Revesby Public School Behaviour Support and Management Plan

Overview

At Revesby Public School, we strive for excellence in an inclusive environment where every student, teacher and leader improves every year. Students maximise their potential and remain connected through continuity of learning, high expectations and strong community connections.

At Revesby Public School we celebrate diversity of abilities, beliefs, opinions and traditions by treating each other with fairness, dignity and respect. We foster resilience and persistence through a growth mindset. Our students are engaged learners who are creative and critical thinkers who will become effective global citizens with the ability to adapt to an ever changing world. We learn together and together we learn.

Revesby Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

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 with tiered prioritised and valued by the school community are:

●   Develop consistency in behaviour expectations and rules in all environments across the school using the social and emotional learning model (SEL) linked. This would be for 80% of our students. This will include the teaching of values.

●   Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions. Restorative practices ensure staff prioritise a restorative approach to relationships across the school community and provide adequate staff training and support for implementation, schools can reduce the frequency of behaviour incidents and improve school culture. This tier level is supportive of 15% of our students.

●   Individualised support to develop, implement, monitor and review: behaviour support, behaviour response and risk management plans. This tiering approach is to support 5% students where students are explicitly taught the desired skills.

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

Revesby 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

Revesby Public School will share our policy with our community and invite feedback and discussion through School Bytes, Meet the Teacher information sessions and the 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. The SBSMP is reviewed annually in line with Department of Education guidelines and community expectations. SBSMP is implemented consistently across the school with a focus on prevention, early intervention followed by targeted intervention and individual intervention as required.

Revesby 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, such as Tell Them From Me surveys, school surveys, consulting with the P & C and the local AECG.

● using concerns raised through complaints procedures to review school systems, data and practices.

School-wide expectations and rules

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

At Revesby Public School we take accountability for being respectful, safe and active learners		
Respectful	**Safe**	**Learners**
We are kind.	We are in the right place.	We are on time.
We use appropriate language.	We keep our hands and feet to ourselves.	We come prepared.
We work together.	We follow directions.	We actively use our learning intentions and success criteria.
We include others.	We respect one another's personal space.	We use our 5L's.
We look after equipment.	We use equipment safely.	We ask questions.
We put equipment back in the right place. We are considerate of other people's property.	We show our emotions appropriately. We make good choices.	We give and receive feedback. We use our growth mindset.
We value what others think.		We work on our goals

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
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement

- discouraging inappropriate behaviour

- providing active supervision of students

- 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	Social and Emotional Learning	Using a school based methodology students develop self-awareness, self-control, and interpersonal skills that are important for school, work and life outcomes. Social-emotional competence helps students cope with everyday challenges and improves learning and wellbeing.	All
Prevention	National Week of Action (NWA)	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Staff, students 3 - 6
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention	Safer Internet Day	Safer Internet Day is a global day of action bringing communities, schools, organisations and families from more than 180 countries together to raise awareness of online safety issues and work towards a safer internet.	Staff, students 3 - 6
Prevention / Early Intervention / Targeted / Individual	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
Prevention	Wellbeing Support	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 K - 6

Care Continuum	Strategy or Program	Details	Audience
Targeted Intervention	Seasons for Growth	Small group support to support students with strategies to cope with change and loss.	Individual students K - 6
Targeted Intervention	Playground Pals	Playground Pals is a support program for the playground that promotes positive play, inclusion and resilience. Students will engage in structured play opportunities that explicitly teach different skills that support students to take turns, problem solve and engage in positive interactions with peers.	Individual students K - 6
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support. Students are identified and a Tiering system is used to develop Personalised Learning Plans.	All
Targeted / individual intervention	Attendance support	The LST refer students to the attendance co-ordinators who convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, AP, HSLO
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	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.

Revesby Public School staff will 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

Behaviours of concern are identified and responded to where the 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 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.

- Corrective responses are recorded on the School Bytes system. These include:

Age appropriate behaviour refers to a developmental concept by which certain activities are deemed appropriate or inappropriate. All children are expected to interact with their environment at an age-appropriate level.

Teacher Supported		Executive Supported	
Inappropriate	**Disruptive**	**Challenging**	**Complex**
This behaviour is seen as not socially acceptable. It is usually low-level.	This behaviour can cause disruptions to lessons and lead to frustration.	Behaviour that either interferes with the safety or learning of the student, other students or school staff. This behaviour may be targeted. At this level, there should be a support plan developed so the behaviour is managed effectively and consistently.	Complex behaviour usually requires intervention from multiple stakeholders such as school staff, support staff, external services providers, parents, carers and the involvement of the student themselves. Providing effective support for students with complex behaviour is an important task for educators. Research shows that focusing on prevention and early intervention from a young age can reduce the need for targeted interventions later on.

Classroom:	Responses:
Inappropriate/Disruptive:	
- Calling out - Disrupting others - Out of seat - Work refusal - Off task - Inappropriate language - Throwing objects eg. paper/block - Swearing - Touching the property of others - Out of class and low level behaviour - Eye rolling	- Rule reminder - Re-direct - Offer choice - This, then that or if, then when - Prompts - Re-teach - Seat change - Stay in at break to discuss/ complete work - Shadowing/supported by SLSO - Environmental reset - Movement/brain break - Conference - Reflection and restorative practices - Use sensory inputs - Time in a buddy class - Communication with parent/carer.

Challenging/Complex:

- Physical disagreement between students in the room. - Level of disruption is impacting the learning of others. - Absconding with physical or aggressive behaviour. - Throwing larger objects causing safety concerns. - Intimidation or threatening behaviour. - Extreme outbursts such as flipping tables and chairs - Destroying the work of others - Continuous back chatting - Inappropriate use of school technology - Swearing - Stealing	- Executive referral - Reflection and restorative practices - Communication with parent/carer. - Suspension Caution - Suspension - Off the playground - Referral for interagency supports - Referral to counsellor - Referral to Learning and Support Team

Non-classroom setting: Responses:

Inappropriate/Disruptive:

- Swearing - Teasing - Rough play - Not following teacher direction - No hat - Playing out of bounds - Not following game rules - Eating on playgrounds other than the quad - Littering - Playing in the toilets - Exclusion of others - Low level name calling - Being in a room without a teacher	- Verbal prompt - Rule reminder - Re-direct - Offer choice - Prompts - Reteach - Play or playground redirection - Walk with teacher - Reflection and restorative practices - Sit down and reenter - Move to another area - Communication with parent/carer. - Playground referral - This then that or if then when - Environmental reset - Pick up litter

● **Challenging/Complex:**	
- Intimidation or threatening behaviour - Physical violence (hitting, punching, kicking) - Bullying - Cyber bullying - Racism - Weapons/ smoking/ vapes - Having phones on their person - Destroying school property - Continuous and persistent misbehaviour - Vandalise school property - Spit on/at staff or students - Verbally abusive threatening behaviour - Continually refusing to follow instructions	- Executive referral - Reflection and restorative practices - Communication with parent/carer. - Suspension Caution - Suspension - Off the playground - Referral for interagency supports - Referral to counsellor - Referral to Learning and Support Team

Revesby Public School staff model, explicitly teach strategies through a consistent behaviour curriculum, recognise and reinforce positive student behaviour and behavioural expectations. Skills consist 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.

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
1. 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.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. 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.
3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on School Bytes.	3. 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.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Incidents recorded on School Bytes and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught.	4. Teacher records on School Bytes. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	4. Refer to the school's Learning and Support Team considering 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	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,

meet expectations. Recognition awards for positive individual and class behaviour are given at weekly school assemblies.	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 on School Bytes. 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

- 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.

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.

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.

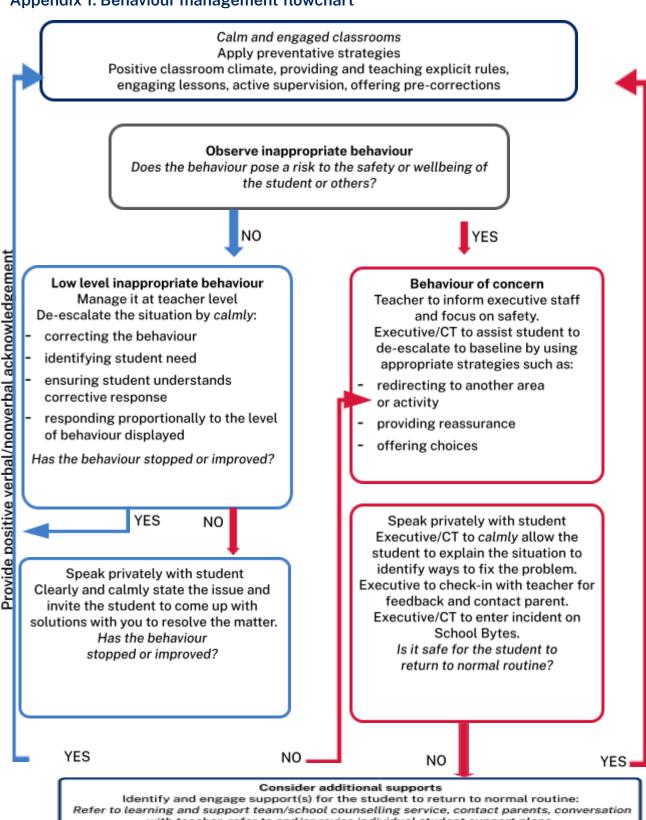| Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection) Restorative practice – peer mediation or circles in groups	Next day at either lunch or recess break	Assistant Principal	Documented in School Bytes
Alternate play plan – withdrawal from free choice play and directed to the 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 (reflection)	Next break	Assistant Principal	Documented in School Bytes

Review dates

Last review date: : Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart

Calm and engaged classrooms
Apply preventative strategies
Positive classroom climate, providing and teaching explicit rules,
engaging lessons, active supervision, offering pre-corrections

Observe inappropriate behaviour
Does the behaviour pose a risk to the safety or wellbeing of the student or others?

NO → **Low level inappropriate behaviour**
Manage it at teacher level
De-escalate the situation by *calmly*:
- correcting the behaviour
- identifying student need
- ensuring student understands corrective response
- responding proportionally to the level of behaviour displayed

Has the behaviour stopped or improved?

YES / NO

Speak privately with student
Clearly and calmly state the issue and invite the student to come up with solutions with you to resolve the matter.
Has the behaviour stopped or improved?

YES

YES → **Behaviour of concern**
Teacher to inform executive staff and focus on safety.
Executive/CT to assist student to de-escalate to baseline by using appropriate strategies such as:
- redirecting to another area or activity
- providing reassurance
- offering choices

Speak privately with student
Executive/CT to *calmly* allow the student to explain the situation to identify ways to fix the problem.
Executive to check-in with teacher for feedback and contact parent.
Executive/CT to enter incident on School Bytes.
Is it safe for the student to return to normal routine?

NO / NO

YES

Provide positive verbal/nonverbal acknowledgement (left side)

Provide positive verbal/nonverbal acknowledgement or de-escalation strategy (right side)

Consider additional supports
Identify and engage support(s) for the student to return to normal routine:
Refer to learning and support team/school counselling service, contact parents, conversation with teacher, refer to and/or revise individual student support plans.

*Is additional time required for additional **planning time**? If so, refer to the principal for possible suspension.*

*Is a **mandatory report** required? If so, consult with principal and MRG.*

Bullying Response Flowchart

The following flowchart explains the actions Revesby 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.

Listen
- Identify bullying behaviour, including cyber-bullying
- Provide a safe, quiet space to talk and reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- 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 .

Document
- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student and check with the student to ensure you have the facts correct
- Record outcomes in School Bytes
- Notify school executive of incident if required in line with behaviour management flowchart
- Notify parent/s that the issue of concern is being investigated

Collect
- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Discuss
- Evaluate the information to determine if it meets the definition of bullying
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Implement
- Document the plan of action in School Bytes
- Complete all actions agreed with student and parent
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Restore and Review
- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in School Bytes

Ongoing follow-up
- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in School Bytes
- Refer matter to the Learning and Support Team if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students