

Alexandria Park Community School: High School Behaviour Support and Management Plan

Overview

Located on Cadigal Country, Alexandria Park Community School is committed to explicitly teaching and modelling positive behaviour and to supporting all students from K to 12 to be engaged with their learning. We pay respect and honour the traditional owners of the land and celebrate our diverse community in all aspects of school life.

Our School Vision

APCS is an innovative, inclusive, and culturally nourishing school that celebrates learning, belonging and diversity. We prepare students for successful futures by working in partnership with families and the wider community.

Opportunities and excellence are supported by our quality educational environment informed by collaborative pedagogical practice. High expectations are embedded in an inspiring learning culture in which every student is known, valued, and cared for.

Our School Purpose

Our Purpose is to prepare young people for rewarding lives as engaged citizens in a complex and dynamic society.

Our School Motto

Community, Opportunity, Success

We have strong and authentic links with the community. Our families are supportive and engaged in all aspects of the school. We are proud of the sustained partnerships we have with local government and non-government agencies including other educational providers such as universities and TAFE, and our local public schools. Our school receives significant support from Cultural organisations that include, Tribal Warrior, NASCA (National Aboriginal Sporting Chance Academy) and The Carriageworks.

To achieve our mission, key approaches and programs prioritised and valued by the school community are:

- Restorative Practice
- Raise Program, Consent Labs (see examples selected from the department’s [Student Wellbeing external programs \(nsw.gov.au\)](https://www.nsw.gov.au) catalogue). Schools may select different or change with other relevant programs to meet their own needs.

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

Partnership with parents and carers

APCS High School will partner with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including for bullying behaviour by:

- inviting families and student feedback through formal and informal means, for example, through Tell Them From Me Surveys, school surveys, consulting with the school’s P & C Association and local AECG and AEC.
- using concerns raised through complaints procedures to review school systems, data and practices.

APCS High School will communicate these expectations to parents/carers through the school newsletter, website and provide links to information and resources in the [Behaviour support toolkit](#).

School-wide expectations and rules

APCS High School has the following school-wide expectations and rules:

To be respectful, be a learner and be safe

Be Respectful	Be a Learner	Be Safe
Be kind and value others	Seek help, accept advice	Be safe
Use appropriate language	Be equipment ready	Restore harm, recognise
Work co-operatively	Be on time	Must have an out of class pass
Accept differences	Be ready to learn	Feet and bags on the floor

Alexandria Park Community School has Positive Behaviour for Learning (PBL) with the following school-wide values and expectations:

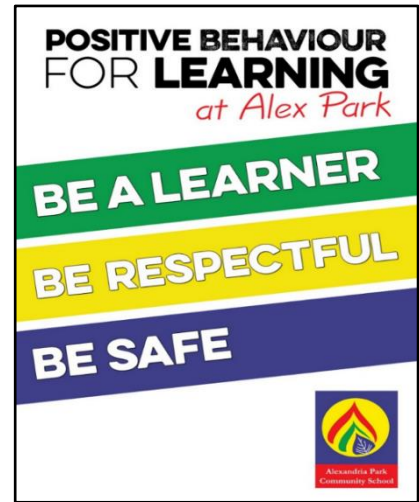
Be a Learner - Strive for the highest standards in learning, attend school every day (unless legally excused), Be prepared for every lesson, Actively participate in learning

Be Respectful - Respect all members of the school community and show courtesy to all students, teachers and community members, respect all property, develop positive and respectful relationships and think about the effect on relationships before acting

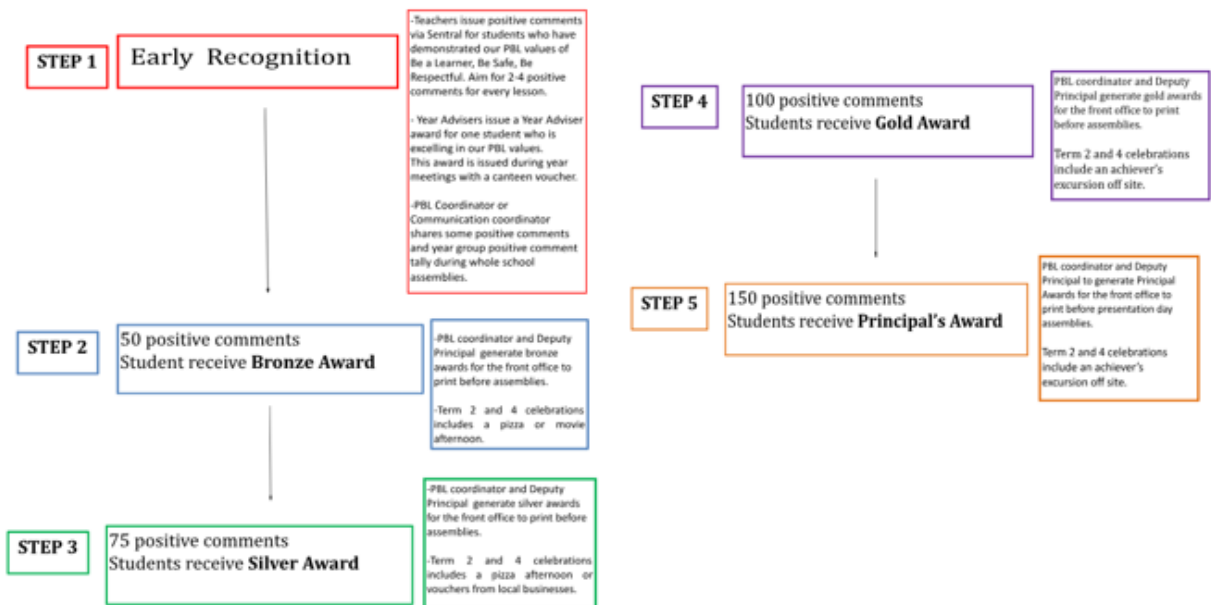
Be Safe - Resolve conflict respectfully, calmly and fairly, Care for self and others

Alexandria Park Community School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

PBL - Classroom Expectations Posters



Student Achievement Program



PBL lessons are developed by PBL team to address focus areas and delivered by classroom teachers.

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 \(nsw.gov.au\)](#)

Whole school approach across the care continuum

Our 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.

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:

- 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
- actively supervising 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	Restorative Practice	RAISE Program: Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations.	Staff, students 7-12, families
Prevention	PDHPE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7-10
Prevention / Early Intervention / targeted / individual	Australian eSafety Commissioner Toolkit for Schools	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 cyber-bullying incidents.	Students 7-12, staff, families
Prevention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, students 7-12, families
Prevention	National Week of Action Against Bullying and Violence (NWA)	Our school participates in the annual (NWA) - Term 3 each year.	Staff, students 7-12
Prevention	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school.	Incoming Year 7 students
Prevention	Peer support program	Builds resilience by helping students develop strong relationships and skills to manage life's ups and downs.	Students 7 and 10, and co-ordinators
Prevention / Early intervention	Student support officer	Supports the implementation of the school's approach to wellbeing.	Student 7 - 12
Targeted / individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	Staff, individual students 7-12, families
Targeted intervention	Check In Check Out (CICO)	For students who exhibit low level behaviours of concern.	Individual students 7-12,
Targeted intervention	Leadership programs	These include Student Representative Council, library and peer mentors.	Students 7-12
Individual intervention	Daily achievement	A period of time on a daily achievement card to change a pattern of behaviour.	Students 7-12
Individual intervention	Attendance monitoring	Address barriers to improve attendance and set growth goals.	Students, Year Advisor
Individual intervention	Individual behaviour support planning	This may include developing, implementing monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Students, parent/carer, LaST, HT Wellbeing

OTHER

	PDHPE Programs	Focusing on social and emotional skills.	K-6 students
Early intervention	Learning Support Team	Review student referrals for support & provide recommendations	All students and families/carers
	Level 1 mentoring	Promoting positive behaviour choices and providing Student Reflection Sheets	All students and teachers
Targeted Intervention	School Counsellor	Providing psychological counselling, assessments, reports & intervention service.	Students and families/carers
	Level 2 mentoring	Promoting positive behaviour choices and providing reflection.	Student and Head Teacher KLA
Individual Intervention	Level 3 mentoring	Promoting positive behaviour choices and providing reflection.	Student, parents/carers and Deputy Principal
	Specialist Allied Health Services	Support from other stakeholders	Identified 7-12 students

Care Continuum	Strategy or Program	Details	Audience
Prevention	Classroom Management	Strong teacher/student relationships & highly visible classroom rules.	All students
	PLP	Partnership between school parents and community to increase engagement and improve learning outcomes	All Aboriginal students, families, community and school
	Communication with parents/carers	Open 2-way communication as outlined in the School Community Charter	Parents/Carers & Staff
	PBL	Program to promote safe, respectful learning in class, playground and all school activities.	All students
	Achievement recognition	Assembly awards	All students
	PBL Carnival	Celebrating achievement and PBL awards.	All students
	Positive Letters	Letter to family to celebrate positive behaviour, improvement and achievement.	All students

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

Identifying behaviour of concern, including bullying and cyberbullying

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. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. See Appendix 1.

APCS High School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

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 who have been bullied will be offered appropriate support, for example through their year advisor or school counselling service.

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, where there is a clear and close connection between the school and students' conduct.

Preventing and responding to behaviours of concern

- Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use 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. **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 by teachers may include:

- rule reminder
- re-direct, offer choice or error correction
- prompts
- reteach
- seat change/play or playground re-direction

- stay in at break to discuss/complete work/walk with teacher
- conference
- reflection and restorative practices
- communication with parent/carer

APCS High School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher-managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
<p>1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>1. Refer to school-wide expectations.</p>	<p>1. Contact office to seek help from HT/DP straight away if there is a risk. Otherwise notify executive ASAP and before the end of the school day.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>2. HT/DP/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.</p>
<p>3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on PBL / Wellbeing Sentral system.</p>	<p>3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.</p>	<p>3. HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP/CT to record incident on Behaviour / wellbeing Sentral system and contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension.</p>
<p>4. Social-emotional learning lessons are taught (Friendly Schools) during fortnightly PBL and Year Meetings.</p>	<p>4. Teacher records on Behaviour / wellbeing Sentral system by the end of the school day. Monitor and inform the family if repeated. For some incidents, a referral is made to the school's anti-racism contact officer (ARCO).</p>	<p>4. Refer to the school's Learning Support Team considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Parents are notified of repeated behaviour concerns and are recorded on Behaviour / wellbeing Sentral system. Student awards for positive behaviour are given throughout the year.</p>	<p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.</p>	<p>Parent/carer contact is made by HT/DP/P to discuss any support and behaviour responses, including referral to the LST school counsellor, outside agencies or Team Around a School.</p>

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing Sentral system. 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
- detention, 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.

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

Toilet and food breaks are always included when students are withdrawn from the playground as a planned response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

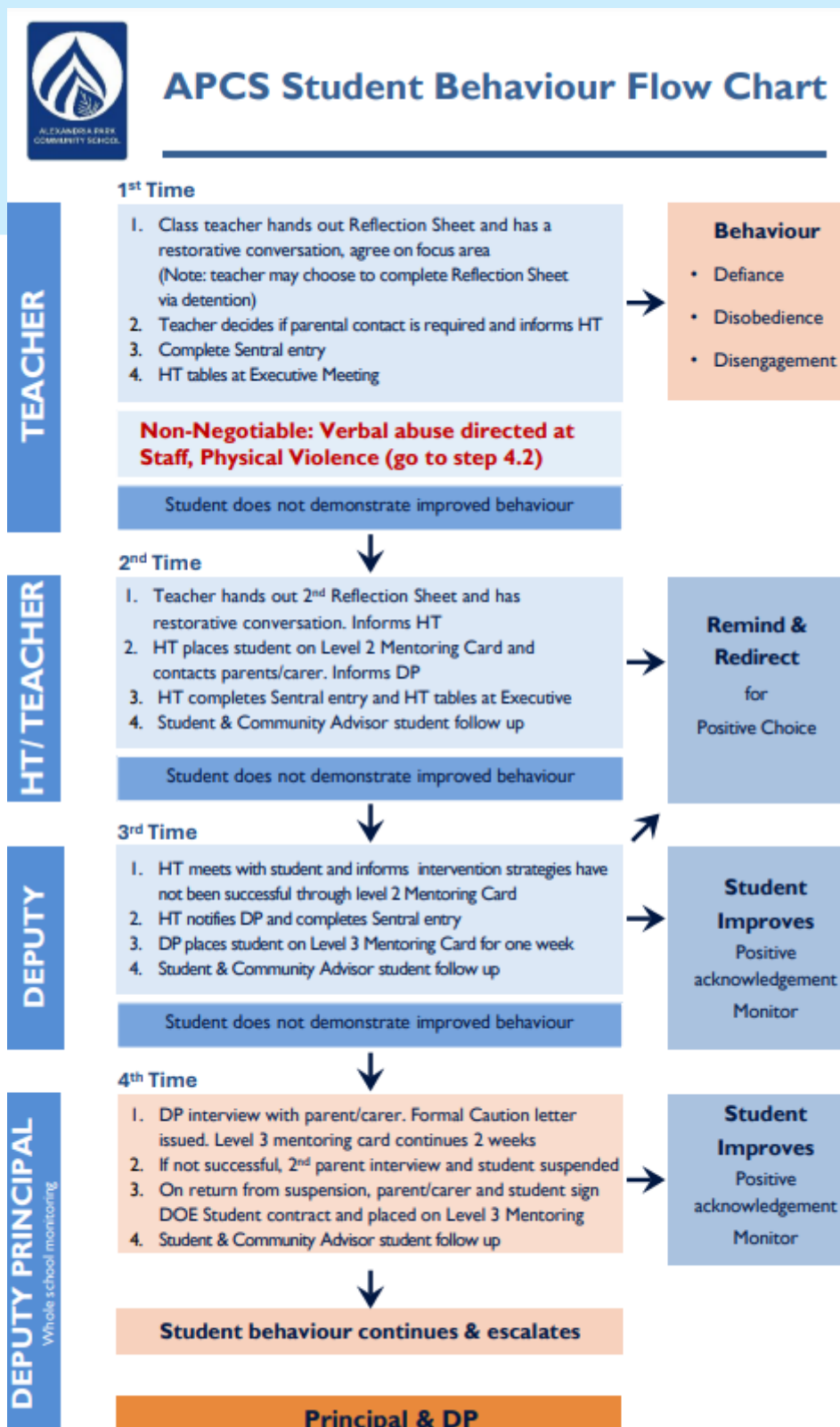
Strategy	When and how long?	Who coordinates?	How are these recorded?
Alternate break plan – withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	Next break	School executive	Behaviour / wellbeing ITD system
Restorative practice – peer mediation , circles or restorative conversations in groups	Scheduled as soon as all involved are available	Year Advisor/HT Wellbeing	Behaviour / wellbeing Sentral system wellbeing module

Review dates

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

Next review date: 30/1/2026: Day 1, Term 1, 2026

Appendix 1: APCS Behaviour Management Flowchart



Community Opportunity Success

Appendix 2: APCS Anti-Bullying Policy

APCS Anti-Bullying Policy

Parents:

If you suspect that your children is involved in bullying at school, whether as a target or as an aggressor, respond by:

- Listening carefully and sympathetically, whilst establishing the relevant facts
- Encouraging your child to tell someone at school or informing the school directly.
- Working with the school to resolve the issue/s.
- Be aware of and support the school's anti-bullying plan.
- Be supportive of the school as it implements the PBL goals.
- Work with the school if their child has been identified as making choices that are characteristic of bullying behaviour.
- Advise your child not to retaliate violently to any forms of bullying.

Students are required to:

- Follow the DEC and APCS 'Behaviour Code for Students' which states that students are not to bully, harass, intimidate or discriminate against anyone in our school.
- Report incidences of bullying to a staff member.
- Work with staff and other students to resolve the situation.
- Use strategies taught through school-based programs to respond appropriately to instances of bullying.

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 Behaviour Code For Students through words and actions.
- Work collaboratively with the school to resolve incidents of bullying when they occur.

APCS Anti-Bullying Policy

PREVENTION

APCS implements strategies and programs for bullying prevention which include:

- A whole school focus on positive behaviour for learning
- Student led programs such as the Student Representative Council (SRC) which help to create a community of inclusiveness and respect for the individual.
- Staff trained to identify and be aware of the signs of bullying and the school procedures for dealing with it.
- Parents are informed of the school's Anti-Bullying plan and procedures. Clear procedures are in place for reporting to the school, child wellbeing unit or community services where appropriate.
- All members of the Alexandria Park Community School community contribute to preventing bullying by modelling and promoting appropriate behaviour and respectful relationships.
- Regular meetings with the Wellbeing team where issues about individuals and groups in relation to bullying can be discussed.
- A referral system where students are flagged with the school's Learning Support Team (LST). Identified students are discussed at a fortnightly LST meeting with a focus on targeting resources to deal with issues of bullying.

ACTION TO BE TAKEN

Step One - First Bullying Incident

Staff member responds to incident and supports bullied student. Inform bullied student of the process. Gather information on the incident from the students involved. Make a judgment and follow the existing school discipline procedures based on frequency and severity of incidents.

Possible actions to take to resolve incident or give consequence:

- Tell the accused to stop and warn them of possible disciplinary measures.
- Support student to apologise.
- Use restorative practices and Peer mediation strategies.
- Time-out or detention.
- Withdrawal from playground.

Enter the incident and action on Sentral.

Step Two - Second Bullying Incident

Staff member responds to incident and supports bullied student. Inform bullied student of the process. Gather information on the incident from the students involved. Make a judgment and follow the existing school discipline procedures based on frequency and severity of incidents.

Possible actions to take to resolve incident or give consequence:

- Referral to AP / HT for level 2 action
- Restorative practices
- Peer mediation
- Time-out
- Detention
- Withdrawal from playground

Enter the incident and action on Sentral. Parents informed by phone or letter. Possible School Counsellor referral (with parent permission).

Step Three - Third Bullying Incident

Deputy Principal issues Level 3 contract. Formal caution for suspension.

Step Four - Fourth Bullying Incident

Formal discipline meeting with parents Suspension from school. Student behaviour plan developed.

