
Red Slip 1
5 detentions for lunch and recess.
Notify Principal.
Parent Meeting.
Step 6
Red Slip 2
5 detentions for lunch and recess.
Notify Principal.
Parent Meeting.
Step 7
Red Slip 3
5 detentions for lunch and recess.
Notify Principal.
Parent Meeting.
Possible Suspension.


AUBURN
WISDOM LOVE FAITH
Auburn Public School
Consequence Chart
Step 1
First Incident
Name on the board.
Step 2
Second Incident
X
Verbal warning.
Step 3
Third Incident
XX
Time out in classroom or buddy classroom.
Step 4
Fourth Incident
XXX
Time out with Supervisor with a Blue Slip.
Each step occurs after every incident where the child has not followed the School Expectations.

CONSEQUENCES FOR NON-COMPLIANCE

Teachers will revise class rules and the PBL expectations with the class, at the beginning of the school year and each week throughout each school term to ensure all children understand their rights and responsibilities at school. It is essential that all children understand the definition of each expectation.

MINOR OFFENCES AND CONSEQUENCES

Behaviour Grid

Minor	Definition	Action
Running on concrete	Danger to self and others (includes all hard surfaces). Safe running during structured ball games is allowed.	Student name noted and incident recorded a slip may be issued
Hat / Uniform	Not wearing hat in line with the School Sun Safe Policy. Not wearing school uniform correctly.	
Out of bounds	Being in an area that is marked/described as an unsafe area within the school grounds.	
Teasing	Isolated incident of name calling, excluding, antagonising others.	
Unsafe Play	Playing in a manner which is unsafe to self and others, eg: with sticks or rocks, interfering in others games, play fighting.	
Inappropriate language	Using low intensity inappropriate language (not directed at others).	
Late to lines	Late arrival to lines/class after a break without a valid reason.	
Major	**Definition**	**Action**
Physical aggression	Actions involving serious physical contact where injury does or may occur.	Student name and incident details recorded on blue slip and given to relevant executive. Inform classroom teacher. Incident recorded in Slip folder by executive teachers, for normal flow on procedures which could include suspensions.
Throwing objects	Throwing rocks, sticks etc in a manner where injury does or may occur.	
Unsafe/dangerous play	Engaging in games or activities that may or do cause harm to self or others	
Bullying	Delivery of disrespectful messages to another person e.g. threats, intimidation, obscene gestures or written notes/pictures. Disrespectful messages include negative comments based on race, religion, gender, age, cultural background, disability or other personal matters, over a sustained time	
Teasing	Engaging in sustained or intense teasing	
Defiance/disobedience	Refusal to follow directions, talking back and/or socially rude interactions.	
Disrupting others	Ongoing and deliberate disruption to the activities of others	
Theft/vandalism	Causing destruction, loss or disfigurement of property.	
Verbal abuse	Delivering verbal messages that included name calling or use of words in an inappropriate way	
Out of bounds	Being in an area that is outside the school boundaries	
Swearing	Using inappropriate language directed at others.	

Prevention:

Responses to recognise and reinforce positive, inclusive and safe behaviour include:

• Regular celebration of student achievements at an individual or class level, via certificates at assemblies and whole school PBL rewards day every term
• Recognise individual achievement, positive behaviour and improvement in learning through PBL tokens and pink merit awards
• Posts on school bytes, the school website and fortnightly showcasing student talent and success
• Implementing a whole school consistent approach of appropriate and positive behaviour thoroughly weekly PBL focal points presented at a weekly whole school assembly

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.

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Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Participate in learning conversation and complete a reflection sheet	30 minutes, with food and toilet breaks provided as required	Supervising teacher, team leader or executive, depending on behaviour	Hard copies
Reflection Room: A structured debriefing and planning after a crisis event or behaviour of concern with an individual student reflection	Next day at lunch or recess break	Executive team	Hard copies
Alternate play plan: withdrawal from free choice play and re-allocation to office or classroom for supervised play following a breach in behaviour. The purpose is to assist the student to achieve the desired behaviour and make positive choices- individual or group (detention)	Next break	Executive team	Hard copies

Roles and responsibilities with Anti-Bullying at Auburn Public School

Schools exist in a society where incidents of bullying behaviour may occur. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all departmental staff, students, parents, caregivers and members of the wider school community.

School staff have a responsibility to:

• respect and support students

• model and promote appropriate behaviour

• have knowledge of school and departmental policies relating to bullying behaviour

• respond in a timely manner to incidents of bullying according to the school's Anti-Bullying Plan.

In addition, teachers have a responsibility to:

• provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

Students have a responsibility to:

• behave appropriately, respecting individual differences and diversity

• behave as responsible digital citizens

• follow the school Anti-Bullying Plan

• behave as responsible bystanders

• report incidents of bullying according to their school Anti-Bullying Plan.

Parents and caregivers have a responsibility to:

• support their children to become responsible citizens and to develop responsible online behaviour

• be aware of the school Anti-Bullying Plan and assist their children in understanding bullying behaviour

• support their children in developing positive response to incidents of bullying consistent with the school Anti-Bullying Plan

• report incidents of school related bullying behaviour to the school

• work collaboratively with the school to resolve incidents of bullying when they occur.

All members of the school community have a responsibility to:

• model and promote positive relationships that respect and accept individual differences and diversity within the school community

• support the school's Anti-Bullying Plan through words and actions

• work collaboratively with the school to resolve incidents of bullying when they occur.

Review dates

Last review date: 17/12/24

Next review date: 19/12/25