

NSW Department of Education



School Behaviour Support and Management Plan South West Rocks Public School

Overview

South West Rocks 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.

Our vision is that together, as a community committed to fostering respect, resilience, and collaboration, we empower South West Rocks students to become compassionate, confident, and forward-thinking leaders who positively impact the world around them.

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:

- Positive Behaviour for Learning (PBL)
- Berry Street Education Model

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

South West Rocks 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

South West Rocks 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.

South West Rocks 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

South West Rocks Public School has the following school wide expectations and rules:
To show care, cooperation and courtesy.



Behaviour Expectations

A Love Of Learning



Care	Cooperation	Courtesy
		
Behave Safely	Be A Good Friend	Use Your Manners And Show Respect
Have A Go	Follow Instructions	Keep Your Hands Feet and Objects To Yourself
Be In The Right Place		

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.

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 co-created with 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	PBL Tier 1	Positive Behaviour for Learning (PBL) Tier 1 Schoolwide and classroom systems of support that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture.	All
Prevention	The Berry Street Education Model	The Berry Street Education Model equips schools with practical, classroom-based strategies to increase the engagement of all students and supports students' self-regulation, relationships and wellbeing to increase student engagement.	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 K-6
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Early Intervention	Rock and Water	Provides students a pathway to self-awareness, and increased self confidence and social functioning	Targeted small groups
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

Care Continuum	Strategy or Program	Details	Audience
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	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 improve attendance and set growth goals.	Individual students, attendance co-ordinator
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

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. 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.

South West Rocks 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 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 Behaviour / wellbeing ITD system.

South West Rocks Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour For Learning is 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, privilege, 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.

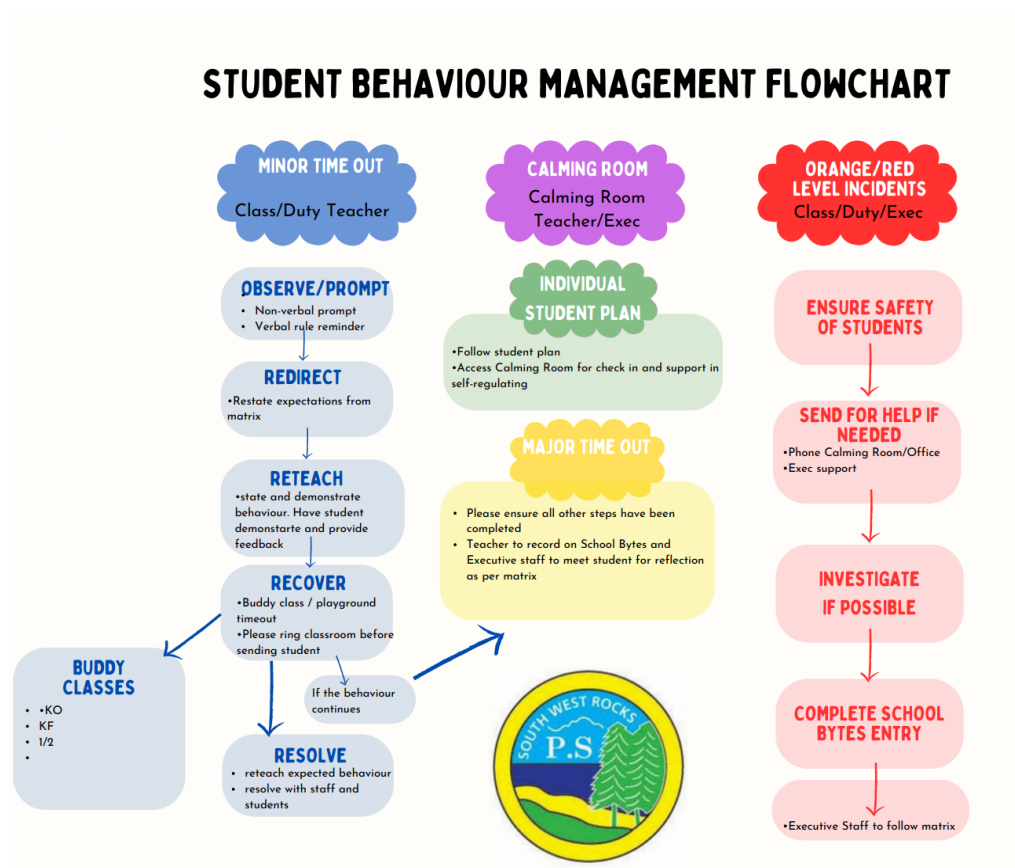
The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- 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.



South West Rocks Public School- Behaviour Management Plan

		Minor Time Out	Major Time Out	Orange Level	Red Level- formal caution
<p>Observe inappropriate behaviour</p> <p>PROMPT: provide a verbal and a visual cue to remind student of appropriate behavior</p> <p>REDIRECT: re state the appropriate behaviour from the matrix</p> <p>RE -TEACH: State and demonstrate the matrix behaviour. Have student demonstrate and provide feedback</p>	Behaviour	<ul style="list-style-type: none"> - refusing to follow a reasonable request - playing/disturbing other in toilets - out of bounds - rough play - late to class - climbing trees - disrupting learning in the classroom - not handing in phones and technology devices - drawing on self - inappropriate comments - misuse of IT - misuse of property - no hat and playing in the sun 	<ul style="list-style-type: none"> - Continued MiTO behaviour - refusing MiTO - Throwing an object with intent - minor physical aggression no intent to harm (pushing/shoving) - repeated disruptive behaviours - Aggressive language - Intimidation (verbal/physical) - inappropriate language or gestures 	<ul style="list-style-type: none"> - offensive language directed towards a staff member - physical aggression with the intent to harm - bullying/harassment - discrimination- racial, sexual or religious refer to ARCO - vandalism of school property <p>3 Major time outs within a term (executive to monitor and enter on Schoolbytes)</p>	<ul style="list-style-type: none"> - continued persistent behaviour posing unacceptable risk to self or another person's learning or wellbeing - criminal behaviour (weapons, drugs, stealing, absconding) - Aggressive behaviour- physical verbal, psychological, racial, sexual), Physical violence <p>3 Major time outs after orange level in a term (executive to monitor and enter on Schoolbytes)</p>
	Consequence	<ul style="list-style-type: none"> - Buddy class - Withdrawal time with the playground duty teacher/teacher who logged incident administers light consequence as close as possible to time of incident - e.g. apology & short time out (Walk with the teacher, restorative conversation, think and reflect time) - reteach expected behaviour 	<ul style="list-style-type: none"> - one visit to the reflection room for restorative justice discussion 1st lunch the following day - each term 1st reflection room white restorative slip, 2nd yellow restorative slip, 3rd is orange restorative slip - teach expected behaviour 	<ul style="list-style-type: none"> - orange monitoring book cannot represent the school or attend off site activities until the monitoring book is finalised (5 days with happy or satisfactory faces) - 5 visits to the reflection room (2 for restorative justice discussion, 3 for check in) - further 2 MTOs will result in red level- formal caution 	<ul style="list-style-type: none"> - red monitoring book cannot represent the school or attend off site activities until the monitoring book is finalised (5 days with happy or satisfactory faces) - 5 visits to the reflection room (2 for restorative justice discussion, 3 for check in) - An immediate suspension may be issued dependent on the severity of the incident (Principal) - Repeated incidents involving this type of behaviour may result in a suspension (Principal)
	Action	<ul style="list-style-type: none"> - If the behaviour is repeated multiple times during a one week period progresses to a MTO. 	<ul style="list-style-type: none"> - enter on School Bytes – the teacher who issued the long time out - restorative sheet sent home, signed and returned to school - classroom teacher to phone family on yellow restorative slip 	<ul style="list-style-type: none"> - enter on School Bytes and refer to the reflection room for 2 1st half lunch restorative justice discussion - executive staff to ring family and discuss monitoring card and plans being put in place to support student 	<ul style="list-style-type: none"> - enter on School Bytes (executive) - letter to families and a phone call or interview arranged (executive) - refer to LST and review current plans
<p>Response to ALL student problem behaviour is: CALM, CONSISTENT, BRIEF, IMMEDIATE, RESPECTFUL and PRIVATE</p> <p>When determining the consequence for a behaviour it is important to individually consider factors such as the frequency, intensity and duration of the behaviour when determining appropriate level due to the overlap of behaviours across the matrix</p>					



Responses to Serious Behaviours of Concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on School Bytes 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
- 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.

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- at school
- on the way to and from school

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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](#).

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 room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection). 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 day at first 1/2 lunch (same day if possible)	Executive Staff	Documented in School Bytes and restorative conversation slip sent home
Alternate play plan – allocating playground spaces that students can use to separate students of concern. -individual or group	Scheduled for lunch or recess break	Executive Staff	Documented in School Bytes and communicated to families.
Restorative practice – peer mediation or circles in groups	Scheduled for either lunch or recess break	Assistant Principal	Documented in School Bytes

Review dates

Last review date: 1st February 2025

Next review date: 1st February 2026

Appendix 1: Bullying Response Flowchart

Bullying is defined by three key features: it involves a **misuse of power in a relationship** it is intentional, ongoing and repeated, and it involves behaviours that can cause harm. Having a disagreement with a friend, or a single incident or argument is not defined as bullying.

