



# Rozelle Public School Behaviour Support and Management Plan

## Overview

Rozelle Public School is committed to explicitly teaching and modelling positive behaviour and to ensure school-wide processes best support the wellbeing of students so that they can connect, succeed, thrive and learn at school.










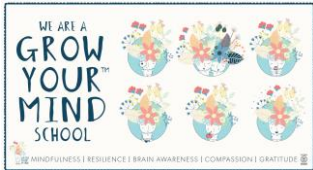
Positive and respectful relationships are evident throughout the school community, promoting student wellbeing and creating an optimal environment for learning across the school. As a result, maximised learning time is a focus in every classroom.

Our goal at Rozelle PS is to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

Our daily practice is underpinned by restorative, trauma-informed and inclusive practice as well as social emotional learning.

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses. The Behaviour Support and Management plan is underpinned with the values of the DoE Wellbeing Framework. Our commitment to our students, parents and members of the community is that public schools will be teaching and learning environments that enable the development of healthy, happy, successful and productive individuals.

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

<p><b>Rozelle Public School Rules</b></p>	<p>We share the voice space.          We keep our hands, feet and objects to ourselves.          We follow instructions.          We use build ups.          We own our own behaviour.</p>		
<p><b>Help Increase The Peace (HIP Keys)</b></p> 	<p>Think Before reacting          Care for Others          Working Together for a Nonviolent Way          Respect Yourself          Expect the Best</p>	<p>Share the voice space </p> <p>Follow instructions </p> <p>Use build ups </p> <p>Keep our hands, feet and objects to ourselves </p> <p>Own our behaviour </p> 	
<p><b>Grow Your Mind</b></p>	<p>Grow Your Mind is an award winning positive mental health program with a primary goal to enhance resilience and wellbeing. The program was adopted at Rozelle Public School as a whole school approach and explicitly teaches strategies to build resilience by combining the foundations of neuroscience with key research informed strategies. It uses a curriculum aligned, blended learning approach. All year levels begin the introductory lessons about what mental health is, brain awareness, resilience, core skills and a broad look at the key habits needed for positive mental health.</p>		

## Partnership with parents and carers

Rozelle Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and anti bullying strategies by:

- inviting parent/carer and student feedback through formal and informal means, which include DoE Student Survey, school surveys, consulting with the P&C
- all concerns raised will be addressed through teacher, student, parent meetings led by stage supervisors and school executives where appropriate

- As a result it is the school's responsibility to review school systems, data and practices if needed.

Rozelle Public School will communicate these expectations to parents/carers through the school newsletter and school website. 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

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

School Rule	Responsible and expected behaviour
We share the voice space	by listening quietly
We use build ups	by being positive
We keep our hands, feet and objects to ourselves	by regulating and managing all physical responses
We follow instructions	being in the right place at the right time doing the right thing
We own our own behaviour	so we can make things right again

### 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 can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour Code for Students](#).

### Whole school approach across the care continuum

Our 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, 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, school rules and school HIP keys throughout the teaching and learning cycle
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement through the restorative framework

- discouraging inappropriate behaviour
- providing active supervision of students in the playground with additional SLSO supervision
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Rozelle Public School Classroom and Playground Behaviour Guidelines	All teachers support students to engage in developmentally appropriate and positive learning behaviours as according to our guidelines to prevent low level behaviours. (RPS Classroom & Playground Flowchart)	All staff & students
Prevention	<a href="#">Grow Your Mind</a>	The program is implemented as a whole school approach and explicitly teaches strategies to build resilience underpinned by key research informed strategies needed for positive mental health.	All students & staff
Prevention	<a href="#">National Week of Action (NWA)</a>	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Staff, students 3 - 6
Prevention	<a href="#">Child protection</a>	Teaching child protection education is a mandatory part of the syllabus.	All students
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner <a href="#">Toolkit for Schools</a> 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 students All staff
Early Intervention	Wellbeing Team	Small group intervention to support and increase the coping strategies of students who are feeling anxious, stressed or who have poor resilience in a small group environment at school.	Individual students
Targeted / Individual intervention	<a href="#">Learning and Support</a>	The LST works with teachers, students and families to support students who require personalised learning and support.	Individual students
Targeted / individual intervention	<a href="#">Attendance support</a>	The LST 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.	Individual students Attendance coordinator Classroom teachers

Care Continuum	Strategy or Program	Details	Audience
			HSLO
Individual intervention	<a href="#"><u>Individual behaviour support planning</u></a>	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LST, 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 an acute, 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.

Rozelle Public School staff will 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 managed by the teacher or an executive staff member including Deputy or Principal. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- **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 executives or, when deemed necessary, escalated to Deputy and Principal.

All interventions of a serious nature are recorded within the Wellbeing section of Sentral, and include:

- details of the incident; student, witness, staff member and outcome
- minutes of parent meeting
- details of phone conversation
- short summary of resolution.

Incidents are reviewed regularly by executive staff members and where appropriate / or needed at school communication meetings so that all staff awareness supports behaviour management plans.

Rozelle Public School staff: model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. 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 or privileges. 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 staff 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.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	Contact the office to seek help from the executive straight away if there is a risk. Seek support from grade buddy class. Otherwise notify the student's stage supervisor or executive ASAP and before the end of the school day.
Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	Executive/Classroom teacher 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.
Visible incentives include those that are: <ul style="list-style-type: none"> <li>- free and frequent</li> <li>- moderate and intermittent</li> <li>- significant and infrequent</li> <li>- intermittent and infrequent</li> </ul>	Use direct responses e.g. rule 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.	Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incidents on Behaviour / Sentral and contact parent/carer by email or phone. Executive/principal may consider further action.
Referral to the Learning and Support team for behaviour review and intervention.	AP L&S coordinates support / intervention meetings with all stakeholders to develop behaviour management plans or any further support that may be required.	Refer to the school's Wellbeing Team to consider current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies.	Teachers contact parents to arrange a meeting or hold an initial discussion on meeting expectations in class and at school. Individual planning and referral to the Learning Support Team may be discussed.	Parent/carer contact is made by the school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

## Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded in Wellbeing in 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
- time to reflect and restorative practices (listed below)
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, meeting)
- blue letter, 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](#).

## Time Out, 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 area – a structured debriefing and planning after an incident or behaviour of concern with an individual student (reflection)	The day or the next day at either lunch or recess break	Classroom teacher or Assistant Principal	Documented in 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	The day or the next day at either lunch or recess break	Assistant Principal	Documented in Sentral
Restorative practice – <a href="#">peer mediation</a> or <a href="#">circles</a> in groups	Scheduled for either lunch or recess break or in an appropriate time	Classroom teacher, specialist teacher (LST), Assistant Principal	Documented in Sentral

## Anti Bullying

Rozelle Public School rejects all forms of bullying behaviours, including physical, verbal, non-verbal and online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur. This is addressed through the DoE syllabus and additional anti-bullying programs including:

- Y-Safety workshops for student, staff and parents
- Anti bullying programs and workshops
- Tracking, Evaluation and Analysis of Wellbeing data ( behavioural statistics)
- Bullying No Way <https://bullyingnoway.gov.au/>

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.

The following **Bullying Response Flowchart** explains the actions Rozelle Public School staff will take when they receive a report about student bullying, reported by a student, staff or community member including bullying which may have occurred at school, 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.

### Bullying Response Flowchart

<b>Initial Response</b>	<ul style="list-style-type: none"> <li>● Provide a safe, quiet space to talk and reassure the student or informant that you will listen to them. Let them share their experience and feelings without interruption</li> <li>● Gather any additional information. Ask for examples of the alleged bullying. e.g handwritten notes, emails or screenshots.</li> </ul>	
<b>As a mandatory reporter, if you hold immediate concerns for the student’s safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm from others or self within the next 24 hours.</b>		
<b>First Step: Investigation and Fact Retrieval</b>	<ul style="list-style-type: none"> <li>● Write a record of your communication with the student and check with the student to ensure you have the facts correct. Clarify information with the student and check on their wellbeing</li> <li>● Make sure you can answer who, what, where, when and how</li> <li>● Notify the school executive of the incident. Review any previous reports or records for students involved</li> <li>● With a supervisor, evaluate all the information to determine if it meets the definition of bullying. Together enter the record into Wellbeing in Sentral – mark as <b>Confidential</b>.</li> </ul>	
<b>Contacting parents/ carers</b>	<ul style="list-style-type: none"> <li>● Advise the student that you will be contacting their parents/carers</li> <li>● Notify parents/carers that the issue of concern has been investigated - gather additional information from family.</li> </ul>	
<b>Organise a meeting with family</b>	<ul style="list-style-type: none"> <li>● Make time to meet with students and family to discuss the incident and next steps</li> <li>● Engage the student and family as part of the solution</li> <li>● Provide the student and family with information about student support networks including LST and school counsellor services</li> <li>● Agree on a plan of action and timeline for the student, family and the school</li> <li>● Update Wellbeing in Sentral with the plan of action.</li> </ul>	
Resolution determined by <b>Executive staff, Deputy Principal or Principal and serious nature of incident</b>	<u>School Based Actions</u> <ul style="list-style-type: none"> <li>- blue letter home</li> <li>- removal from playground</li> <li>- time out from playground</li> <li>- student behaviour plan</li> <li>- seek further assistance from the student support network (LST) if needed.</li> </ul>	<u>DoE System Based Actions</u> <ul style="list-style-type: none"> <li>- suspension warning</li> <li>- suspension</li> <li>- expulsion</li> <li>- seek further support from the DoE Wellbeing Team and/or contact the School Education Director</li> </ul>
	<ul style="list-style-type: none"> <li>● Complete all actions agreed with the student and family within agreed timelines</li> <li>● Monitor student wellbeing regularly.</li> </ul>	
<b>Ongoing support / monitoring</b>	<ul style="list-style-type: none"> <li>● Meet with the student to review the situation</li> <li>● Discuss what has changed, improved or worsened</li> <li>● Explore other options for strengthening student wellbeing or safety</li> <li>● Report back to parents/carers</li> <li>● Record all outcomes in Wellbeing in Sentral</li> <li>● Look for opportunities to improve school wellbeing for all students.</li> </ul>	



**We share the voice space**  
by listening quietly

**We keep our hands,  
feet and objects  
to ourselves**

**We follow instructions**  
being in the right place  
at the right time  
doing the right thing

**We use build ups**  
by being positive

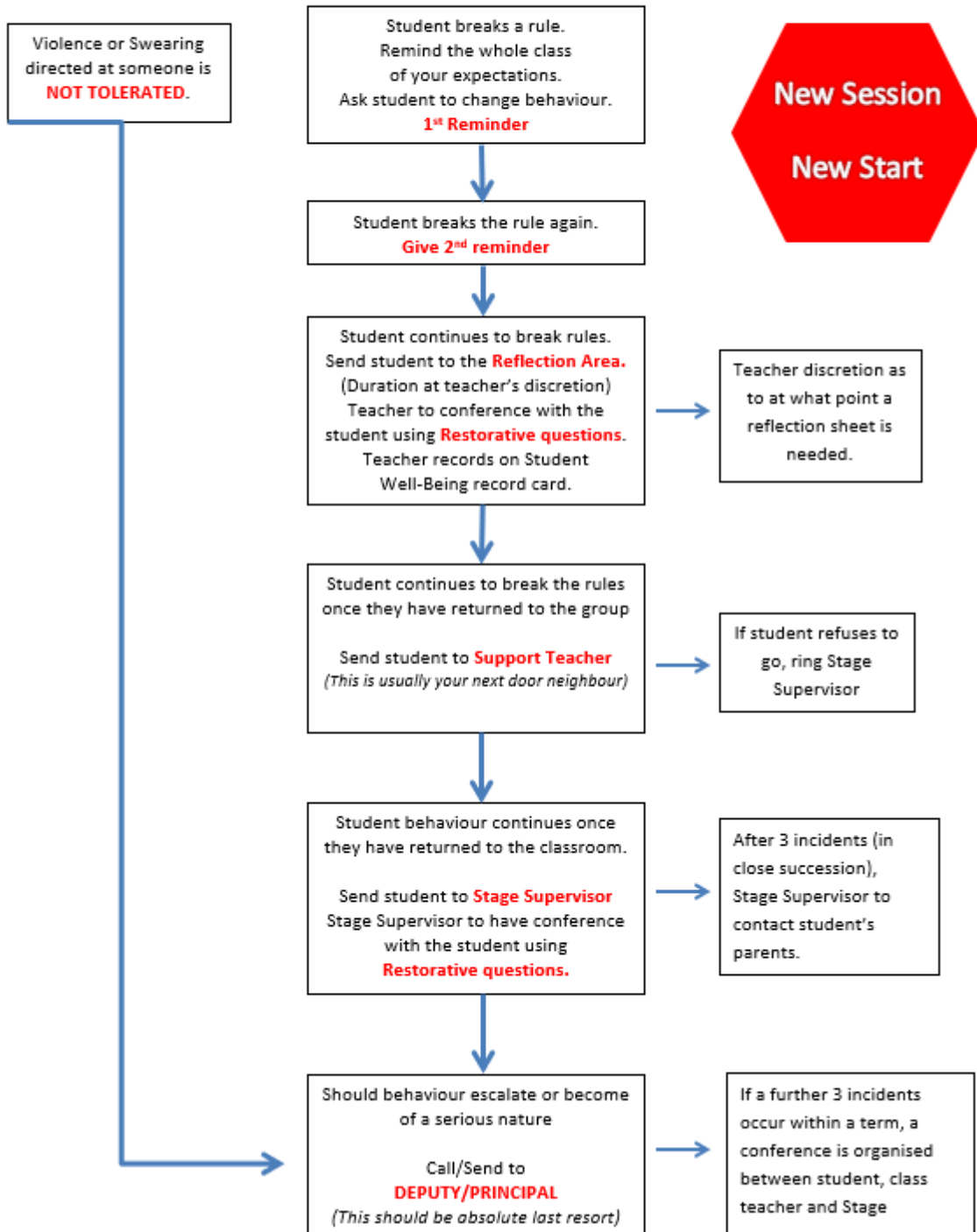
**We own our own behaviour**  
because we choose  
how we behave

**Rozelle**  
Public School  
live love learn



# Rozelle Public School

## Classroom Behaviour Guidelines





## Rozelle Public School Reflection Area

<b>When things Go Wrong</b>	<b>When Someone Has Been Hurt?</b>
<p>What happened?</p> <p>What were you thinking of at the time?</p> <p>What have you thought about since?</p> <p>Who has been affected by what you have done? In what way?</p> <p>What do you think you need to do to make things right?</p>	<p>What did you think when you realised what had happened?</p> <p>What impact has this incident had on you and others?</p> <p>What has been the hardest thing for you?</p> <p>What do you think needs to happen to make things right?</p>



We share the voice space  
by listening quietly

We keep our hands,  
feet and objects  
to ourselves

We follow instructions  
being in the right place  
at the right time  
doing the right thing

We use build ups  
by being positive

We own our own behaviour  
because we choose  
how we behave

**Rozelle**  
Public School



# Rozelle Public School Classroom Behaviour Guidelines

## Reflection Area

Teacher can decide as to whether they have a table, spot or just use the student's desk for their "Reflection Area". The idea is that the disruptive student is *removed from the area* where they are disrupting the learning. Teacher can decide whether the student is to continue with the work task that has been allocated or whether a Reflection sheet is needed to be filled out. The *Restorative questions* should always be used as a framework for conferencing.

## Support Teacher

Classroom teacher should send student to the Support Teacher with something to do. This should be:

- their work that needs to be completed OR
- the reflection sheet

This is to occupy the student while they are waiting for the Support Teacher to speak to them.

Support Teacher to decide on where the student shall wait until they are ready to talk with them.

## Restorative Questions

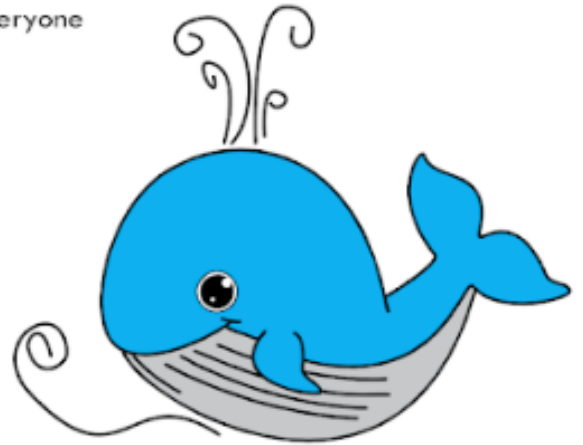
<u>When things Go Wrong</u>	<u>When Someone Has Been Hurt?</u>
What happened?	What did you think when you realised what had happened?
What were you thinking of at the time?	What impact has this incident had on you and others?
What have you thought about since?	What has been the hardest thing for you?
Who has been affected by what you have done? In what way?	What do you think needs to happen to make things right?
What do you think you need to do to make things right?	



## Use build ups

**Positive Panda** brings out the best in everyone and is always there to cheer people up

## Follow instructions



**Well-mannered Whale** is always polite and strives to be the best version of themselves



## Keep hands, feet and objects to ourselves

**Careful Croc** always thinks before reacting to avoid getting snappy

## Share the voice space

**Generous Giraffe** is always kind and caring



## Own our behaviour

**Responsible Rosella** leads by example, making sensible choices and works with others to solve problems

**Rozelle**  
Public School  
live love learn

## In the Toilets we:



- Walking safely
- Respecting privacy



- Washing our hands
- Keeping the space clean



- Doing the right thing at the right time  
in the right place



- Keeping hands, feet and objects to yourself
- Using a quiet voice



- Walking away
- Seeking help if needed



## In the Office we:



by:

- Using our manners
- Speaking calmly and quietly
- Walking safely



by:

- Setting a good example for others
- Knocking before entering offices



by:

- Doing the right thing at the right time  
in the right place



by:

- Keeping hands, feet and objects to yourself



by:

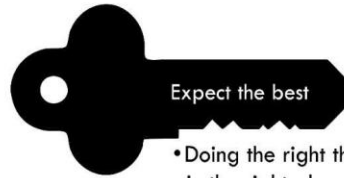
- Seeking help respectfully if needed

# In the Playground we:



Care for Others by:

- Being fair & playing by the rules
- Using manners
- Listening to instructions
- Looking out for little kids about



Expect the best by:

- Doing the right thing at the right time in the right place



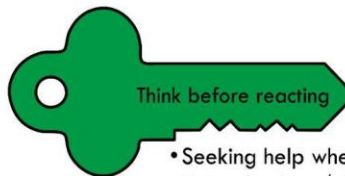
Respect Yourself by:

- Playing safe in all areas of the playground
- Wearing our hats
- Staying in bounds and out of the buildings
- Listening for the bells



Work together in a non-violent way by:

- Keeping hands, feet and objects to yourself
- Walking away from issues in the playground
- Using our words to solve problems



Think before reacting by:

- Seeking help when needed
- Using the Stop/No, Go, Tell strategy

**Rozelle**  
Public School  
live love learn

# In the Hallways we:



- Walking safely
- Moving quietly
- Respecting property



- Setting a good example for others
- Giving yourself and others personal space



- Doing the right thing at the right time in the right place



- Keeping hands, feet and objects to yourself



- Seeking help if needed

## In Assembly we:



by:

- Walking
- Listening to the speaker
- Showing appreciation respectfully



by:

- Giving personal space
- Sitting with our legs crossed
- Sharing the voice space



by:

- Doing the right thing at the right time  
in the right place



by:

- Keeping hands, feet and objects to yourself
- Listening without speaking



by:

- Keeping a "shhh" free zone