

Avoca Public School Behaviour Support and Management Plan

Overview

Avoca Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Our aim is to inspire every child to participate positively in society. We focus on promoting high expectations, opportunity and success for every student, every day. We value and strive to develop safe, responsible and 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 (with student input) and maintained through effective role modelling, explicit teaching, and planned responses.

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 any form of inappropriate behaviour and are committed to promoting a positive climate where bullying is less likely to occur.

School-wide expectations

AVOCA PUBLIC SCHOOL - EXPECTATIONS

	Classroom	Playground	Moving around the school	Community and School Events	Toilets
SAFE	<ul style="list-style-type: none"> ✓ I use equipment appropriately ✓ I walk around the classroom ✓ I respect others' personal space ✓ I report any concerns to the teacher 	<ul style="list-style-type: none"> ✓ I use equipment appropriately ✓ I wear my hat or play in the shade ✓ I stay in bounds ✓ I speak appropriately and include others 	<ul style="list-style-type: none"> ✓ I walk on hard surfaces 	<ul style="list-style-type: none"> ✓ I follow procedures for the event 	<ul style="list-style-type: none"> ✓ I use toilet areas appropriately ✓ I respect others' personal space ✓ I wash my hands properly ✓ I take someone with me to the toilet block
RESPECTFUL	<ul style="list-style-type: none"> ✓ I treat others in the way I want to be treated ✓ I listen when others are speaking ✓ I follow reasonable instructions ✓ I wear my school uniform 	<ul style="list-style-type: none"> ✓ I treat others in the way I want to be treated 	<ul style="list-style-type: none"> ✓ I knock and enter when visiting another classroom or the office 	<ul style="list-style-type: none"> ✓ I listen attentively and keep still in my seat 	<ul style="list-style-type: none"> ✓ I give others space and privacy
RESPONSIBLE	<ul style="list-style-type: none"> ✓ I report any concerns to the teacher ✓ I am prepared and responsible for my own and others' belongings ✓ I listen carefully instructions ✓ I stay on task and ask for help when I need it ✓ I grade my work using the Levels and honestly ✓ I correct my behaviour when necessary and make a more positive choice 	<ul style="list-style-type: none"> ✓ I report any concerns to the teacher ✓ I follow the rules of the game and negotiate any changes ✓ I respond to the bell when it is rung ✓ I correct my behaviour when necessary and make a more positive choice 	<ul style="list-style-type: none"> ✓ I am in the right place at the right time 	<ul style="list-style-type: none"> ✓ I take responsibility for my actions and correct them when I need to 	<ul style="list-style-type: none"> ✓ I use the toilets during break times ✓ I conserve water ✓ I promptly return from the toilets ✓ I take someone with me to the toilet block after letting the teacher know

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

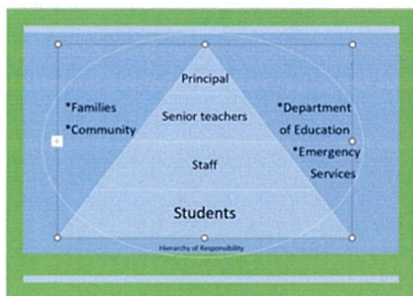
Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive choices and respond to behaviours of concern, including bullying and cyberbullying behaviour. These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set a tone for engagement with learning and respectful relationships. These practices include:

- developing and explicitly teaching expectations
- encouraging expected behaviour with feedback and reinforcement
- maximising opportunities for active engagement with learning
- developing procedures that are communicated clearly to students
- providing carefully sequenced, engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all students

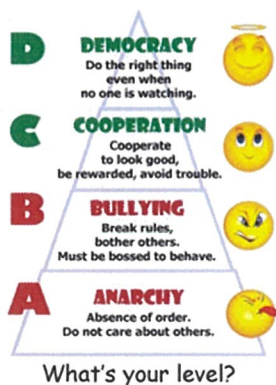
Care Continuum	Strategy or Program	Details	Audience
Prevention	Wellbeing Journals Positive Behaviour for Learning Raise the Responsibility System (RRS)	The students are explicitly taught skills for self-regulation and how to respond to appropriate and inappropriate behaviours.	Whole school
Early intervention	Raise the Responsibility System (RRS)	Students use the RRS to recognise, reflect and change behaviours for a more positive outcome. Teacher guided where necessary.	Whole school as necessary
Targeted intervention	Raise the Responsibility System (RRS) Attendance	Teacher focuses on behaviours that have been observed and not corrected in a timely manner. The principal convenes planning meetings with families to address barriers to attendance.	Individual/group of students as necessary
Individual intervention	Individual Behaviour Management Plans	These plans are developed in consultation with the student, parent/carer, staff and the principal. The aim of these plans is provide a framework and strategies (e.g. 'what language the teacher will use, designated safe place/time out area') where each person agrees can be achieved by the child in times of stress or feeling overwhelmed. The plan is reviewed on a regular basis with all involved in the initial set up.	Individual students as necessary

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

The school use the Raise the Responsibility System to recognise appropriate and inappropriate behaviours. The students are taught the Levels of Behaviours, and these are practised and reviewed on a regular basis.



Raise the Responsibility System of Social Development



D Doing the Right Thing
 ✓ Dependable
 ✓ Responsible
 ✓ Show kindness to others
 ✓ Does good because it is the right thing to do
 Level D behaviour is the GOAL!

C Cooperating
 ✓ Listen
 ✓ Cooperate
 ✓ Follows directions
 ✓ Practice all of the above
 Level C behaviour is acceptable.

B Bothering Others
 ✓ Boasting others
 ✓ Bothers others
 ✓ Breaks classroom expectations/rules
 Level B behaviour is unacceptable.

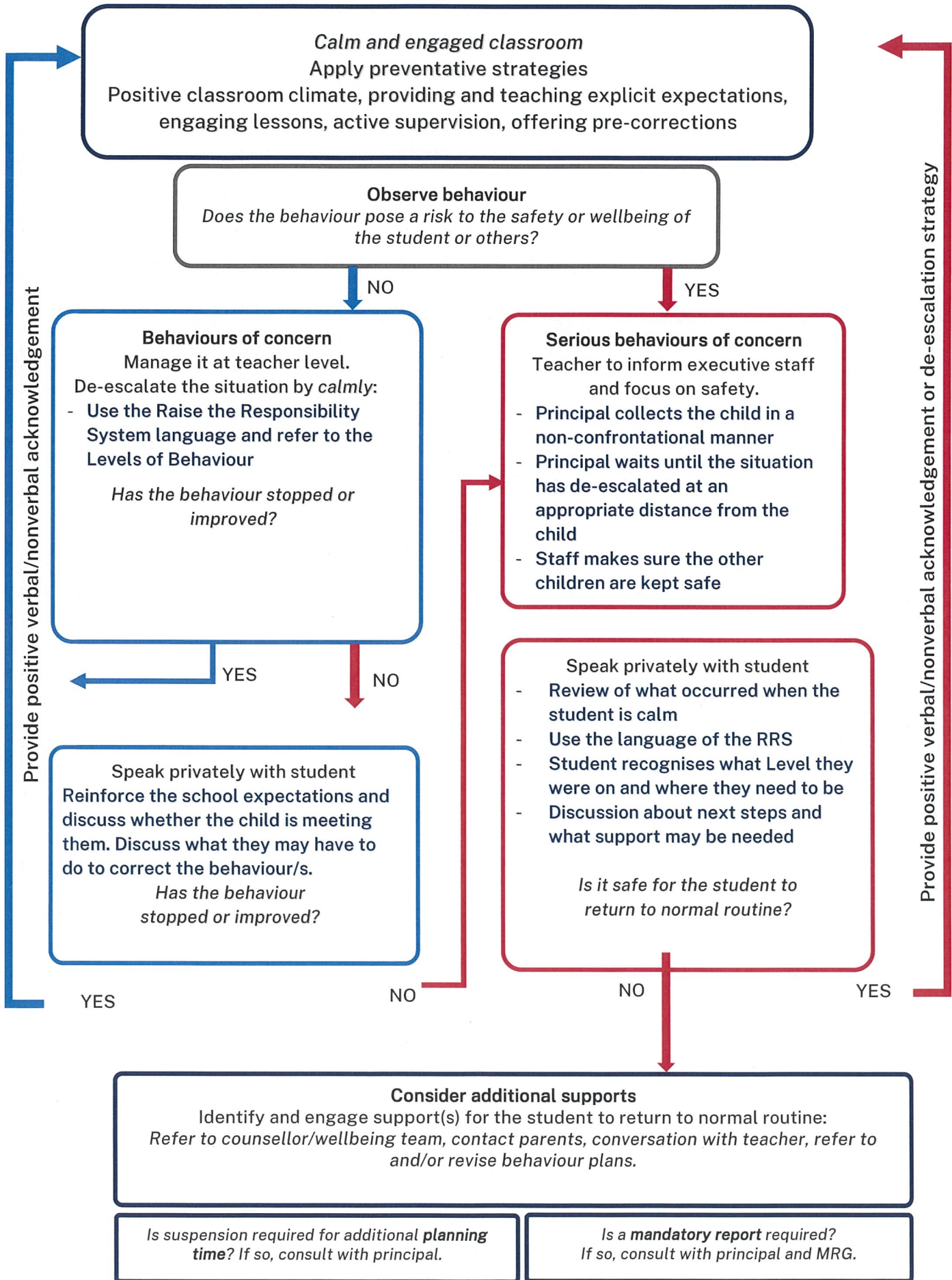
A Acting Out
 ✓ Noisy
 ✓ Out of control
 ✓ Unsafe
 Level A behaviour is unacceptable.

Reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Action	When and how long?	Who coordinates?	How are these recorded?
Reflection conversation (problem-solving) – What happened, what did you do, and what could you do instead next time.	Class time and break times as required	Teacher/ principal	Documented in school record system - School Bytes

Behaviour management flowchart



Bullying Response Flowchart



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 procedure](#)

[Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Review dates

Last review date: 31/01/2025: Day 1, Term 1, 2025

Next review date: 27/01/2026: Day 1, Term 1, 2026