NSW Department of Education

School Behaviour Support and Management Plan

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

Railway Town Public School seeks to provide quality education for all students, considering their age, background, ability and interests. Railway Town Public School assists students to become self-directed, life-long learners who can create a positive future for themselves and the wider community.

For this to occur, Railway Town Public School promotes a culture where every student feel empowered to learn and grow with confidence. It is a safe and happy place for students and teachers. Student wellbeing is enhanced when all members of the school community participate in the learning and life of the school.

Overview

We pride ourselves on being an inclusive learning community, empowering everyone to learn, lead, achieve and succeed.

Partnership with parents and carers

Railway Town Public School partners with families 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 social media, yarning time, school surveys, consultation with the P & C and local elders.
- using concerns raised through complaints procedures to review school systems, data and practices.

We will communicate these expectations to parents/carers through the school newsletter and social media platforms. Our school proactively builds collaborative relationships with families to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

Railway Town Public School implements a school wide culture with a positive approach to student wellbeing. The school core values – Be Respectful, Be a Team Player, Be Proud and Be Safe underpins all aspects of student wellbeing.

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
- inclusivity of all
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Living Skills	The Positive Living Skills (PLS) program is an evidence-based comprehensive mental health and wellbeing approach based on a combination of social and emotional learning, preventative mental health, resilience and life skills.	K-6 including MC class
	School Core Values – 'letters'	Positive behaviour for learning with school wide expectations with consistent language and consequences.	K-6 including MC class
	Classroom Adjustments	Teachers make informed judgements using expertise using NCCD.	K-6 including MC class
	Wellbeing Hour	Every Friday afternoon classes participate in 'Wellbeing Hour' The activity is decided in negotiation with the class and teacher.	K-6 including MC class
Early intervention	Communication with families	Phone calls, emails, student portal messages, onsite/offsite	Families
	LST referral	Referral made online after discussion and implementation of strategies suggested by AP.	K-6 including MC class

Care Continuum	Strategy or Program	Details	Audience
	Transition programs	Includes Kindergarten, High School, new enrolments and support classes.	Students additional needs
	Staff Communication	Wellbeing set aside for the first 10 minutes of weekly staff meeting to communicate issues or concerns that have arisen	All Staff
Targeted intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	Targeted students
	School Nurse	The school nurse collaborates with LaST, School counsellor to work with families to bridge the gap between school and health support	Targeted students
	Attendance support	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance co-ordinator
	Personalised Learning Support Plans for MC students	The LST teacher collaborates with MC class teacher to formally meet with families of MC students once per term. Goals are discussed in the 5 areas of learning.	MC students
	Health Care Plan	Formal plan to administer medication or to keep staff aware of current health needs.	Students with health needs
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
	Allied Health Support	In school support eg Catholic Care initiated by the school and/or parents	Targeted students
	DCS	A disability confirmation sheet to assist with a recognised diagnosis	Targeted students
	Warnings of suspension	Formal caution because of inappropriate behaviour	Assistant Principal or Principal
	Suspension	Issued due to at risk behaviours	Principal

Care Continuum	Strategy or Program	Details	Audience
	Crisis Management Plan	Developed where needed to support individual students who require support	APLS and LST Parent child

Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying

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
Assembly Merit Awards	Missing their time e.g lunch play	Executive intervention – meeting with families in person
Class Wellbeing Hour	Consultation during wellbeing hour	Warning of suspension
Earning daily Core Value Letters	Miss wellbeing day	Suspension
Wellbeing Day each term	Reminders to correct behaviour	
Lunchtime specialist interest groups	Communication home	
Every day is a new day	Steps for Change	
Dojo points/communication home		

Responses to serious behaviours of concern

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.

• Intentional physical violence towards staff or students	• Intentional verbal abuse towards staff or students
• Intentional damage of school property	• Absconding from school

If the above occurs, executive staff will be called immediately to the classroom or playground and will deal with the specific incidents; in accordance with the NSW Department of Education

procedures. Executive staff will inform appropriate staff and parents of the outcome of such incidents.

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.

Reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
'I am showing and I need to improve'	As needed (teacher negotiates with class as age-appropriate)	Teacher	School Bytes
Steps for Change	After one reminder	Teacher	School Bytes
Wellbeing Hour consultation	Once per week on a Friday	AP/Principal	School Bytes

Review dates

Last review date: May 2024

Next review date: October 2024

RTPS Behaviour Flow Chart

Unproductive Behaviours
Examples include, but not limited to:
-calling out
-not following instructions the first time
-distrupting others

Give verbal reminder.
Did they correct their behaviour?

Yes
No further action required.

No
Move their name on the wellbeing chart to the core value that they need to improve.
Did they change their behaviour?

Yes
Share positive encouragement and move their name off the chart.

No
Give them time and space eg. send them for a walk to get a drink.
Did they change their behaviour?

Yes
Share positive encouragement and move their name off the chart.

No
Student sits on the bench during the next break. **The student has now lost their letters for the day.**

Minor Behaviours
Examples include, but not limited to:
-being unsafe with others
-being unsafe with equipment

The student has now lost their letters for the day.

Serious Behaviours
Intentional:
-Physical violence towards staff or students
-Damage of school property
-Verbal abuse towards staff or students
-Absconding from school

-Notify exec ASAP
-Student has lost all letters for entire week, exec will take further action if required
-Record your observations of incident on School Bytes

If a student loses their letters for the <u>DAY</u>-

1- Inform student they've lost their letters.
2- Inform classroom teacher so it can be crossed off on class wellbeing chart.
3- Phone parent/caregiver and inform them.
4- Record incident <u>and</u> parent/caregiver contact on School Bytes.

If a student loses their letters <u>THREE DAYS IN THE WEEK</u>-

1- Student loses wellbeing time on Friday.
2- Write their name in wellbeing booklet on Friday afternoon.

If a student loses Friday wellbeing time three weeks or more in a term, they miss wellbeing day in week 10.

Appendix 2: Bullying Response Flowchart (Optional)

First hour: Listen

- 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 (from others or self) within the next 24 hours.

Day 1: 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
- Enter the record in [your behaviour / wellbeing ITD system]
- Notify school executive of incident if required in line with behaviour management flowchart
- Notify parent/s that the issue of concern is being investigated

Day 2: 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

Day 3: Discuss

- Evaluate the information to determine if it meets the definition of bullying (see above)
- 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

Day 4: Implement

- Document the plan of action in [your behaviour / wellbeing ITD system]
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day 5: 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 [your behaviour / wellbeing ITD system]

Ongoing follow-up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in [your behaviour / wellbeing ITD system]
- Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students