NSW Department of Education

School Behaviour Support and Management Plan

Overview

Regents Park 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 ensure every child is known, valued and cared for by inspiring each child to participate positively in the school community and beyond. We focus on creating opportunities for 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:

- Positive Behaviour for Learning (PBL)
- Like Skills and Life Skills Go

Regents Park Public School has clear guidelines that rejects all forms of bullying behaviours, including online (or cyber) bullying and racism by maintaining a commitment to a providing safe, inclusive, and respectful learning community that promotes student wellbeing. The school fosters an active promotion of positive behaviour, personal responsibility, mutual respect and valuing of difference as key strategies to prevent bullying. Staff are committed to establishing evidence- based approaches, access to services and programs to support implementing strategies that promote a positive environment where bullying is less likely to occur.

All members of the school community are welcomed and embraced to be active participants in building 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 are proactive in implementing strategies, plans and support structures to mitigate and respond to student bullying behaviour.

Partnership with parents and carers

Regents Park Public School invite partnerships with parents and carers in establishing expectations for engagement in developing, implementing and evaluating 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, coffee catch ups, parent teacher

interviews, community playgroup sessions, Class Dojo and the School Bytes parent portal.

- Consulting with other school community members through organised meetings, such as parent information sessions to inquire, provide feedback and raise concerns relating to school systems, data and practices.

Regents Park Public School communicates these expectations to parents/carers through the school newsletter, website and School Bytes. Our school provides multiple opportunities and platforms to encourage the building of collaborative relationships with families and communities to create a common understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

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

To be safe, respectful and value learning.

Value Learning	Show Respect	Be Safe
We do our personal best	We listen and share voice space	We keep our hands and feet to ourselves
We are ready to learn	We show kindness in words and actions	We move safely around the room
	We are active and supportive class members	We use our equipment safely
	We are in the right place at the right time	
	We respect all property	

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 evidence-based practices to support 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, racism 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:

- Explicitly modelling, stating and teaching classroom expectations
- Establishing predictable routines and procedures that are communicated clearly to students
- Communicating expected behaviour with positive feedback and reinforcement
- Discouraging, prompting and redirecting students to prevent inappropriate behaviour
- Actively supervising students
- Maximising opportunities for active engagement with learning
- Providing carefully sequenced authentic and engaging lessons that offer high challenge, differentiated lessons to deliver an inclusive and challenging curriculum.

Care Continuum	Strategy or Program	Details	Audience
Prevention	School-wide PBL	Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.	K-6

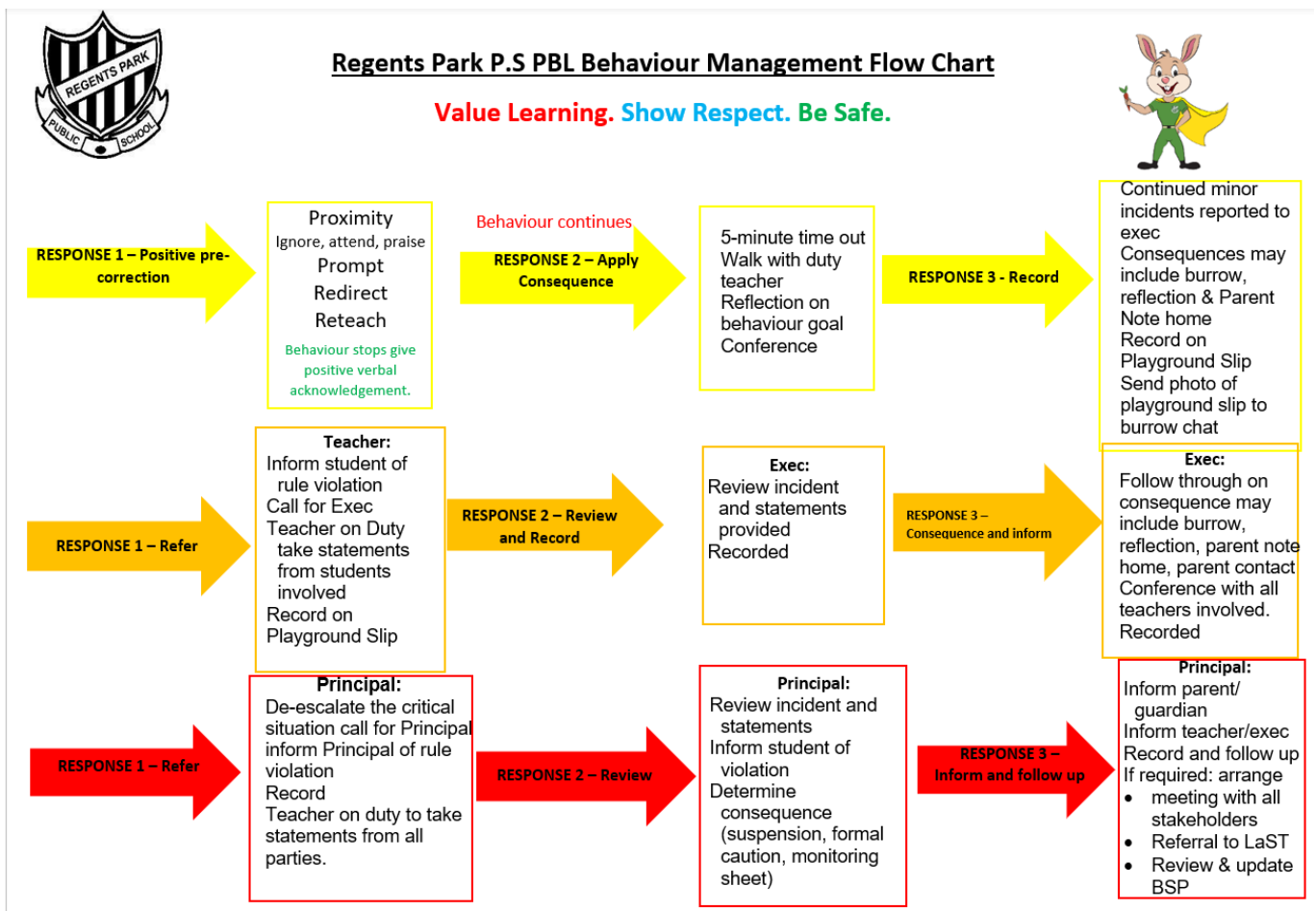| Care Continuum	Strategy or Program	Details	Audience
Prevention	Life Skills	Life Skills is a whole school program that focusses on students physical, social, emotional and attentional self-regulating skills, developed to cultivate wellbeing, resilience and lifelong learning.	K-6
Prevention	Life Skills Go	Life Skills GO is an emotion and wellbeing check in tool that measures student readiness to learn. The program has lessons and activities that can be implemented to support students' emotional wellbeing.	K-6
Prevention	Child protection lessons	Teaching child protection education is a mandatory part of the syllabus and is embedded in our school's PDHPE scope and sequence	All students and CRT
Prevention	Induction processes/casuals	This includes providing newly employed staff with details and an information pack with key school processes and procedures to support whole school approaches. It also includes resources provided to casual staff and or SLSOs to ensure they are equipped with organisational and key behavioural strategies, processes and procedures.	Office staff, teacher induction program leader.
Prevention	Class formation	To support the creation of safe. Nurturing, inclusive and challenging learning environments, each teacher provides a snapshot of student data, progress and overall social, emotional and academic needs. These cards are used to make informed decisions about classroom formations.	CRT K-6
Prevention	Cyber safety lessons	In line with the e-safety commissioner resources and programs, students in 3-6 are	3-6 students

Care Continuum	Strategy or Program	Details	Audience
		provided with opportunities to engage in informed and interactive sessions centred around being ethical and safe online.	
Early intervention	PLAN B	A collaborative discussion between adult and student led by empathy where concerns are identified and mutually agreed upon solutions to a problem are developed. This involves choosing a classroom to support their learning and wellbeing when their classroom teacher is not present.	Identified students and LST coordinator
Early intervention	Attendance procedures	To support regular and consistent attendance, our school's parent and carer engagement guide outlines preventive and interventional strategies to support attendance rates and consistent implementation of key processes and procedures.	All staff and students
Early intervention	Enrolment interviews	An enrolment interview is held with new students to gain information to support students prior to enrolment and strengthen parent partnerships.	New enrolments
Early intervention	Student voice	A student leadership team and Student Representative Council consisting of elected students collaborate to initiate fundraising and other activities to enhance school experiences.	K-6
Targeted intervention	LST referrals	The LST works with teachers, students and families to support students who require individualised support.	LST coordinator and team
Targeted Intervention	Respect Program	RESPECT is a music program for boys under 12 years old, teaching them about domestic violence and gender equality, with a view to prevent and reduce domestic violence in the future. Over 12	Year 5/6 boys

Care Continuum	Strategy or Program	Details	Audience
		weeks, the boys write, record and perform an original song, and also become active agents of social change and role models in their schools.	
Targeted intervention	Counsellor referral	The school counsellor support students, families and staff by providing psychological counselling, assessment and intervention services.	LST coordinator and team
Early intervention	Kindergarten Orientation	An orientation program for new kindergarten students to support their transition to kindergarten	Kindergarten
Targeted intervention	WHIN- Nurse referral	The WHIN supports students and families by providing links to services and advice.	All students and staff
Individualised intervention	Behaviour support planning	This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans.	CRT and LST coordinator
Individualised Intervention	EAL/D NAP	The New Arrivals Program (NAP) provides initial, on arrival intensive English language tuition for eligible newly arrived students who are learning English as an Additional language/ dialect (EAL/D) and are in the early stages of their English Language Proficiency.	Identified students and specialist EAL/D staff.
Individualised intervention	PLASPs/ PLPs	PLASPS and PLPs are developed for students who require adjustments and support plans to help them to be successful at school. These are developed in consultation with students, parents/carers and school staff.	Individual students

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Engagement with Team around a school	Individual students are referred to Team Around a school for individualised support	Individual students
Individual intervention	Part Day Exemptions	Students requiring additional support may be placed on a PDE to support their transition to school.	Individual students
Individual interventions	NCCD adjustments	Individual students are provided with adjustments and accommodations to support their learning and wellbeing needs	Individual students

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

Regents Park Public School embeds student wellbeing and positive behaviour approaches and strategies across the care continuum and responds to behaviours of concern, including bullying and cyberbullying behaviour. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents.

Regents Park P.S PBL Behaviour Management Flow Chart

Value Learning. Show Respect. Be Safe.

RESPONSE 1 – Positive pre-correction →
Proximity
Ignore, attend, praise
Prompt
Redirect
Reteach
Behaviour stops give positive verbal acknowledgement.

Behaviour continues
RESPONSE 2 – Apply Consequence →
5-minute time out
Walk with duty teacher
Reflection on behaviour goal
Conference

RESPONSE 3 - Record →
Continued minor incidents reported to exec
Consequences may include burrow, reflection & Parent Note home
Record on Playground Slip
Send photo of playground slip to burrow chat

RESPONSE 1 – Refer →
Teacher:
Inform student of rule violation
Call for Exec Teacher on Duty take statements from students involved
Record on Playground Slip

RESPONSE 2 – Review and Record →
Exec:
Review incident and statements provided
Recorded

RESPONSE 3 – Consequence and inform →
Exec:
Follow through on consequence may include burrow, reflection, parent note home, parent contact
Conference with all teachers involved.
Recorded

RESPONSE 1 – Refer →
Principal:
De-escalate the critical situation call for Principal inform Principal of rule violation
Record
Teacher on duty to take statements from all parties.

RESPONSE 2 – Review →
Principal:
Review incident and statements
Inform student of violation
Determine consequence (suspension, formal caution, monitoring sheet)

RESPONSE 3 – Inform and follow up →
Principal:
Inform parent/ guardian
Inform teacher/exec
Record and follow up
If required: arrange
- meeting with all stakeholders
- Referral to LaST
- Review & update BSP

Prevention

Responses to recognise and reinforce positive, inclusive and safe behaviour include:

- Regular celebration of student achievements at an individual or class level, via certificates at assemblies, class dojo and whole school PBL rewards day every term
- Recognise individual achievement, positive behaviour and improvement in learning through PBL tokens
- Posts on school bytes, the school website and fortnightly showcasing student talent and success
- Implementing a whole school consistent approach of appropriate and positive behaviour thoroughly weekly PBL focal points presented at a weekly whole school assembly

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.

Reporting and recording behaviours of concern

Staff will report and record behaviours of concern on School Bytes and parents will be notified.

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.

Minor Teacher Managed	Major/Repeated Minor Incident-Leadership managed	Critical/Repeated Major Incident-Leadership/Principal managed
Physical or aggressive play or behaviour *Student is physically touching another person without intending to harm the person. This may include grabbing at body or clothing, accidental*	Physical or aggressive play or behaviour *Student repeatedly uses rough or physical force, action, or treatment towards peers or teachers. This may include instigating a fight and continuing to get involved in a fight*	Physical or Aggressive play or behaviour *Student consciously and intentionally inflicts physical harm to another student or teacher. This may include assaulting a teacher or student*

contact with student, pushing or shoving, tackling, striking in a game, spitting (non-aggressive) and playing a banned game including 'play fighting'.	*(no physical contact involved), spitting aggressively and consistently intimidating other students.*	*using physical violence such as striking or punching. Student indecently touches another person.*
Abuse	Abuse	Abuse
Destruction of property	Destruction of property	Destruction of property
Non-compliance	Non-compliance	Non-compliance
Out of bounds	Out of bounds	Fixed equipment use
Fixed equipment use	Weapons	Weapons
Weapons		Bullying/Harassment
Late to class		Absconding
Late to lines		
Not wearing a Hat		

Minor – Teacher Managed Applies to classroom, Assembly, PE, Scripture, Library, withdrawal groups	Major – Leadership Managed Applies to classroom, Assembly, PE, Scripture, Library, withdrawal groups	Critical – Leadership/Principal Managed Applies to classroom, Assembly, PE, Scripture, Library, withdrawal groups
Value Learning Task Avoidant Behaviour Incorrect use of Media/Technology: Truancy	Value Learning Chronic Misbehaviour Media/Technology Truancy	Value Learning Chronic Misbehaviour Media/Technology Truancy
Show Respect Verbal Physical Transitions Minor Harassment Non-compliance Property Theft	Show Respect Verbal Physical Bullying/Harassment Non-compliance Property Theft Racism/Discrimination- refer to ARCO	Show Respect Bullying/Harassment Property Verbal Theft Racism/Discrimination- refer to ARCO
Be Safe Transitions Physical Property Uniform Violation:	Be Safe Physical Property Possession of weapons	Be Safe Non-compliance Physical Violence Possession of weapons

Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Participate in learning conversation and complete a reflection sheet	30 minutes, With food and toilet breaks provided as required	Supervising teacher, team leader or executive, depending on behaviour	School bytes, hard copies

Review dates

Last updated: 09 December 2024

Next review date: December 2025