

School Behaviour Support and Management Plan

Overview

Rous Public School strives to provide an inclusive and supportive environment for students, families, staff and community.

The school implements school-wide **Positive behaviour for Learning (PBL)** practices which focuses on the core values of *Respectful and Safe Learners*. As part of this approach to wellbeing, the school has a designated PBL team which is made up on classrooms teachers, school leaders, SLSOs and the Principal.

The school uses PBL to reinforce positive expectations using a school-wide matrix, fast and frequent classroom-based rewards, all-inclusive rewards days, assemblies of recognition and management flowcharts for all staff.

PBL is evaluated annually by the Principal using the **Benchmark of Quality (BoQ)** and the **self-assessment survey (SAS)**; which is completed by staff). This drives an annual update of the school's PBL plan.

The school also recognises the need to support targeted individuals with their wellbeing. A number of initiatives are implemented each year through the Learning & Support team, Counselling team and external providers.

In 2023, the school began the journey of **Trauma Informed Practice**. This is an area that is gradually been developed by the school, with identified staff participating in the *Berry Street Model* for Education in 2022.

This plan is updated annually by students, staff and community. The school utilises an annual **Parent Survey** to ensure the plan is relevant to all families, and to value the voice of parents and carers. Students conduct their annual **Wellbeing Surveys** to add student-voice to our plan, so that strategies can be adjusted to the everchanging needs of our young people. The staff complete their **SAS**, and the PBL team update the school's **Action Plan** to help evaluate the effectiveness of our approach to wellbeing.

Partnership with parents and carers

Communication with parents around supporting students' behaviour is the key to success. Teachers engage with parents to build positive relationships that enable all stakeholders to hold high expectations for behaviour and learning. Rous Public School will communicate these expectations to parents/carers through the school newsletter, website and Class Dojo. The school advocates respectful relationships connected to the School Community Charter. [school-community-charter\](#)

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.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members

- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

Behaviour Code for Students

Actions Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education. We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect	Safety	Engagement
<ul style="list-style-type: none"> ▪ Treat one another with dignity ▪ Speak and behave courteously ▪ Cooperate with others ▪ Develop positive and respectful relationships and think about the effect on relationships before acting ▪ Value the interests, ability and culture of others ▪ Dress appropriately by complying with the school uniform or dress code ▪ Take care with property 	<ul style="list-style-type: none"> ▪ Model and follow departmental, school and/or class codes of behaviour and conduct ▪ Negotiate and resolve conflict with empathy ▪ Take personal responsibility for behaviour and actions ▪ Care for self and others ▪ Avoid dangerous behaviour and encourage others to avoid dangerous behaviour 	<ul style="list-style-type: none"> ▪ Attend school every day (unless legally excused) ▪ Arrive at school and class on time ▪ Be prepared for every lesson ▪ Actively participate in learning ▪ Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy

framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Whole school approach across the care continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL	School-wide expectations, Matrix	All students
	Restorative Conversations	Empathy approach teaching children how to resolve conflict, and most importantly, allow students to have a voice.	Community
	Social Play or Groups	Supported by the Learning & Support team to encourage positive social connections.	Younger students
	Classroom Adjustments	Differentiated, Supplementary, Substantial or Extensive (NCCD)	Students with needs
	PLaSP or PLP	Plans with specific goals for students which are created with the classroom teacher.	Students with needs Aboriginal students
	<u>The Berry Street Education Model</u>	Weekly lessons on Gratitude, Empathy and Mindfulness.	School community
Early Intervention	Communication with Parents/Carers	Phone calls, emails, texts or Sentral Parent Portal contact.	Parents/Carers
	Learning & Support Referral/Caseload	Referral made by classroom teacher for additional support and advice.	Students with needs
	Transition Program/s	Includes high school, Kindergarten, new enrolments and support class.	
	Staff Communication Meetings	Principal informing staff of students to monitor.	Staff
	Learning & Support Teachers	Providing intervention groups focusing on Literacy and numeracy.	Targeted students
	Behaviour Management Plan	Formal plan using the MAPA escalation scale for proactive behaviour management.	Students with complex behaviour
	Risk Management Plan	Formal plan when a student is presenting WHS risks in the school.	
Targeted Intervention	Buddy Class	For students who reach red behaviour level (up to 10 minutes).	All students
	Planning Room	For students who are not following repeated instructions by the teacher.	
	Cool-Off Areas (silver seat) (quiet space)	Self-referred areas for students to assist with de-escalation of potential behaviour.	
	Counsellor Referral	Parent/carer permission for child to access school counsellor.	Students and families
	Tier-2 Programs	Individualised Check Ins & Secondary Intervention goals and rewards	Targeted students
	AP Learning & Support	Leads the Learning & Support team and manages Access Requests.	
	Functional Behaviour Assessment	Conducted by the Learning & Support AP to assist with antecedent triggers.	Students with at-risk behaviour
	Zones of Regulation	Using the 5-point scale to assist students in identifying emotions.	
Complex Intervention	Allied Health Support	In-school support such as OTs and speech (organised by parents or carers).	Students with health needs (inc. NDIS) or a disability
	Access Request	Completed by the school for either Support Class placement or Integrated Funding Support.	
	Learning & Wellbeing Officer	Provides advice and support to access non-school based resources.	Students with complex behaviour
	Part Day Exemption	A formal plan to assist students with transition back to school.	
	Warning of Suspension	Issued for concerning or repeated behaviours which meet a certain threshold.	
	Suspension	Issued for behaviour which endangers others or at risk or repeated major behaviours.	
	Complex Management Plan	Developed by the Principal for students and families who're struggling to maintain behaviour.	

Behaviour Specialist	Accessed through the LWO to assist with strategies for dealing with behaviour.
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Promoting Positive Student Behaviour

Initiative	Where?	Description
Fast and Frequent	All-settings	<p>Gum Drop Playground Tokens</p> <p>Teachers will be rewarding students who are displaying the values of being safe and respectful on the playground with our new “Gum Drop Tokens”</p> <p>The class with the highest number of tokens will be announced at the weekly assembly.</p> <p>The winning class will be rewarded with play on one occasion during the week.</p>
Restorative Conversations	School, Community & Planning Room	Restorative conversations allow the teacher to demonstrate empathy, teach children how to resolve conflict, and most importantly, allow students to have a voice.
Classroom Rewards	Classrooms	<p>Each teacher utilises their own whole-class rewards system each week</p> <p>Legend of the week</p> <p>Points</p> <p>Dojo</p> <p>Hundreds Chart</p> <p>Table points</p> <p>Daily Reading</p> <p>25 days- Classroom rewards</p> <p>50 days- Classroom rewards</p> <p>75 days- Classroom rewards</p>
Assembly Merit Award	Assemblies	<p>Weekly Assembly Awards</p> <p>PBL Gum Drop badge</p> <p>Students who display the values of being a safe and respectful learner in the playground and the classroom</p> <p>Principal award</p>

		<p>Attendance – students who have attended school over 98% of time</p> <p>-Class awards</p> <p>Classroom learning focus</p> <p>Daily reading award system (K-6)</p> <p>100 days- Book</p> <p>200 days- Book</p>
<p>Term Reward System</p>	<p>Assembly of Recognition</p>	<p>Everyone starts off in the GREEN ZONE</p> <p>After three negative incidents, that are documented on School Bytes that require planning room and formal parent contact- the student will enter the Reflection Zone.</p> <p>School Executive will notify the parents of each planning room incident and communicate what zone the student is operating within.</p> <p>After- 5 days of positive behaviours the student will re-enter the GREEN ZONE again</p> <p>The beginning of each term- the level resets to GREEN Zone</p> <p>Only the students who are in the green zone will be invited to celebrate in the end of term reward activity.</p> <p>While on the Reflection Zone- the students are unable to access extracurricular, school representative sport.</p>
<p>Student/Class of the Week</p>	<p>Various</p>	<p>Dojo promotion</p>

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

Action	When and how long?	Who coordinates?	How are these recorded?
<p>Reminder</p>	<p>Classroom: Verbal prompt to re-engage to learning</p>	<p>Classroom Teacher</p>	

Warning	Classroom: Visual prompt of student name on the PBL flowchart poster	Classroom Teacher	
Alternate space-classroom	Classroom: (2 warnings) 10 minutes maximum	Classroom Teacher - restorative conversation with the student	School Bytes
Silver Seat-playground	Playground: 5 minutes maximum	Teacher on duty	Verbal to student's teacher.
Planning Room 	Restorative Framework 25 minutes	Classroom Teacher Principal	School Bytes

School Anti-Bullying Plan

The Anti-Racism Contact Officer (ARCO) is a member of staff who has been nominated by the principal to support anti-racism education in the school.

Our school's ARCO is Kelly-Rae Allen

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

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 will actively respond to student bullying behaviour.

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs. Social and emotional skills related to personal safety, resilience,

help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).

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](#).

Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Planning Room: Restorative Conversation	Lunch Play 11.35-12.00	Krystal Jenkins Brad Johnson	School Bytes

Restorative Conversations

Mistakes and muck ups happen but we can fix them.
Choose to keep your conversations **WARM**.

W

What happened?

How does what happened fit with how we do things at our school?

What was I thinking about at the time?

What I am thinking now about what happened?

A

Affect

Who was affected by what happened?

Was what happened fair to them?

Was what happened the right thing?

R

Repair

What do I need to do to repair things?

How will this help put things right?

When can this happen?

M

Move Forward

How can we make sure this doesn't happen again?

What do you need to start/stop/stay doing?

If this happens again, what do you think should happen next?

Restorative conversations are a short (5-10 minute) dialogue between two people. Typically, this occurs between a teacher and student; however, it can be used in almost any context including a principal and teacher or staff member.

These are intentional conversations that start off positive and give the student or other party the opportunity to reflect some positive things as well.

Once the concern or issue is stated then both parties work to figure out how to heal the harm. Afterwards, it's always best to have both parties check in a couple of days or a week later to see how things have changed.

Through a bullying lens: ongoing bullying issues are often dealt with by the Principal. These conversations can take place during Planning Rooms visits, at break times or in the playground. Often, these conversations take place with the students involved, with a follow-up phone call to parents/carers after the meeting. If there is severe or ongoing concerning behaviours, these are passed on to the Principal and are dealt with in more formalised meetings.

Review dates

Last review date: Dec 2024

Next review date: Dec 2025

Bullying Response Flowchart

