

NSW Department of Education

Ringrose Public School Behaviour Support and Management Plan

Overview

At Ringrose Public School, we are committed to nurturing a safe and positive learning environment where every student is known, valued and cared for in an exemplary manner.

Every student and teacher are challenged by the principle of "Honour is my Guide," with a strong focus on promoting excellence in both learning and citizenship goals. Our moral purpose is to inspire every child to participate positively in the school community and beyond. We value and strive to develop safe, respectful learners in a caring learning community.

At Ringrose Public School, 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 and maintained through effective role modelling, explicit teaching, and planned responses.

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

- [PAX Good Behaviour Game](https://rb.gy/6qfcta) - <https://rb.gy/6qfcta>
- [Smiling Mind School Program](https://rb.gy/48g5ez) - <https://rb.gy/48g5ez>

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

Ringrose Public 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. 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 actively respond to student bullying behaviour.

Partnership with parents and carers

Ringrose Public School shares common goals with families in developing and implementing student behaviour management strategies, including for bullying behaviour by:

- inviting parent/carers and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG.
- using concerns raised through complaints procedures to review school systems, data and practices.

Ringrose Public School communicates these expectations, as well as information and resources to parents/carers through the school newsletter, school website and school social media pages. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

Ringrose Public School has the following school-wide expectations and rules that are based on the core values of *Be Safe, Be a Good Learner, Be Respectful*. These are displayed in various learning spaces throughout the school and are explicitly taught in class.

 Ringrose Public School 					
	Classroom/Library	Toilets	Outside/ Playground	Office	Hall
Be Safe	I use PAX hands and feet.	I walk safely to and from the toilet.	I wear my hat in the playground.	I sensibly walk in the corridor and office space.	I sensibly walk into the hall with my teacher.
	I am only in the classroom when a teacher is present.	I keep water and soap in the sink area.	I walk on hard surfaces.	I use my 3cm PAX voice.	I use PAX hands and feet.
	I ask permission to leave the room.	I leave my food outside the toilet.	I use PAX hands and feet.	I stay with my partner.	I follow my <u>teachers</u> instructions.
	I walk sensibly in our learning space.		I use equipment appropriately.		
Be Respectful	I communicate respectfully to all teachers and peers.	I use toilet paper correctly.	I follow teacher directions.	I respect the advice, follow instructions and directions from the office staff.	I use the correct PAX voice.
	I treat resources with care and respect.	I respect the privacy of others.	I put rubbish in the bin.	I say 'please' and 'thankyou' when speaking.	I keep my eyes to the front.
	I use PAX voices and listen carefully to my teachers and peers.	I flush the toilet.	I use positive and respectful language.	I wait patiently in line for the office staff to help me.	I sing along respectfully.
			I am considerate of other people's games and personal space.		
Be a Good Learner	I am prepared and organised for my lesson.	I turn the tap off after washing my hands.	I can seek teacher help to resolve conflict.	I go to the office after being directed by my teachers.	I follow the presenter's instructions.
	I set learning goals and seek feedback to improve.	I leave as soon as I am finished.	I use equipment appropriately.	I come prepared with my notes, red card or orange slip.	I praise others' achievements at the right time.
	I have a positive, growth mindset.	I use the toilets before school, recess and lunch.	I follow the rules of the game.	I walk straight back to class, ready to learn.	I ask for help when needed.

Behaviour code for students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. At Ringrose Public School, we teach and model the behaviours we value in our students. High expectations for our students are established and maintained through explicit teaching, effective role modelling and planned responses.

The Behaviour Code for Students can be found [here](#). This document translated into multiple languages is available [here](#):

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 cyber-bullying behaviour.

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:

- stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students

- encouraging expected behaviour with positive feedback and reinforcement
- actively supervising students
- maximising opportunities for active engagement with learning
- differentiating learning content and tasks to meet the needs of all learners
- discouraging inappropriate behaviour

Care Continuum	Strategy or Program	Details	Audience
Prevention	Smiling Mind	The Smiling Mind Schools Program is an evidence-based approach to support student mental health and wellbeing. It includes a range of products and services to help young people build, develop and practise the skills for resilience and social and emotional intelligence.	All staff and students
	PAX Good Behaviour Game	PAX represents peace, productivity, health and happiness. The PAX Good Behaviour Game (PAX GBG) consists of 10 evidence-based and trauma-informed strategies to build self-regulation in children, strengthen peer networks, reduce impulsivity and teach prosocial decision-making in children. The 'peaceful' classroom environment supports learning, wellbeing, participation and confidence.	All staff and students
	PBL Tier 1	School wide expectations and core values which are linked to PBL Award structure. Explicit teaching of expected behaviours in learning environments including classroom, playground, online and other school endorsed events.	All students
	Transition to Kindergarten	Our Kickstart program hosted in Term 4, allows staff to gain information about how best to support our students' learning and wellbeing in the following school year.	All incoming Kindergarten students
	PDHPE Curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	All students
	Child Protection	Teaching child protection education is a mandatory part of the syllabus.	All students
	National Week of Action Against Bullying and Violence (NWA)	Our school participates in the annual National Week of Action Against Bullying and Violence (NWA) in Term 3 each year. The initiatives are led by the Staff Wellbeing Team.	All staff and students
	Communication with Parents/Carers	To increase parent's understanding of how our school addresses all forms of behaviour, through set meetings and phone calls.	All students, staff & families
	Staff Professional Learning	Targeted professional learning, developing staff capacity around the School Excellence Plan is delivered throughout the year.	All staff
	Australian eSafety 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.	All staff
	Playgroup	Our Playgroup program targets support for families with preschool-aged children and develops school readiness throughout the year.	All incoming Kindergarten students
	WHIN	The Wellbeing and Health In-reach Nurse (WHIN) is a partnership between NSW Health and our school,	Students, staff and families

Early Intervention		connecting students and their families to health and community services.	
	Learning and Support Referral	Referral made by classroom teacher for additional support and advice from inclusive education experts.	Students with additional needs
	Staff Communication	Wellbeing and/or Learning and Support Team informing staff of students to monitor (meetings, emails and meeting minutes).	All staff
	Communication with Parents/Carers	Phone calls, emails or Sentral Parent Portal contact in accordance with school procedures as part of early intervention of behaviours of concern.	Staff and Parents/Carers
Targeted Intervention	School Counselling service	The School Counselling Service is instrumental in supporting students' learning and wellbeing outcomes, collaborating closely with parents, teachers, and school staff through School Psychologist.	Referred student or students who self-refer
	Risk Management Plans	Formal plan is implemented when a student is presenting with WHS risks in the school.	Students with complex behaviours
	APLaS	The Assistant Principal Learning and Support collaborates with school staff and executives to develop appropriate supports and plans for students with additional learning needs.	Students with additional needs and/or complex behaviours
	PLaSPs	A Personalised Learning and Support Plan is developed to support students with additional learning and support needs.	Students with additional needs
	Attendance Monitoring	The LaST refer students to the Attendance Coordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Students and attendance coordinator
	LaST	Learning and Support staff work with teachers, students and families to support students who require personalised learning and support.	Students with additional needs
Individual Intervention	HSLO service	The Home School Liaison Officer collaborates with families to encourage regular school attendance, addressing barriers and setting goals to improve attendance.	Students and families
	Integration Funding Support	Integration Funding Support assists schools in making necessary adjustments for students with disabilities in mainstream classes who have moderate to high learning and support needs.	Students with moderate to high learning and support needs
	Return from Suspension Meeting & Reflection	This problem-solving approach helps students identify alternative, acceptable behaviours. It involves students working collaboratively with teachers and the Deputy Principal to set goals that promote positive relationships and conflict resolution. Additionally, it offers students the support they need to learn and practice expected behaviours.	Deputy Principal/ Principal
	Functional Behaviour Assessment	This Assessment guides the Learning and Support Team and helps staff understand how to conduct a functional behaviour assessment and identify the function of behaviour and implement appropriate interventions.	Staff and School Counsellor
	Individual Behaviour Support Planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans. This may also include collaboration with external, specialised behaviour support teams from the Department of Education.	Individual students, parent/carer, LaST, AP

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].

Ringrose Public School staff 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 the 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.

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 consider also whether the behaviour poses a risk to the safety or wellbeing of the student or others. Teachers are encouraged to use the *Behaviour Incident Flowchart* (Appendix 2) to determine the appropriate approach and action.

- **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.

- Incidents of bullying should be responded to in accordance with the *Bullying Reporting, Responsive and Restorative Procedures* (Appendix 1).
- Corrective responses are recorded on Behaviour / wellbeing and Sentral system. These include:

Classroom	Non-classroom setting
• rule reminder • re-direct • offer choice • error correction • prompts • reteach • seat change • stay in at break to discuss/ complete work • conference • detention, reflection and restorative practices • communication with parent/carer.	• rule reminder • re-direct • offer choice • error correction • prompts • reteach • play or playground re-direction • walk with teacher • detention, reflection and restorative practices • communication with parent/carer.

Ringrose Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. PAX Good Behaviour Game (PAX GBG) consists of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral. 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 the Department's [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.

Detention, 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.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	On the day of incident or the following day at either lunch or recess break	Assistant Principal/ Deputy Principal	Documented as incidents on Sentral
Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play 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 at either recess or lunch	Assistant Principal/ Deputy Principal	Documented as incidents on Sentral

Review dates

Last review date: [18/12/2024]

Next review date: [11/04/2025]

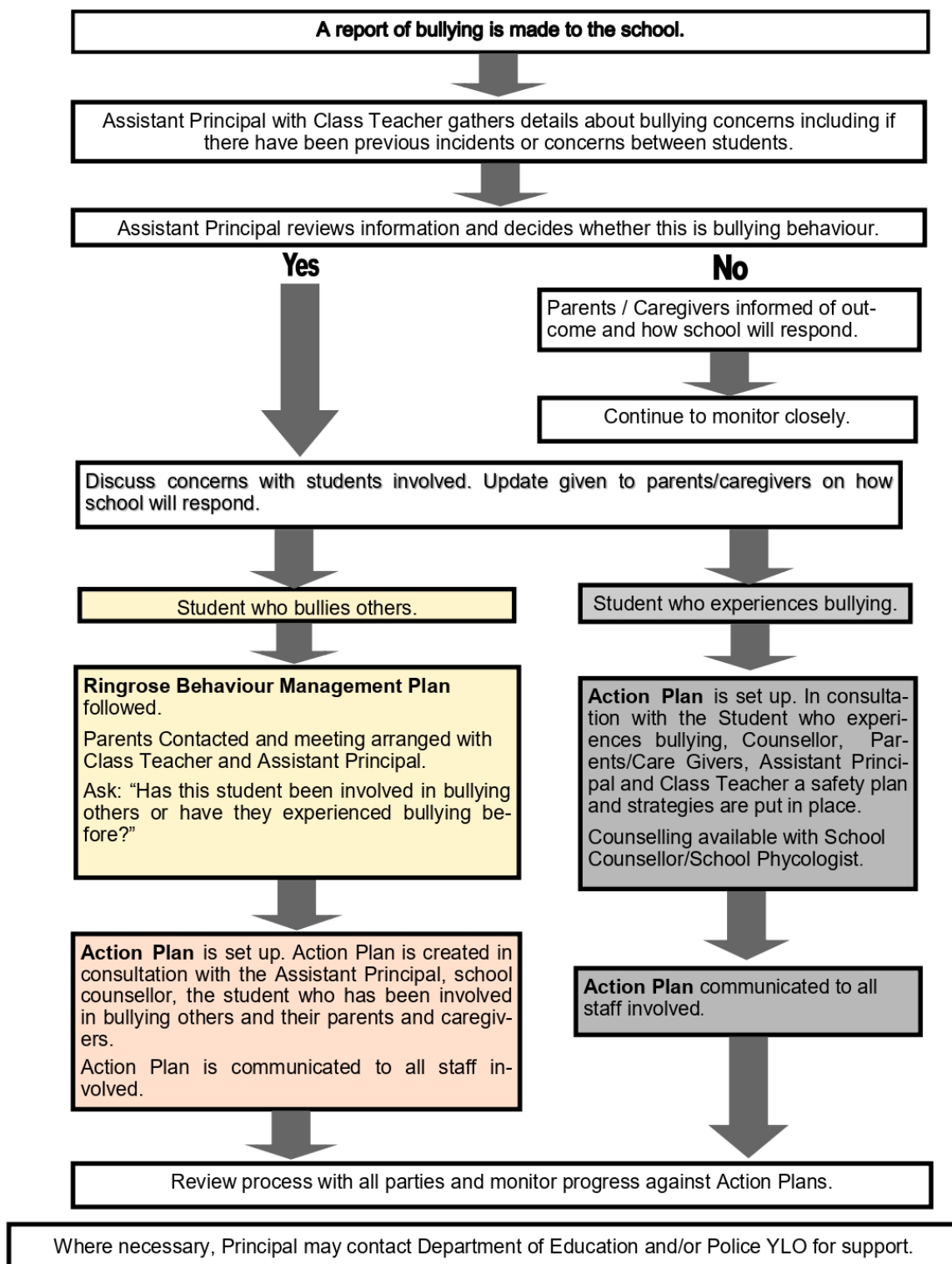
Annual Review date: [31/01/2025]

Appendix 1: Bullying Response Flowchart



Procedures flowchart for dealing with bullying behaviour in school

The Ringrose Public School Anti-bullying Plan states that, "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."



Flowchart designed with resources from: NSW Government Documents: Bullying of Students – Prevention and Response Policy, Anti-bullying interventions in schools—what works? And also the websites antibullying.nsw.gov.au, bullyingnoway.gov.au, ReachOut Schools.

Appendix 2: Behaviour Incident Flowchart



Ringrose Public School Incident Behaviour Flowchart

