

ANZAC PARK PUBLIC SCHOOL

# OVERVIEW OF APPS BEHAVIOUR SUPPORT & MANAGEMENT PLAN







## Our Commitment to a Safe, Supportive, and Inclusive School Community

At Anzac Park Public School, we are dedicated to providing a safe, inclusive, and positive environment where every student feels valued and inspired to succeed. Our whole-school approach supports wellbeing, positive behaviour, and respectful relationships, guided by our School Behaviour Support and Management Plan. We stand firmly against all forms of bullying, including cyberbullying, and work together as a community to promote kindness, respect, and inclusion both in-person and online.

## School-wide Expectations and Rules

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

WE ARE SAFE	WE ARE RESPECTFUL	WE ENDEAVOUR
<p>We are safe when we:</p> <ul style="list-style-type: none"> <li>Model and follow school and class behaviour expectations</li> <li>Resolve conflict respectfully, calmly and fairly</li> <li>Be aware of and take responsibility for how our behaviour and actions impact others</li> <li>Be safe and help others to make safe choices that do not hurt themselves or others</li> </ul>	<p>We are respectful when we:</p> <ul style="list-style-type: none"> <li>Act in a courteous and respectful way that makes everyone feel valued, included and supported</li> <li>Not bully, harass, intimidate, or discriminate against anyone in our school</li> <li>Dress appropriately by wearing our school uniform with pride</li> <li>Take care with school property and the property of staff and other students</li> </ul>	<p>We endeavour when we:</p> <ul style="list-style-type: none"> <li>Arrive at school and class on time</li> <li>Actively participate in learning</li> <li>Show pride in all we do</li> <li>Be a team player</li> </ul>



Thrive  
Together: Safe,  
Respectful,  
Ready to Learn

## Restorative Practices

At our school, we use restorative practices to build a strong, connected school community where every student feels heard, respected, and valued. Restorative approaches focus on relationships — helping students develop empathy, take responsibility for their actions, and repair harm when conflict occurs.

Rather than focusing solely on punishment, restorative practices provide opportunities for open dialogue, reflection, and problem-solving. Whether it's through informal classroom conversations or structured restorative conferences, students are supported to understand how their actions affect others and to actively contribute to restoring trust and positive relationships.

## Positive Behaviour Engaged Learners

At our school, PBEL supports a positive and consistent learning environment where students are taught and encouraged to meet our core expectations: We are safe, we are respectful, and we endeavour.

PBEL helps build a school culture where positive behaviour is recognised, effort is valued, and all students feel supported to learn and thrive.

## Recognition

At our school, we use a range of approaches to recognise, reward, and celebrate our students' efforts, achievements, and positive behaviour. From verbal praise and classroom rewards to school-wide recognition events, we aim to make every student feel valued and proud of their contributions.



# ANZAC PARK PUBLIC SCHOOL BEHAVIOUR MANAGEMENT FLOWCHART

CT: Classroom Teacher RRE: Reset Room Exec AP: Stage Assistant Principal DP: Deputy Principal P: Principal

## CALM AND ENGAGED CLASSROOM: PREVENTATIVE STRATEGIES

positive classroom climate, whole class praise systems (APPStar tokens, good news postcards, bronze awards), providing and teaching explicit rules, providing and teaching class routines, visual timetables, engaging lessons, active supervision, priming for positive behaviour, affective statements, offering pre-corrections, choices, reminding of expectations, whole class agreed upon consequences.



## OBSERVE BEHAVIOUR

Does the behaviour pose a risk to the safety or wellbeing of the student or others?

### LOW LEVEL BEHAVIOURS

Yellow level behaviours are generally low level challenging behaviours including disrespect, mild disruption, rough play, and property misuse.

#### 1st Incident (per term)

1. CT completes restorative conversation.
2. CT informs parents and logs on Compass.

#### 2nd Incident (per term)

1. CT provides student self-reflection activity.
2. CT liaises with AP to consider additional supports.
3. CT informs parents and logs on Compass.

#### 3rd Incident (per term)

1. CT logs on Compass.
2. RRE establishes behaviour contract with student during lunch Reset Room.
3. RRE emails behaviour contract and behaviour record to parents.
4. RRE records behaviour contract and actions on Compass.
5. AP calls parents and considers additional supports. Log on Compass.

### SERIOUS BEHAVIOURS

Orange level behaviour is that which can cause harm (physical or psychological) to others or repeated disobedience causing consistent disruption to learning.

#### 1st Incident (per term)

1. CT logs on Compass.
2. CT call parents.
3. RRE completes reflection task with student during lunch Reset Room.
4. RRE records actions on Compass.
5. CT liaises with AP to consider additional supports.

#### 2nd Incident (per term)

1. CT logs on Compass.
2. RRE establishes behaviour contract with student during lunch Reset Room.
3. RRE emails behaviour contract and behaviour record to parents.
4. RRE records behaviour contract and actions on Compass.
5. AP calls parents and considers additional supports. Log on Compass.

#### 3rd Incident (per term)

1. AP logs incident and actions on Compass.
2. RRE implements consequence outlined in student's behaviour contract with student during lunch Reset Room.
3. RRE emails behaviour record to parents and records actions on Compass.
4. AP, parents and student develop Individual Behaviour Support Plan / Behaviour Response Plan.
5. AP ensures implementation of agreed upon actions and consequences.

### VIOLENT / UNSAFE BEHAVIOURS

Red level behaviour is that which requires intensive and highly tailored intervention. These behaviours pose unacceptable risks to the health, safety and wellbeing of others.

#### Immediately call off-class executive (101)

If other students are at risk of harm, send your class to the adjoining classroom and keep student/s displaying violent / unsafe behaviour in line of sight.

1. Off-class exec will take appropriate actions.
2. Off-class exec to coordinate contact of impacted students' parents.
3. Student may receive formal caution to suspend or suspended as determined by principal, as required for additional planning. There may also be exec-determined consequences.

#### Escalated Supports

DP/P Actions

- Develop or revise behaviour plans.
- Develop risk assessments.
- Conduct observations.
- Facilitate meetings (including students, parents, and support teams, to review and adjust strategies).
- Coordinate referrals for additional support.
- Engage external providers if appropriate.
- Collaborate with Learning & Wellbeing Team / Complex Case advisors.
- DP to ensure continuous monitoring and review of the plans.

#### Additional Supports

Consider the following supports in consultation with the Learning and Support Team and Executive behaviour tracking system, structured break times, risk management plan and/or behaviour plan, check in and check out circles, structured classroom work system, structured playground system, targeted social story, visual reminders, weekly/daily role play of expectations, inclusive practice hub, functional behaviour assessment, referral to Learning & Support Assistant Principal, refer to counsellor/wellbeing team.

Is a mandatory report required? If so, consult with principal and MRG.

Is suspension required for additional planning time? If so, consult with principal.





## Our Approach to Anti-Bullying

At our school, we are committed to providing a safe and respectful environment where bullying is never accepted. We take a proactive, whole-school approach to prevent bullying by teaching positive behaviours, fostering inclusive relationships, and promoting empathy and respect. When issues arise, we respond promptly using restorative practices to support all students involved and to repair harm. Every student has the right to feel safe, supported, and valued at school.

For more information, please refer to our Anti-Bullying Newsletter via our school website.







## Our Commitment to Anti-Racism

Our school is committed to creating a culturally safe and inclusive environment where diversity is respected and celebrated. We actively promote anti-racism through education, open dialogue, and strong school values that reject discrimination in all forms. Students are taught to understand and appreciate different cultures, challenge stereotypes, and stand up against racism.

When incidents of racism occur, we respond promptly and appropriately to address harm, support affected individuals, and promote understanding. Our approach is supported by school policies, staff training, and a strong focus on respectful relationships. Every student has the right to feel respected, valued, and proud of their identity at school.





**ANZAC PARK PUBLIC SCHOOL**

**You can access the full version of the  
School Behaviour Support and  
Management Plan on our school  
website.**

Website: [www.anzacpark-p.schools.nsw.gov.au.com](http://www.anzacpark-p.schools.nsw.gov.au.com)