

NSW Department of Education

Rosemeadow Public School

School Behaviour Support and Management Plan

Overview

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

Our school vision: Rosemeadow Public School aims to inspire excellence in teaching and learning by providing engaging and individualised programs that foster positive and supportive relationships and resilience. Authentic engagement with community partners reflects community aspirations and priorities, establishing a shared vision. Our School Behaviour Support and Management Plan (SBSMP) is aligned with the Department of Education's endorsed evidence-based approaches which are prioritised and valued by the school community. These include Positive Behaviour for Learning (PBL), targeted social skills groups, wellbeing camps and external input from outside agencies.

Partnership with parents and carers

Rosemeadow Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by consulting at P & C (Parents and Citizens Association) along with additional feedback opportunities throughout the year.

Rosemeadow Public School will communicate these expectations to parents/carers through social media posts, school website and P & C meetings.

School-wide expectations and rules

Safe	Respectful	Learner
Keep hands and feet to yourself	Be kind	Follow all instructions
Move around the school safely	Use your manners	Follow school 5L's
Wear school hat	Look after all property	Be an active learner
Use equipment appropriately	Wear school uniform	Stay on task and try your best

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	PBL	Expectations of Positive Behaviour for Learning (PBL) are explicitly taught on a weekly basis across the whole school K-6. All students follow the school rules of Safe, Respectful Learners. PBL relaunches yearly. Weekly whole school muster with key PBL focus taught and reinforced in the classrooms.	Whole School
Prevention	Zones of regulation	An emotional and sensory self-management program. Students learn improved emotional control, sensory regulation, self-awareness, and problem-solving abilities.	Support unit AP Students K-2
Prevention	PBL Excursion	PBL rewards excursions or incursions to promote positive behaviour with students.	PBL Committee Students K-6
Prevention	Cultural groups	Identify Aboriginal students and their families and advocates through targeted support initiatives including cultural groups. Students develop a strong identity and sense of belonging when learning about their culture and the importance of education.	Aboriginal Education Officer, Teaching Staff First nation students 1-6
Prevention	Police Visits	Yearly police visits to discuss social media, cyberbullying, online communication, accountability and issues of concern.	Stage 3 students and
Prevention	Cyber Safety Education	Expectations of appropriate online communication and cyberbullying prevention through PBL lessons.	Students/Staff Parents

Care Continuum	Strategy or Program	Details	Audience
Prevention	Aboriginal Cultural Inclusion	Embedded Aboriginal perspectives in teaching and learning programs. Celebrating cultural events such as NAIDOC Week to promote respect and inclusion among students.	Staff
Prevention/ Targeted intervention	PBL Tier System	To identify student behaviours that require intervention and provide resources or wellbeing programs to support improved behaviours. These groups include Girls Social group, Art group, Gardening group, Boys group, Tech group, STEM group and mentoring programs.	Classroom Teacher, LaST Students K-6
Early intervention	Leap Frogs Program	SaCC identifies students and families with emerging behaviour/academic issues before students commence kindergarten.	SaCC Kindergarten supervisor Preschool students
Targeted intervention	Learning Support	The Learning and Support team, work with teachers and families to identify and support those students who require personalised learning and support both in and out of the classroom for a variety of reasons including school refusal, learning difficulties, behavioural issues, family breakdown.	LaST AEO Speech Therapist SLSOs Students K-6
Targeted intervention	School counsellor	School counselling staff, assist students of all ages by providing psychological counselling, assessments and an intervention service.	Counsellor
Individual intervention	SLSO Support	Students who have been identified as a behaviour risk receive additional SLSO support within both the classroom and playground.	Deputy Principal SLSO Students K-6
Individual intervention	Individual Behaviour Support Plan	Students identified as high needs have an Individual Behaviour Support Plan in place. Intervention with the Department AP Learning and Support officer is also utilised.	Supervisor Classroom teacher Students K-6

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

At Rosemeadow Public School we respond to student behaviours with a focus on encouraging and recognising positive behaviours, addressing inappropriate behaviours or actions and supporting students to grow and learn academically and socially.

Positive behaviours are recognised and monitored through the Positive Behaviour for Learning (PBL) framework. Students demonstrating these behaviours are recognised through verbal praise, raffle tickets, merit awards, ribbons and banners and/or recognition at assemblies. Regular conversations with parents reinforce and celebrate these behaviours which motivates students to maintain high standards of behaviour.

Inappropriate behaviours or behaviours of concern are addressed in a timely manner and include restorative conversations, appropriate consequences and the development of Individual Behaviour Plans (IBPs) when needed. Bullying and cyberbullying (see appendix 1), are identified through anonymous surveys, peer and parent reports and incident behaviour reports. Responses include immediate investigation, restorative practices and targeted interventions such as social skills groups and counselling. Parent communication is vital to ensure a collaborative approach to managing behaviour.

Preventing and responding to behaviours of concern

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.

Planned responses to behaviour that does not meet school expectations are either teacher 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 in SENTRAL - Wellbeing.

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 ASAP and before the end of the school day.
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 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	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions,	3. Executive collects information and reviews the incident from multiple perspectives to determine next

moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on SENTRAL – Wellbeing system	student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.	steps. Executive to record incident SENTRAL – Wellbeing system and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. PBL expectation lessons are taught weekly.	4. Teacher records on SENTRAL – 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).	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 an Individual behaviour 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. Merit awards for positive individual and class behaviour are given weekly and fortnightly school assemblies.	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.	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.

Responding to serious behaviours of concern

Rosemeadow Public School responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on SENTRAL - 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 procedure](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Detention	During lunch and recess. Ensuring time for eating and toilet breaks	Classroom teacher or executive staff	SENTRAL Wellbeing incident record
Reflection	Post incident 10-30minutes depending on student's need	Classroom teacher or support staff	SENTRAL Incident/Neutral record
Suspension Resolution Meeting	After the suspension period. 10-30mins	Executive	SENTRAL Wellbeing Student Plans/Post Suspension document
Restorative	As needed 5-15minutes per session	Trained Staff	

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1: Bullying Response Flowchart

