

School Behaviour Support and Management Plan

Overview

Russell Vale 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 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.

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:

- [Living Ripples](#)
- [Bounce Back! Teaching Resilience to Primary Students](#)
- [Habits of Mind](#)

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

Russell Vale 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

Russell Vale Public School will partner with parents/carers 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 surveys, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Russell Vale 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 (Vale Values)

All of our values refer to high expectations for people, places and things.

Respect	Safety	Responsibility	Effort
Listen to and follow instructions	Hands and feet to yourself	Right place, right time	Be ready to learn
Use appropriate language	Use equipment correctly	Ask for help and help others	Try your best and reflect on your learning
Share and take turns	Act safely for me	Care for personal belongings	Pay attention
Manners (please, thank you, excuse me)	Act safely for others	Do your job	Attend to criteria and apply effort
Don't touch things that don't belong to me	Remain in bounds	Choose a good spot to work	Take your time to do well rather than quickly
Listen to others and respect differences in beliefs and opinions.	Report unsafe behaviours	Accept consequences for actions	Persevere

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 (also see appendix 3):

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

Care Continuum	Strategy or Program	Details	Audience
Prevention	Bounce Back! Teaching Resilience to Primary Students	Bounce Back! is an evidence-informed Positive Education program built on Positive Psychology, Cognitive Behaviour Theory and social-emotional learning.	All
Prevention	Habits of Mind	Habits of Mind provide the framework for developing dispositions for leaders to use when confronted with problems and situations in which the answer is not immediately apparent.	All
Prevention	Living Ripples	Living Ripples helps guide and maximise School effort and impact to support student wellbeing and academic performance. It enabled us to collect and evaluate data from students, teachers and families and use this evidence to create an intentional, integrated, and intergenerational agile wellbeing program designed by and for our community.	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.	All
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	All
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
Early intervention	Wellbeing Officer	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
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All

Care Continuum	Strategy or Program	Details	Audience
Targeted / individual intervention	<u>Attendance support</u>	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
Individual Intervention	<u>Individual behaviour support planning</u>	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP
Prevention / Early Intervention	My Space	A dedicated lunchtime space to support positive social interactions, foster new friendships and acknowledge desired behaviours and attributes.	SLSOs/LAST
Prevention	Social Mapping / Sociograms	A map or diagram of student friendships and interactions within a group of children.	All
Prevention	Comfortable Conversations	A structured process where students are asked to identify three 'adults' from our school who they feel comfortable talking to should there be a wellbeing concern.	All

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

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.

Russell Vale 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 serious 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 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 executive.
- Corrective responses are recorded on our Behaviour/Wellbeing System. These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

Russell Vale Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. *Bounce Back! Teaching Resilience to Primary Students* and *Living Ripples* 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
<p>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.</p>	<p>1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p>	<p>1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>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.</p>
<p>3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing system.</p>	<p>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.</p>	<p>3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Behaviour / wellbeing system and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.</p>
<p>4. Social emotional learning lessons are taught (Living Ripples, Bounce Back!, Habits of Mind) weekly.</p>	<p>4. Teacher records on Behaviour / wellbeing system by the end of the school day. 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.</p>	<p>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.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Teacher contact through SeeSaw/email or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given regularly in class and at school assemblies as part of our merit system.</p>	<p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.</p>	<p>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.</p>

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing system. 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 [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.

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](#).

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.

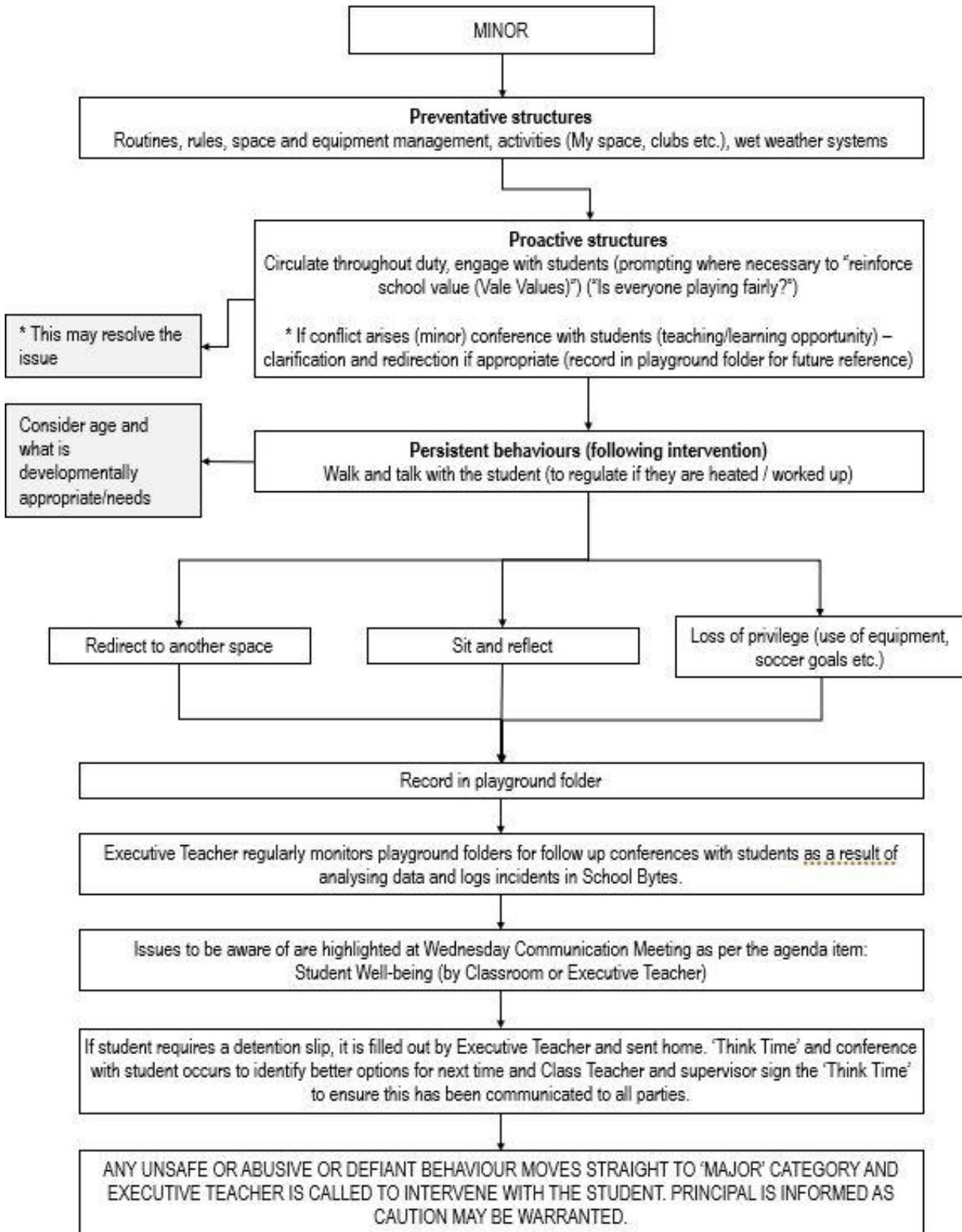
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (Think Time)	Next lunch break	Assistant Principal	Documented in Behaviour/Wellbeing System
Detention – withdrawal from free choice play and re-allocation to office or classroom for further discussion 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 lunch break	Assistant Principal	Documented in Behaviour/Wellbeing System
Restorative practice – peer mediation or circles in groups	Scheduled for either lunch or recess break	Assistant Principal	Documented in Behaviour/Wellbeing System

Review dates

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

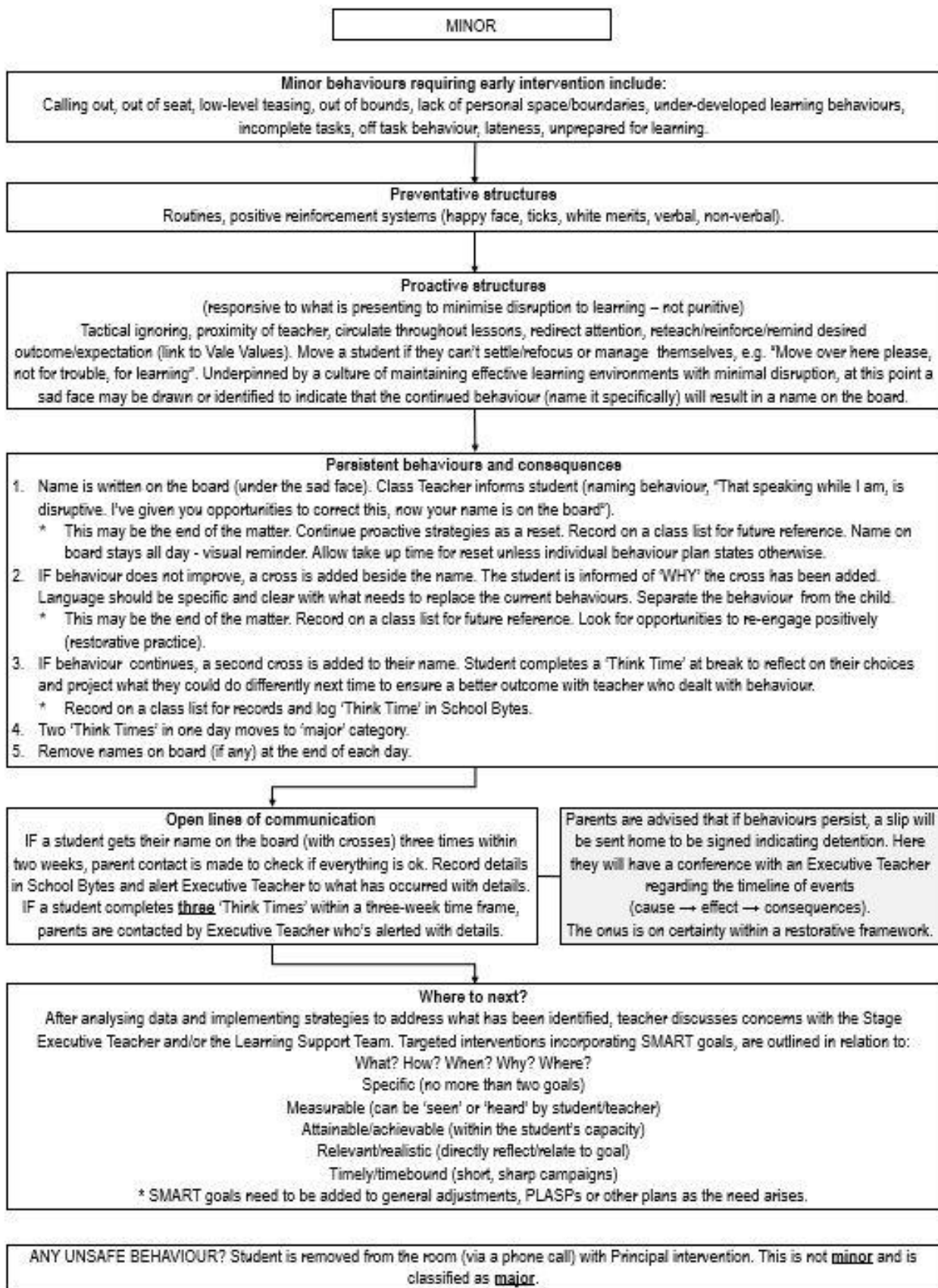
Next review date: [Day 1, Term 1, 2026]

Appendix 1: Behaviour management flowcharts (Classroom, Playground, Major/Critical) RVPS Behaviour Flowchart Playground



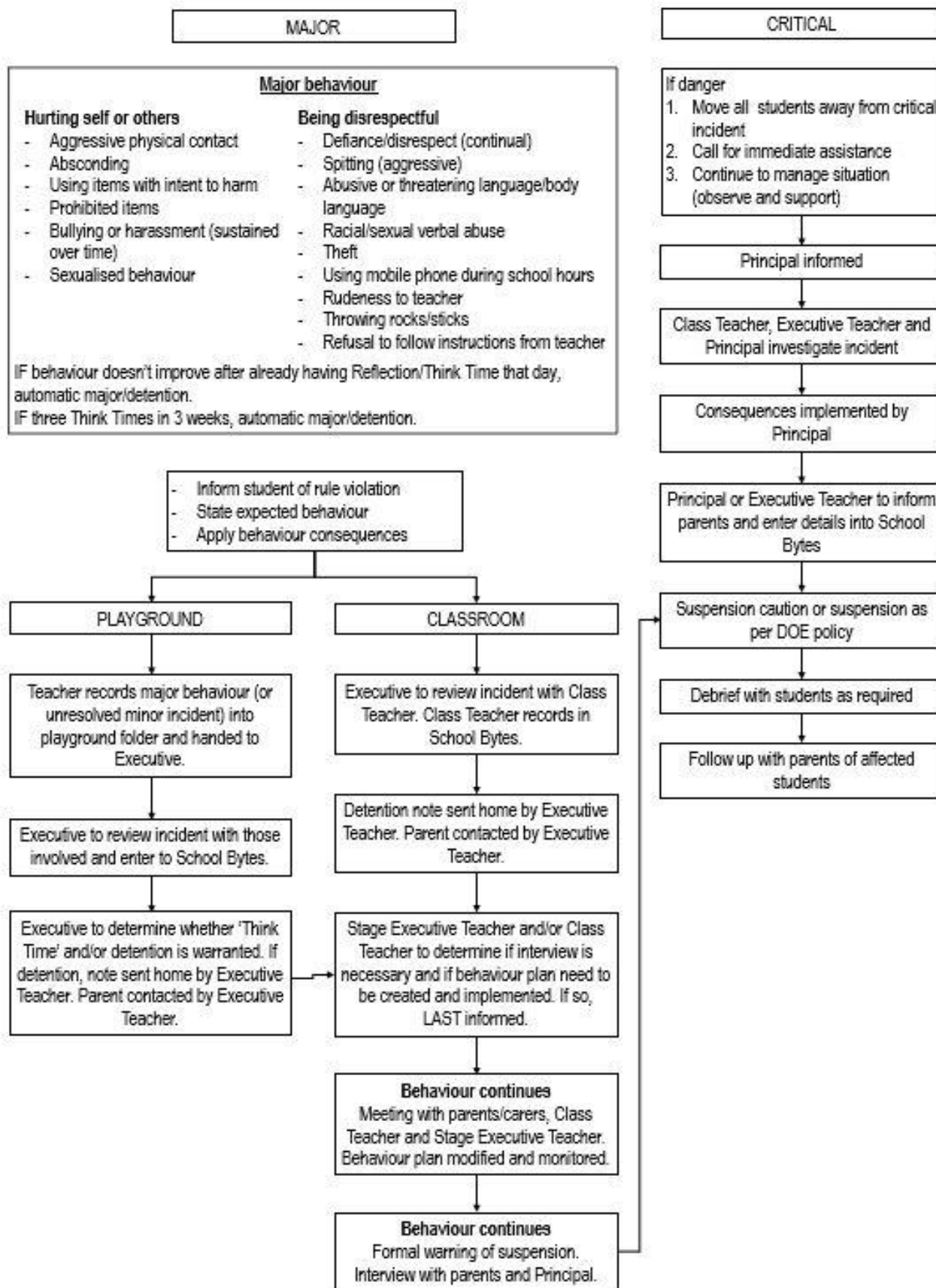
RVPS Behaviour Flowchart Classroom

Classroom management at RVPS is comprised of: Values, Restorative Practices and Trauma Informed Approaches aligned with the Care Continuum to ensure belonging and connection is at the heart of correction.



ANY UNSAFE BEHAVIOUR? Student is removed from the room (via a phone call) with Principal intervention. This is not minor and is classified as major.

RVPS Behaviour Flowchart



Appendix 2: Bullying Response Flowchart

The following flowchart explains the actions Russell Vale 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.



Appendix 3: Care Continuum Approach

The care continuum includes interventions for:

- all students - creating a safe and respectful learning environment
- some students - providing early intervention and targeted support for students at risk of developing negative behaviours
- a few students - supporting students with complex and challenging behaviour needs through intense, individual interventions.

The care continuum is a whole-school system that can assist schools to adopt a prevention-focused approach and help to address the full spectrum of student needs. It acts as a benchmark and checklist to identify what we are already doing to support our students and additional strategies to support our diverse range of students. There are different entry points for each student depending on their level of need. An intervention can begin at any point across the continuum. These include:

- prevention
- early intervention
- targeted intervention
- individual intervention



Care Continuum Approach Russell Vale Public School



What is the Care Continuum and how do we use it at RVPS?


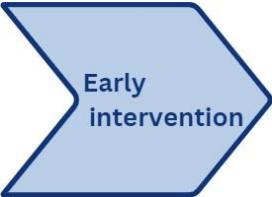


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- prevention
- early intervention
- targeted intervention
- individual intervention

This document is to be used to support student LaS Referral Process, Family Meetings and development of student plans.

 <p>Prevention</p>	 <p>Early intervention</p>	 <p>Targeted intervention</p>	 <p>Individual intervention</p>
<p>Implement and Review</p>	<p>Document and Monitor Conversation with AP and potential referral.</p>	<p>Referral, Family Involvement and PLSP</p>	<p>Referral, Family Involvement, External Support and PLSP</p>
<p>Classroom Management:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strong teacher/student relationships. <input type="checkbox"/> Explicit teaching and modelling of specific skills including behaviour expectations and social skills, including Habits of Mind <input type="checkbox"/> Communication with parents around school expectations. <input type="checkbox"/> Class based systems of expectations and positive reinforcement. <input type="checkbox"/> Consistent teacher expectations, routines, modelling and responses to behaviour. <input type="checkbox"/> Liaise with previous teachers, pre-schools, external paraprofessionals <input type="checkbox"/> Curriculum links, particularly in <u>PDHPE</u> (including respectful relationships), and personal and social capabilities in all syllabi. <input type="checkbox"/> Social skills programs, role play and drama activities, and circle time eg: Bounce Back! PDHPE, Wellbeing Officer <input type="checkbox"/> Turn taking activities, board games, card games, picture talks and barrier games to develop expressive and receptive communication skills. <input type="checkbox"/> Engaging parent involvement. <input type="checkbox"/> Integrating mindfulness, movement breaks and social/emotional learning into teaching and learning programs. <input type="checkbox"/> Zones of Regulation Implementation. <input type="checkbox"/> High quality differentiated teaching that addresses individual learning needs of all students, where appropriate learning 	<p>Classroom Management:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communication with parents, and where relevant, the use of communication books. <input type="checkbox"/> Explicit teaching and modeling of specific skills including behaviour expectations and social skills. <p>Social stories, visual cues, strategies and Routines:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum links, particularly in PDHPE, History and English (literature) <input type="checkbox"/> Restorative practices and circle time <input type="checkbox"/> Drama and role play <input type="checkbox"/> Self-regulation training – brain breaks, yoga, heavy work - Zones of Regulation explicit teaching. <input type="checkbox"/> Social stories for targeted behaviours <input type="checkbox"/> First/ Then Visuals <input type="checkbox"/> Visuals timetables (Whole class or individual) <p>Additional Supports:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Music, art and sporting programs. <input type="checkbox"/> Resilience and regulation programs, such as Smiling Minds, Zones of Regulation, Living Ripples, Bounce Back <input type="checkbox"/> Peer support, buddy programs and mentoring. <input type="checkbox"/> Anti-bullying strategies including cyber-bullying and internet safety. <input type="checkbox"/> Student Support and Wellbeing Officer 	<p>Classroom Management:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communication with parent/carer and, where relevant, communication books. <input type="checkbox"/> Modified individual expectations and goals. <input type="checkbox"/> Transition strategies – class to playground, lesson to lesson, grade to grade, school to school. <input type="checkbox"/> Calmer Classrooms resources - sensory items, quiet/calm down space, lighting consideration. <input type="checkbox"/> Zones of Regulation strategies to support individual child. <p>Additional Supports:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Itinerant Support Teachers, Early Intervention where transition to school concerns are identified by the preschool or family. <input type="checkbox"/> IEP, BMP, PLASP, PLP etc created in consultation with all key stakeholders <input type="checkbox"/> School developed programs to support behaviour and wellbeing - Wellbeing groups stage appropriate <input type="checkbox"/> <u>Restorative practice resources.</u> <input type="checkbox"/> <u>Behaviour Support Toolkit</u> including behaviour support planning, de-escalation plan, behaviour response plan, student 	<p>Classroom Management:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communication with parent, and where relevant, the use of communication books. <input type="checkbox"/> Check-in/check-out. <input type="checkbox"/> Sensory assessment and supports. <input type="checkbox"/> Programs to explicitly teach social competence and interpersonal skills, and social-emotional skill development. <input type="checkbox"/> Negotiated playground programs. <input type="checkbox"/> <u>Attendance programs.</u> <p>EALD and Refugee Support:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The implementation of <u>programs to support newly arrived EAL/D students and students from refugee backgrounds.</u> <p>Students with Disability or Significant Support Needs:</p> <ul style="list-style-type: none"> <input type="checkbox"/> IEP created in consultation with family, external therapists and staff. <input type="checkbox"/> BMP created in consultation with family, external therapists and staff. <input type="checkbox"/> Work in partnership with the student, parents or carers, classroom teachers, the school's learning and support team, and other support agencies or services <input type="checkbox"/> Support the development of individualised, coordinated and systematic transition to school or to early intervention links with other agencies and the community

adjustments are documented in an individual student support plan and/or Personal Learning Pathways (PLPs).

- The Inclusive Practice hub is a platform that provides evidence-based resources to support students with disability and additional needs. Access easy to download and print materials, learn from practical online resources and utilise evidence-based strategies to support and strengthen inclusive practice in schools.
- A restorative approach that focuses on building, maintaining and restoring positive relationships.

Supporting Programs to Connect Country and Community for Aboriginal and Torres Strait Islander Students:

- Aboriginal Culture Groups
- Partnership with the NSW Aboriginal Education Consultative Group Inc (AECG)

EALD Interventions:

- Liaise with DoE EALD for strategies and support.
- English as an additional language or dialect education resources. This resource provides more information about EAL/D learnings, funding for schools, supporting documents and state-wide staffroom.
- The implementation of programs to support newly arrived EAL/D students and students from refugee backgrounds and their families such as The Welcome Program, Settling in Program and Families In Cultural Transition.
- Using support personnel such as Bilingual School Learning Support Officers, translated documents and the use of interpreting services
- Additional support for newly arrived EAL/D students at points of transition.

- School Counsellor
- Colleagues (Stage AP, APCI, LaST)
- Culturally appropriate programs – school identified within local communities.
- Support programs aimed at connection to Country and community for Aboriginal and Torres Strait Islander young people.
- Referral to school Learning and Support Team and the Learning Support Teacher professional learning.
- Student Adjustments, PLaSP, PLP etc created in consultation with all key stakeholders

behaviour contract, target behaviour goals.

- support the development of personalised learning and support for children in early childhood school settings and/or the first year of school.

Relevant frameworks

- NESA syllabus documents
- External link – personal and social capabilities in all K-10 syllabi, and PDHPE K-10 syllabus
- External link - Health Wellbeing and Relationships content strand outcomes.
- Australian Professional Standards for Teachers.
 - Standard 4, particularly 4.1, 4.2, 4.3, 4.4
- Disability Standards for Education 2005.
- Wellbeing Framework - behaviour, discipline and character education.
- Achieving School Excellence in Wellbeing and Inclusion.
- School Success Model – 3 – Types of support for schools.
- General Capabilities - Academic, Social/ Emotional and Critical Thinking