NSW Department of Education

Rainbow Street Public School Behaviour Support and Management

Overview

Rainbow Street Public School provides "Excellence in education in a caring environment" to inspire students to become self-directed, lifelong learners who can create a positive future for themselves and for the wider community. Our school recognises and celebrates the diversity in all our students' cultural backgrounds, abilities and interests.

The *Rainbow Street Public School Behaviour Support and Management Plan* outlines our school values and rules, teaching and learning supports, attendance procedures, positive behaviour supports and our commitment to engaging with our community.

Rainbow Street Public School holds **RESPECT, EXCELLENCE, INTEGRITY** and **CARE** as our core educational values and embeds these across all areas of our school community.

School-wide expectations and rules

Rainbow Street Public School's Learner qualities or learning dispositions define the qualities of a good learner. The seven Rainbow Street Public School learner qualities were collaboratively developed by staff, students and parents.

I can do this.

I share, contribute and listen when working with others.

I ask questions, make connections and look at things in different ways.

I care about the feelings of others and show kindness and respect through my actions.

I think about my next steps, take action and get things done.

I strive to do my best.

I try my best and I never give up.

Our overarching expectations and rules are used in all settings, and we teach explicit lessons with examples for how these rules apply in different settings. For example, at Rainbow Street Public School students are expected to be '**safe'** and '**respectful'**.

Example for 'being safe and respectful' on the playground equipment:

Safe	• Only use when a teacher is on duty to supervise • Do not use when wet • Always wear a hat. No hat – play in the shade • Climb safely and follow instructions from the teacher • Look out for others • No jumping from the equipment – climb down safely • One person at a time to go down each slide • Report any problems to the teacher on duty
Respectful	• Be mindful of students around you when climbing • Use kind words and calm voices • Share the space and allow everyone to have a turn • Move out of the way to allow others to have a go • Keep the area clean and tidy – put rubbish in the bin • Follow instructions from the teacher • Promptly finish the game when the bell rings - Be sure to return to class on time

Behaviour Code for Students

Rainbow Street Public School embeds positive behaviour approaches, safe and inclusive education practices. The school implements inclusive and positive student behaviour support and management approaches aligned to the care continuum that establish support and maintain high expectations for student behaviour, in line with the *Behaviour Code For Students* and the *NSW Department Of Education Student Behaviour Policy*. This document translated into multiple languages is available here: Behaviour code for students.

Partnership with parents and carers

Rainbow Street Public School collaborates with families to support and manage positive behaviour by:

- Promoting and communicating our weekly Learner Quality focus and other behaviour initiatives to families in the newsletter.
- Following clear procedures for involving and collaborating with parents, carers and allied health teams in situations where a child may need additional support or intervention.
- Recognising and celebrating positive behaviour through newsletters, assemblies, and special events.

Whole school approach across the care continuum

Rainbow Street Public School is committed to supporting positive behaviour for all students in our learning community. Through supporting positive behaviour, the school strives to develop socially responsible, respectful and engaged students who embody the Rainbow Street Public School Learner Qualities.

Care Continuum	Program	Details
Prevention	Learner Quality Teaching and Learning Programs	All students at Rainbow Street Public School are explicitly taught the school learner qualities. Learner Quality teaching and learning programs have been developed to ensure they address stage syllabus outcomes and are supported by a mentor text.
Prevention	Explicit teaching of learning hub routines and expectations	Collaborative learning hubs have specially designed learning spaces to facilitate different modes of learning. Learning space expectations and routines are explicitly taught to all students. For example, how to safely transition from one learning space to another and what each learning space is used for.
Prevention	Child Protection lessons	Students participate in mandatory Child Protection lessons as part of the PDHPE curriculum.
Prevention	Explicit teaching of playground and Library expectations	Students are explicitly taught the 'Safe' and 'Respectful' expectations for engaging positively on the playground and in the library.
Prevention	Anxiety Project	Staff, students and parent/carers participate in Anxiety Project lessons and workshops to identify behaviours associated with anxiety. Parent workshops focus on how to talk about anxiety with students and conversation scaffolds to support student regulation.
Early Intervention/Targeted Individual Intervention	Social group play	Students requiring early intervention support participate in small, student-focused social play groups with the school counsellor. These groups aim to develop positive relationships between students and promote their sense of belonging in the school community.
Early Intervention	Australian e-Safety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	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 cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.
Individual Intervention	Learning Support Team	Mentor teachers and parents collaborate with the school Learning Support Team to develop specialist interventions to assist in the management of behaviour concerns.

Individual Intervention	Stage teams and school executive	Regularly monitor attendance and implement NSW DoE attendance monitoring procedures. Student attendance is regularly monitored and updated during stage team meetings.
Individual Intervention	SBSMP	Learning Support Team and Mentor teachers collaborate with parents/carers and allied health teams to develop SBSMP.
Targeted Intervention	Sensory play	Designated sensory play area on the playground where students can engage in sensory play.

Strategies to promote positive, inclusive and safe behaviours

Actively Preventing Inappropriate Behaviour	
Modelling	Staff model respectful, positive and inclusive interactions with students, colleagues and community
Explicit Teaching	Teachers regularly explicitly teach and reinforce whole-school expected behaviours.
Routines	Teachers create, regularly teach and reinforce predictable class routines.
Recognition	Teachers encourage positive behaviour with regular feedback, acknowledgement and fast/frequent rewards.
Instruction	Teachers plan to ensure lessons are designed and conducted so that all can participate.
Belonging	Promoting inclusion, team-spirit and celebrating diversity as a strength

Responses to serious behaviours of concern

Rainbow Street Public School embeds positive behaviour approaches, safe and inclusive education practices. The school implements inclusive and positive student behaviour support and management approaches aligned to the care continuum that establish support and maintain high expectations for student behaviour, in line with the *Behaviour Code For Students* and the *NSW Department Of Education Student Behaviour Policy*.

Mentor teachers respond to behaviours of concern by following the steps outlined below:

1. Warning of behaviour not meeting expectations (visual and verbal)
2. Conference with student regarding behaviour 1:1
3. Student referred to buddy teacher and stage Assistant Principal notified. Parent/carer notified
4. Student reintroduced into class

For further details, please refer to the Behaviour Management Flowchart (Appendix 1).

Students experiencing challenging behaviour are supported through the implementation of a Behaviour Management Plan (BMP). BMPs are collaboratively developed between staff and parents/carers. In

addition, a referral to the school counsellor may be made to further support students challenging behaviour.

The Rainbow Street Public School Behaviour Response flowchart can be seen in appendix 1.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

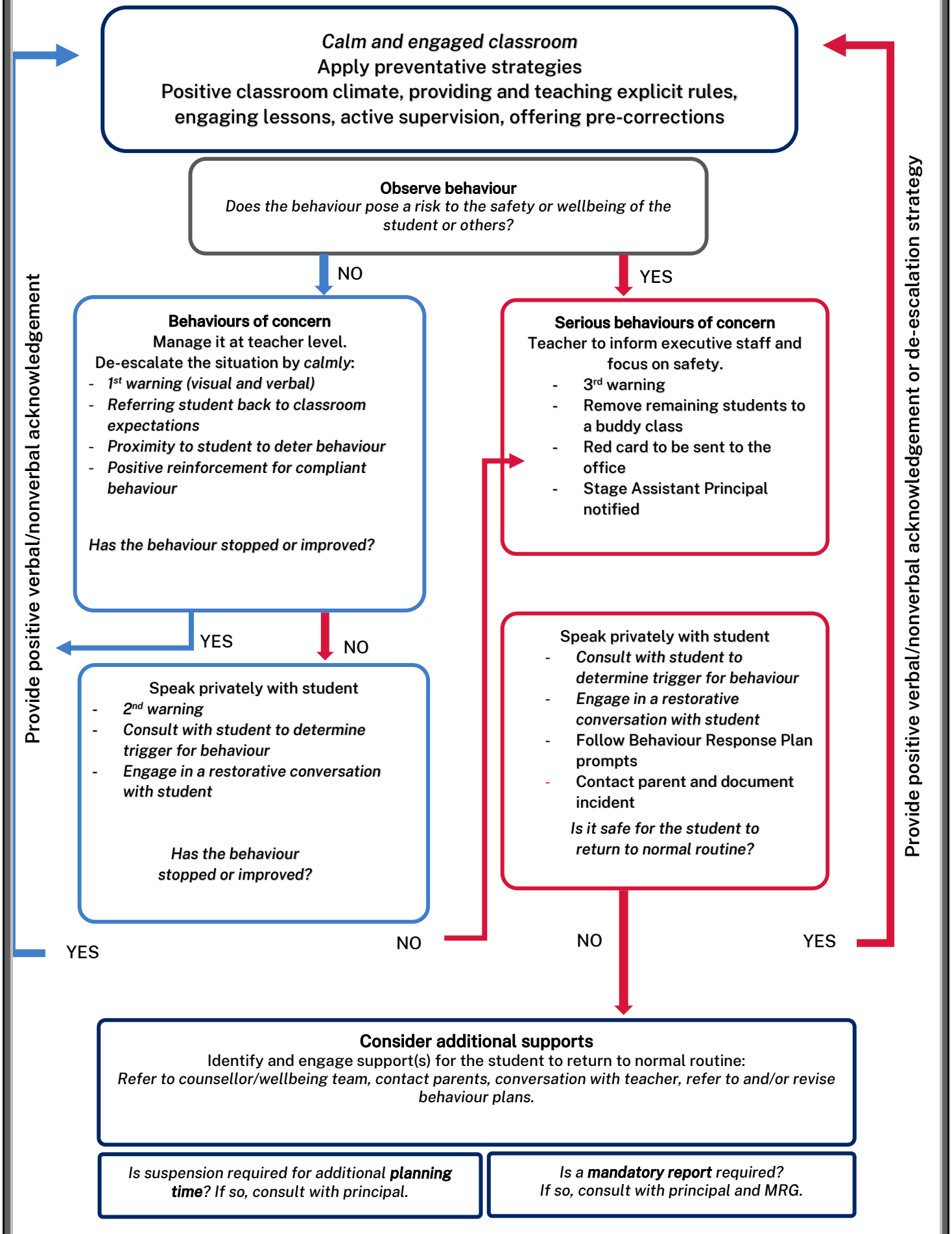
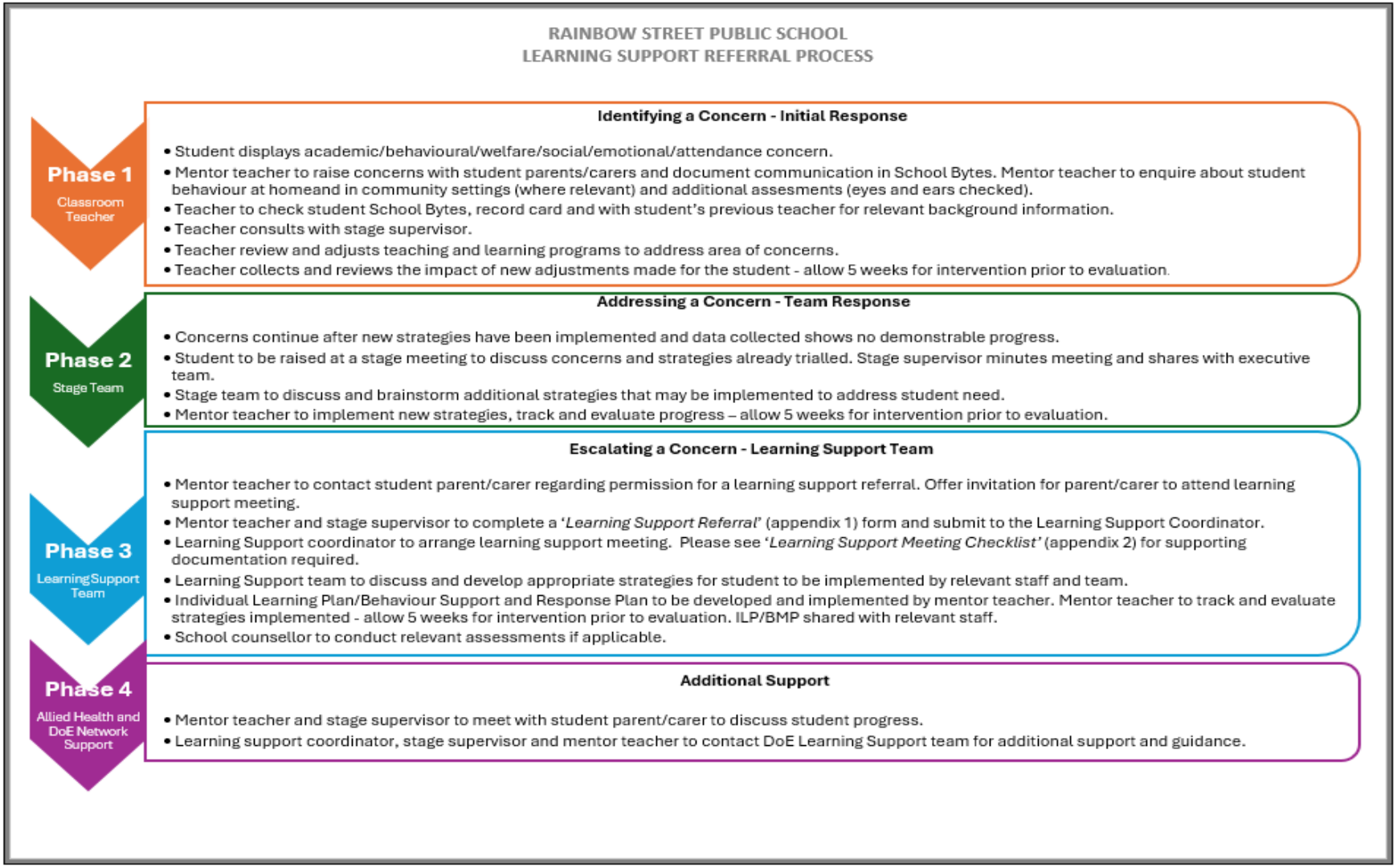
- Incident Notification and Response procedure
- Student Behaviour policy and Suspension and Expulsion procedures.

Review dates

Last review date: Term 4, 2024

Next review date: Term 4, 2025

Appendix 1: Behaviour management flowchart



Appendix 2: Learning Support Flowchart