

Riverstone Public School Behaviour Support and Management Plan

Overview

At Riverstone Public School our vision is to empower students to become safe, respectful learners who grow to be productive, respectful, creative and compassionate members of society. We strive for excellence by valuing a learning culture that challenges academic growth and sets high expectations for achievement. Riverstone Public School is committed to explicitly teaching, and modelling, positive behaviour. We are dedicated to supporting all students to engage with their learning. Positive Behaviour for Learning (PBL) strategies are prioritised and valued by the school community.

Riverstone Public School Garyangarri Preschool is a valued part of our P-6 school where student behaviour support and management is implemented in line with the National Quality Framework. More information about this can be obtained from our office, or preschool staff. Across our preschool, inclusive classes and mainstream classes, we share values, philosophies and strategies to create excellent learning environments for curious children. This plan relates to K-6 students in our school.

School-wide expectations and rules

| Safe | Respectful | Learners |
|--|--|---|
| Follow school rules | Use manners and kind words and actions | Follow all instructions |
| Keep hands, feet and body to yourself | Keep our school clean | Always do your personal best |
| Right place, right time, right actions | Wear your uniform with pride | Ask for help when needed |
| | Move quietly around the school | Co-operate with others and support your peers |

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

Riverstone Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive interactions.

| Care Continuum | Strategy or Program | Details | Audience |
|-------------------------|-----------------------------|--|---|
| Prevention | Teaching programs | Teaching programs include the explicit teaching of strategies for positive engagement with peers and adults including trauma-informed strategies. | K-6 students Staff |
| Prevention | Extra Curricular activities | K-6 student interest groups are delivered based on the needs of students to promote positive engagement. Students are exposed to a wide range of activities based on personal interests. | K-6 students |
| Early intervention | PBL systems | This includes staff professional development; consistent language, systems and visuals; positive reinforcement of behaviour; and conferencing with students and families to develop a supportive, predictable environment. | K-6 students Staff Parents/Carers |
| Targeted intervention | Case Meetings | Learning Support Team members and/or key staff meet with parents, colleagues, external supports, and students (where appropriate), to develop personalised learning and/or behaviour plans to support a range of abilities and requirements. | K-6 students Staff Parents/Carers |
| Individual intervention | Various support | The school engages with external programs and services (including Wesley Mission) where these may support re-engagement in education for students at risk. | K-6 students Staff Parents/Carers |

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 |
|--|---|--|
| Regular PBL lessons are delivered with PBL matrixes and rules displayed in key areas of the school. Students engage in a wide variety of lessons, including about recognising and responding to bullying, cyber bullying, racism and other discriminatory practices. | Staff initiate the PBL redirection plan and review proactive strategies, utilising the 'PBL Rocket,' giving behaviour reminders to correct inappropriate minor behaviour. | Students are referred to an Executive member to action an appropriate consequence that may include missed play time, reflection, suspension warning or suspension. |

| | | |
|--|---|---|
| Professional development for teachers supports proactive behaviour management strategies including organised learning spaces, established classroom routines and calm spaces, and utilising non-verbal cues, redirection and proximity to engage students. | Students are directed to 'Reset' (participate in Time Out/s) in a calm space within the classroom or playground, and/or in a Buddy Classroom. The teacher will utilise a timer, provide an activity or sensory resources, and help guide the student to reengage at the end of the Reset. | Parents/carers are notified and, when required, appropriate interventions are put in place and communicated to the appropriate stakeholders to support the student to reengage in positive behaviours. This may include Behaviour or Risk Management Plans. |
| Positive student behaviour is encouraged through regular positive feedback, playground and classroom rewards, recognition at assembly with PBL certificates, and positive communication with parents and carers. | Students may miss some play time to complete work or conference with staff. Students may be directed to do this in a classroom space with adequate and safe supervision or whilst walking with staff in the playground. | Students and, where appropriate, families may be supported by School Counsellor, Department staff, external agencies and/or other professional assistance to support positive student behaviour. |

Responses to serious behaviours of concern

- 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.
- The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools. In the case of serious behaviours of concern, the Principal, or delegate, will consider consequences in line with these.
- Sometimes students behave in a way that puts them at risk of harm, for example, running onto a road, fighting or trying to leave the school grounds. In emergency or crisis situations similar to these, it may be necessary to use a restrictive practice to keep students safe. Riverstone Public School commits to ensuring these practices are: student-centred and relevant to the needs and circumstances of the student; the least restrictive option; used for the shortest time; reduced or eliminated, wherever possible; monitored when in use; and reviewed regularly to ensure they are necessary and effective. Riverstone Public School staff are committed to appropriate reporting and open communication with parents/carers following emergency or crisis situations.

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.

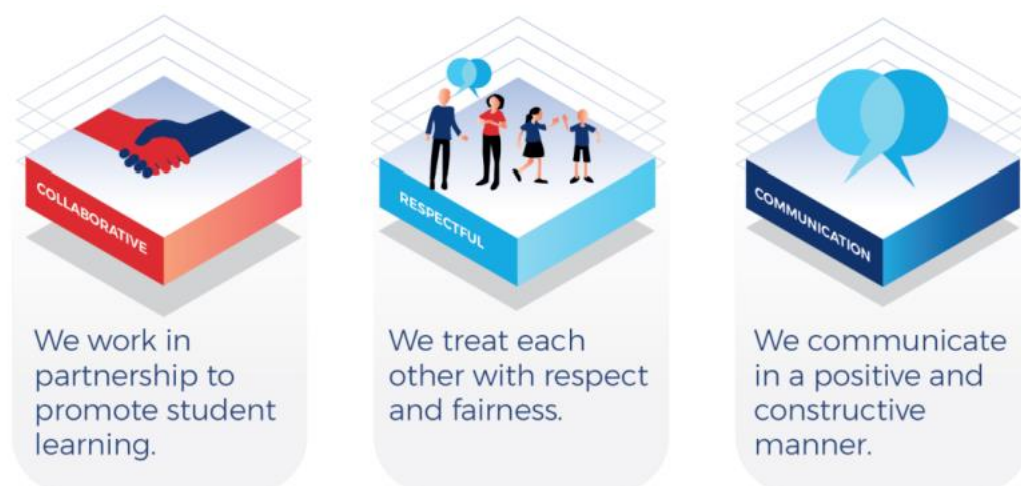
Riverstone Public School aims to encourage students to reflect on inappropriate behaviour and develop strategies for positive engagement and behaviours. When the following strategies are necessary, students are allowed access to appropriate bathrooms for toilet breaks and are given any required care under the guidance of established staff members at the school.

| Strategy | When and how long? | Who coordinates? | How are these recorded? |
|--|---|--------------------------------|-------------------------|
| Students may be required to attend 'Reflection' where they discuss incidents to develop positive behaviour strategies. Students can finish eating (or drinking) their recess or lunch as required. | After 'Eating Time' at recess or lunch for no more than 30 minutes. | Principal Executive members | SchoolBytes |
| Students may choose, or be verbally directed, to go to a 'Calm Space' in their own or another classroom/office to assist self-regulation utilising sensory resources, an activity or conference with a staff member. Staff may offer students their hand as a non-verbal cue to help students navigate to a Calm Space when required. Parents/Carers may be contacted for assistance if the Calm Space is not effective in supporting the child to self-regulate. | As needed by the child until they self-regulate enough to safely return to their learning or play space, or other supports are available, such as their parent/carer. | Teachers Executive members | SchoolBytes |
| Students who abscond may be observed by staff in a safe place as guided by the child (e.g. a seat in the playground, a classroom connected withdrawal space). Staff will encourage students to return to a safe space if they occupy an unsafe space (e.g. the carpark) and offer their hand as a non-verbal cue to return to safe spaces and/or contact parents/carers for assistance. Gates and fences around the school's perimeter help students to remain safe in the occurrence of absconding. | As guided by the child until they self-regulate enough to safely return to their learning or play space, or other supports are available, such as their parent/carer. | Teachers Executive members | SchoolBytes |

Partnership with parents and carers

Riverstone Public School aims to partner with parents/carers in establishing expectations for parent engagement to develop and implement positive behaviour and engagement strategies. We achieve this by building parent and community relationships in a safe, productive environment. We will work to ensure consistent communication with families, and implement case meetings where necessary, for the support of our children.

Riverstone Public School will provide regular written communication through our school app, emails, Facebook page and notes sent home with students. We encourage families and community members to use email and social media appropriately to connect with our school and stay up to date. Parents/Carers are asked to make appointments with staff to ensure appropriate time and focus to engage in uninterrupted, informed conversations about your child's learning and wellbeing.



As stated in the Department of Education's School Community Charter, unacceptable and offensive behaviour has no place in our school communities and steps will be taken to address it which may include restricting contact with the school community or, in more serious cases, referral to NSW police.

Across our P-6 setting, Riverstone Public School values the positive contributions of students, parents, carers, families and the broader community that make the school a safe, respectful learning environment.

Review dates

Last review date: Day 1, Term 4, 2024

Next review date: Day 1, Term 4, 2025