| NSW Department of Education

Rossmore Public School
School Behaviour Support and Management Plan

Overview

Rossmore Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Our goal is to inspire every child to participate positively in the school community and beyond. We work alongside all stakeholders to strive for and sustain a culture of high expectations that supports a learning culture where staff and students build on their knowledge, skills and values to be successful in their learning growth. We are committed to fostering strong relationships and embedding quality wellbeing systems to ensure every student can connect, succeed and thrive. We value and strive to develop safe, respectful learners in a caring learning community. Principles of positive behaviour support, trauma-informed practice and inclusive practice underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling and explicit teaching.

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 is available here: Behaviour Code for Students
This document translated into multiple languages is available here: Behaviour code for students.

Promoting and reinforcing positive student behaviour and school-wide expectations

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

- Positive Behaviour for Learning (PBL)
- Reminders of expectations in class and during assemblies
- Teacher modelling of expected behaviours
- Positive rewards system in classrooms and the playground
- School merit awards
- Behaviour Data is recorded on School Bytes and analysed by the executive team each week.

Be Respectful	Be Safe	Be a Learner

• Treat one another with dignity and kindness • 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 of property and learning spaces	• 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 • Avoid dangerous behaviour and encourage others to avoid dangerous behaviour • Care for self and others	• Attend school every day (unless legally excused) • Be prepared for every lesson • Arrive at school and class on time • Aspire and strive to achieve the highest standards of learning • Actively participate in learning • Promote positive school expectations

Whole School Approach – The Care Continuum

Rossmore Public School embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Universal Behaviour Response Plan	This plan was created by staff to ensure a consistent response to student behaviour along all stages of the escalation cycle – calm, agitation, acceleration, crisis, de-escalation and recovery. It focuses on the implementation of consistent, predictable school wide routines to promote positive behaviour.	Whole school
	Superflex	The Superflex program engages students through the use of superheros to explicitly teach social skills and promote self-regulation.	Whole school
	Junior AECG Cowpasture	The JAECG committee is a platform that gives students a voice and agency within the school community. Supporting Aboriginal students' voices, having their ideas and opinions considered, establishes a student's sense of belonging, positive relationships with teachers and peers and acknowledges their diverse and unique cultural identity. The JAECG collaborating with the school community is a consultative process which allows for stronger representation of Aboriginal Cultures throughout the school environment.	Individual student Cohort
	Child Protection	Teaching child protection education is a mandatory part of the syllabus.	Whole school

Care Continuum	Strategy or Program	Details	Audience
	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.	Whole school
	Antibullying	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year	Whole school
Early intervention	Calm is Cool	The Calm is Cool program is a 10-week program delivered to small groups of identified students how to recognise their 'anger' triggers and strategies to assist them to calm down.	Cohort
	Mentor/buddy	Kinder students are matched with a year 5/6 student who supports them as they navigate the beginning of primary school, mentoring and fostering a culture of positive behaviour for lifelong learning	Individual student Cohort
	Safe Play Area	An enclosed area where additional adult supervision and structured play activities are provided. Students are supported to engage in safe play behaviours independently of with peers.	Individual student Cohort
Targeted intervention	Learning and Support Team	Exec and LST monitor behaviour data each fortnight. If there are any patterns of challenging behaviour emerging , a referral to the Learning & Support Team is made for further support. Behaviour Management plans are then co-written with teachers.	Individual student Cohort
	Attendance	The LST refer students to the attendance coordinator organises meetings with students, families, Home School Liaison Officers and teachers to address barriers to improved attendance.	Individual students
Individual intervention	Individual student behaviour support plan	These plans are for students who require support because they display difficult, challenging or disruptive behaviours. They are SMART goal orientated plans explicitly teach positive replacement behaviours, as well as managing the environment, triggers and identification and provision of reasonable adjustments. They include student, parent/carer voice.	Individual student
	Individual behaviour response plan	These plans are for students with complex behaviours that are of high intensity. They outline student specific strategies that	Individual student

Care Continuum	Strategy or Program	Details	Audience
		staff will use to support the student and themselves at each of for each phase of the behaviour continuum.	
	Risk management plans	These plans focus on safety, risk reduction, crisis incident intervention, response and recovery and are completed in consultation with Work Health & Safety.	Individual student
	Team Around a School support	When the Learning & Support Team require additional assistance for managing complex behaviour we reach out for additional support from the DoE's Team Around a School.	Cohort Individual student

Planned responses to inappropriate behaviour and behaviours of concern, including bullying and cyberbullying.

Responses, including students who display serious behaviours of concern, are recorded in School Bytes. These may include:

- 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
- 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.
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.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
Behaviour expectations are taught and referred to regularly through general classroom management. Teachers model behaviours	Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	Seek help from executive straight away if there is a risk. Otherwise notify student's teacher and stage supervisor ASAP and before

and provide opportunities for practice.	Refer to school wide behaviour pipeline.	the end of the school day. Refer to school wide behaviour pipeline.
Students are acknowledged both verbally and non-verbally for meeting school-wide expectations and rules using the whole school reward system.	Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback. Refer to school wide behaviour pipeline.	Executive/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. Refer to school wide behaviour pipeline.
Tangible reinforcers include those that are: free and frequent; moderate and intermittent; significant and infrequent; Intermittent and infrequent reinforcers are recorded on School Bytes.	Use direct responses e.g. expectation reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied. Refer to school wide behaviour pipeline.	Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on School Bytes and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension. Refer to school wide behaviour pipeline.
Teacher/Parent contact:	Teacher/Parent contact:	Teacher/Parent contact:
Teacher contact parent through phone calls home, School Bytes or face to face meetings are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at school assemblies.	Teacher contacts parents through phone calls home, School Bytes or face to face meetings when a range of corrective responses have not been successful and recorded on School Bytes. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School, then recorded on School Bytes.

Identifying behaviours 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.
Rossmore 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)
- 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.

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on School Bytes. These may include:

Please refer to the Bullying Response Flow chart as a tool to support.

- 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 (BMP/ RMP) including teaching positive replacement behaviour and making learning and environmental adjustments
- reflection and/or alternative play plans (listed below)
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, Seesaw, 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.

Rossmore Public School strives to provide a school environment that is safe and inclusive for all.

Refer to the Bullying of Students – Prevention and Response Policy

Reflection and Restorative Practices

The rationale of Restorative Practices is to repair relationships that have been damaged following inappropriate behaviour. Staff use consistent language scripts to prompt restorative actions following minor and major behaviours. This may occur informally through 'walk with me' conversations or formal conferences at the request of the principal (Reconciliation Room). Formal conferences include both offender and victim and may extend to other community members and/or third parties such as friends, families and community figures i.e. police youth liaison officer. This forum is used to address concerns of both individuals and the wider community. A conference convener guides each party through a set of questions about the event which encourage reflection on what harm it has been done and what needs to be implemented to restore relationships and prevent reoccurrence. The situation is then monitored by school staff and further intervention occurs if the situation does not improve.

Action	When and how long?	Who coordinates?	How are these recorded?
Reflection and restorative practice conversation (problem/solving) – What happened, what did you do, and what could you do instead next time	When: Recess or lunch How Long: No more than 25 minutes per reflection	Principal or delegate	School Bytes
Alternate play plan – withdrawal from free choice play and re-allocation to office, classroom or another area 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. This may be supported by an SLSO, LaST, Teacher or Executive.	When: Recess or lunch How Long: No more than 25 minutes per reflection	Principal or delegate	School Bytes

Students may choose, or be verbally directed, to go to a 'Calm Space' in their own or another classroom/office to complete a self- reflection activity, utilise sensory resources, be guided through 'calm down' strategies and/or talk to staff. Staff may offer students their hand as a non-verbal cue to help students navigate to a Calm Space.	When: As needed by the child How Long: Guided by the child, as long as needed to self-regulate	Classroom teachers Executive members	School Bytes

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 behaviour or age/developmental level of the student and, no more than 25 minutes.

Parent, Carer and Student Engagement

Rossmore Public School will partner with parents/carers and students in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- Inviting parent/carer and student feedback through formal and informal means, such as Tell Them from Me surveys, school-based surveys, consulting with the P & C and local AECG.
- Using concerns raised through complaints procedures to review school systems, data and practices.
- **Student Voice** will be collected through discussion and consultations with the school leadership team.

Rossmore Public School will communicate these expectations to parents/carers through the school's website, app and social media platform Facebook. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

Parents/Carers are asked to make appointments with staff to ensure appropriate time and focus is dedicated to providing uninterrupted, informed conversations about your child's learning and wellbeing.

As stated in the Department of Education's School Community Charter, unacceptable and offensive behaviour has no place in our school communities and steps will be taken to address it which may include restricting contact with the school community or, in more serious cases, referral to NSW police.

Review dates

SBSMP Consultation

Rossmore Public School communicate information and expectations to parents/carers through a range of communication modes, including social media and school to ensure inclusivity and increase meaningful engagement with school communities.

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 3, 2025

Bullying Response Flowchart – Appendix 1

The following flowchart explains the actions Rossmore Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s. The timeline will also be impacted when students are absent.