

# Robert Townson Public School Behaviour Support and Management Plan

## Overview

### **Successful learners; Bright Futures**

At Robert Townson Public School, we aim to be a world-class school that nurtures active, engaged learners, with the capacity to think critically and creatively. We are dedicated to future focused learning, ensuring our students are empowered and informed citizens who can connect, succeed and thrive beyond primary schooling. At the heart of our commitment to excellence are our students, who we ensure are known, valued, and cared for.

We are dedicated to fostering individual and collective wellbeing through a climate of care and positivity. We nurture positive relationships between students, staff, families and the community to enable school connectedness and engagement. Student learning takes place in an environment which fosters and develops choice, accomplishment, positive relationships and enjoyment. Our students are provided with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility.

Our Behaviour Support and Management Plan reflects this commitment to the individual, ensuring the provision of a safe, respectful and inclusive school environment for every student.

We are committed to principles of restorative practice and trust that our students have the capacity to reflect on the behaviour and take steps towards restitution. Our restorative approach to supporting student behaviour focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur. This whole school teaching and learning approach encourages behaviour that is supportive and respectful and enables us to create and maintain a supportive environment where healthy relationships are nurtured.

All children and young people have a right to access and fully participate in learning. Principles of positive behaviour support, inclusive practice, trauma-informed care and social-emotional learning guide our daily practice. They are the foundation on which we build positive relationships. High expectations for student conduct and behaviour are established and maintained through effective role modelling, explicit instruction and well-considered, planned responses.

All forms of bullying, including cyber-bullying are unacceptable in both online and offline settings. Our staff are committed to using evidence-based strategies that help create a positive atmosphere where bullying is less likely to occur. We are proactive in addressing and responding to any incidents of bullying among students.

## Partnership with parents and carers

Robert Townson Public School works collaboratively with our families and community to create a shared understanding of how to support student learning, safety and wellbeing.

Robert Townson public school, in partnership with parents/carers, establishes expectations for engagement in developing and implementing student behaviour management and anti-bullying strategies by

- inviting parent/carer feedback through formal and informal means, such as Tell Them from Me surveys, school surveys, consulting with our P&C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices

We communicate these expectations to parents/carers through online platforms, face-to-face meetings and formal three-way conferences that occur biannually.

## School-wide expectations and rules

Robert Townson Public School has the following school-wide expectations and rules, which are taught explicitly. Our core value are: Be Safe, Be Respectful and Aim High.

Expectation - Safe	Expectations - Respectful	Expectation – Aim high
Follow instructions	Use appropriate, kind and supportive language	Actively participate and engage in learning
Remain in designated and supervised areas	Listen attentively	Listen to, and apply, teacher feedback
Maintain personal space	Be considerate and accepting of individual differences	Organise your time wisely
Use equipment properly, for its intended purpose	Treat others with dignity and respect	Ask for help when needed
		Show initiative, set goals and self-advocate

## 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/Early Intervention/ Targeted/ Individual intervention	Restorative practice	Restorative Practice is a teaching and learning approach that promotes self-regulation and encourages behaviour that is supportive and respectful. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur. Restorative practice methodology is used to foster a culture that is strong, relational, and built on trust.	All students K-6
Prevention	Open parachute	Open Parachute is a mental health skill-building program that uses peer voices to build resilience and wellbeing in students and educators. Open Parachute is based on self-determination theory, focusing on the importance of students building autonomy, competence and connection with their peers. Open Parachute lessons draw on frameworks, including CBT, DBT, ACT, MBSR and narrative therapy, informing the teaching of skills such as thought-challenging, perspective-shifting, acceptance of emotions, behaviour change and relationship skills.	All students K-6
Prevention	PBL	Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together our whole-school community to contribute to developing a positive, safe and supportive learning culture, supporting improved social, emotional, behavioural and academic outcomes for children and young people.	All students K-6
Prevention	PBL Townies	Fast and frequent acknowledgement of positive behaviours. Townies are accumulated to provide students with a merit, linked to reward system	All students K-6

Care Continuum	Strategy or Program	Details	Audience
Prevention	National Week of action	Our school acknowledges and participates in the annual National Week of Action against Bullying and Violence in August every year.	All students K-6
Prevention	Child Protection	Delivery of mandatory Child Protection program K-6	All students K-6
Prevention/Early Intervention	Social stories	Social stories are developed for individual students to support specific skills and appropriate behaviours in response to varied situations. They are used as a strategy for instruction and behaviour management.	Individual students K-6
Prevention/Early intervention/ Targeted	Parent Child Interaction Therapy (PCIT)	PCIT is a cognitive behavioural intervention that aims to decrease challenging behaviours, increase positive parent behaviours and improve the quality of the parent-child relationship.	Individual students K-6
Prevention/Early intervention/ Targeted	Lunch initiatives	Structured programs and activities are offered during lunchtime to engage students positively, promote social interaction and foster student well-being. These programs offer additional supervision, allowing for reduced child: teacher ratios.	Offered to all students K-6
Prevention/Early Intervention/ Targeted/ Individual intervention	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyber bullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. We use these resources to engage with our school community about creating and maintaining safe online environments to prevent incidents of cyberbullying. Actions to report and manage cyberbullying are outlined  <a href="https://www.esafety.gov.au/educators/toolkit-schools">https://www.esafety.gov.au/educators/toolkit-schools</a>	All
Prevention/Early intervention	The National Student Wellbeing Program	This initiative supports the wellbeing of students through one-on-one check-ins or small group peer support sessions with our student wellbeing officer, facilitating the development of support skills and strategies.	Individual students K-6
Early intervention	Positive behaviour card / contract	Written in positive terms, behaviour cards are implemented to target specific positive behaviours that a student is working on / learning to display consistently. Teachers then look for opportunities to acknowledge this behaviour in the classroom and playground.	Individual students K-6
Targeted/ Individual intervention	Learning and Support	The Learning and Support Team work with teachers, students and families to support students who require personalised learning and support	Identified students

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	Team around a school / APLAS	Delivery Support team is your local assistant principal learning and support or learning and wellbeing officer. The Delivery Support <u>Team Around a School</u> comprises of non-school based roles such as the learning and wellbeing team, behaviour specialists, networked specialist facilitators and NDIS coordinators, as well as school-based roles including assistant principal learning and support, senior psychologists education and itinerant teachers.	Identified students
Targeted/ Individual intervention	Attendance support	LST refer students to the Deputy Principal, who will convene a planning meeting with students, families and teachers to support improved attendance and set growth targets. Deputy Principal coordinates HSLO attendance data and attendance monitoring processes.	Individual students
Targeted/ Individual intervention	School Counsellor Support	Specific, individual counsellor support for students as required. Students are referred through the in-school system for support.	Individual students
Individual intervention	Individual Support behaviour planning	This involves developing, implementing, monitoring and reviewing; behaviour support, behaviour support and risk management plans	Individual students

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

### Identifying behaviour of concern, including bullying and cyberbullying

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.

Robert Townson 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 behaviours that do not meet school expectations are either teacher or executive managed. Our staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. Staff determine whether the behaviour poses a risk to the safety or wellbeing of the student or others, using appendix A

- **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 Schoolbytes. These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> <li>· positively stated rule reminders and pre-corrections</li> <li>· re-direction</li> <li>· offering choice</li> <li>· error correction</li> <li>· prompting</li> <li>· reteaching</li> <li>· seat changes</li> <li>· stay in at break to discuss/ complete work (no more than 5 mins)</li> <li>· individual conferences</li> <li>· teacher directed time-out</li> <li>· detention, reflection and restorative practices</li> </ul>	<ul style="list-style-type: none"> <li>· positively stated rule reminders and pre-corrections</li> <li>· play or playground redirection</li> <li>· offering choice</li> <li>· prompts</li> <li>· walking with teacher</li> <li>· detention, reflection and restorative practices</li> <li>· communication with parents/carers.</li> </ul>

· communication with parents/carers.	
Positive and proactive behaviour management strategies must be employed before using time-out in all environments	

Robert Townson Public School staff explicitly teach, recognise and reinforce positive student behaviour. Evidence-based strategies are used daily by our teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

Feedback is an essential component of our daily practice. We believe that this 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.

We seek to build positive relationships, guide positive behaviour and support a restorative approach to challenging behaviours. We understand the complexity of learning and ensure our students are given multiple opportunities to refine and practise new skills. We acknowledge that students often need immediate and frequent reinforcement as they develop mastery. Intermittent and long-term reinforcement supports our students to maintain their social behavioural efforts.

<b>Prevention</b> <b>Responses to recognise and reinforce positive, inclusive and safe behaviour</b>	<b>Early Intervention</b> <b>Responses to minor inappropriate behaviour are teacher managed.</b>	<b>Targeted/Individualised</b> <b>Responses to behaviours of concern are executive managed</b>
<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. (reflection / detention)</p>
<p>3. Tangible reinforcers are given to students, such as townies (free and frequent) and merit awards (moderate and intermittent). Principals' awards/Gold awards are also awarded (intermittent and infrequent)</p> <p>Students can be nominated for 'Townson of the Term' (significant and infrequent), which is awarded at the end of Terms 1-3 for each stage.</p> <p>Reinforcers are recorded on Schoolbytes.</p>	<p>3. Use direct responses e.g. rule reminder, re-teach, provide choice and/or student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequences are applied.</p>	<p>3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Schoolbytes 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 integrated across all key learning areas. Explicit lessons are taught weekly through Open Parachute lessons.</p>	<p>4. Teacher records any minor behaviours on Schoolbytes 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 Robert Townson Public School 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 makes contact through the parent portal, face-to-face conversations or phone calls home are used to communicate student effort to meet expectations.</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 Schoolbytes. 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.

## 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

Robert Townson Public School employs a restorative approach when addressing inappropriate behaviour. We are dedicated to fair, reasonable and proportionate disciplinary strategies, such as detention and reflection, that enable us to support our students towards restitution. We recognise the importance of providing our students with opportunities to reflect on, and regulate emotions and behaviour.

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. Maximum reflection/detention times will be proportionate to the behaviour of concern, and the age/developmental level of the student.

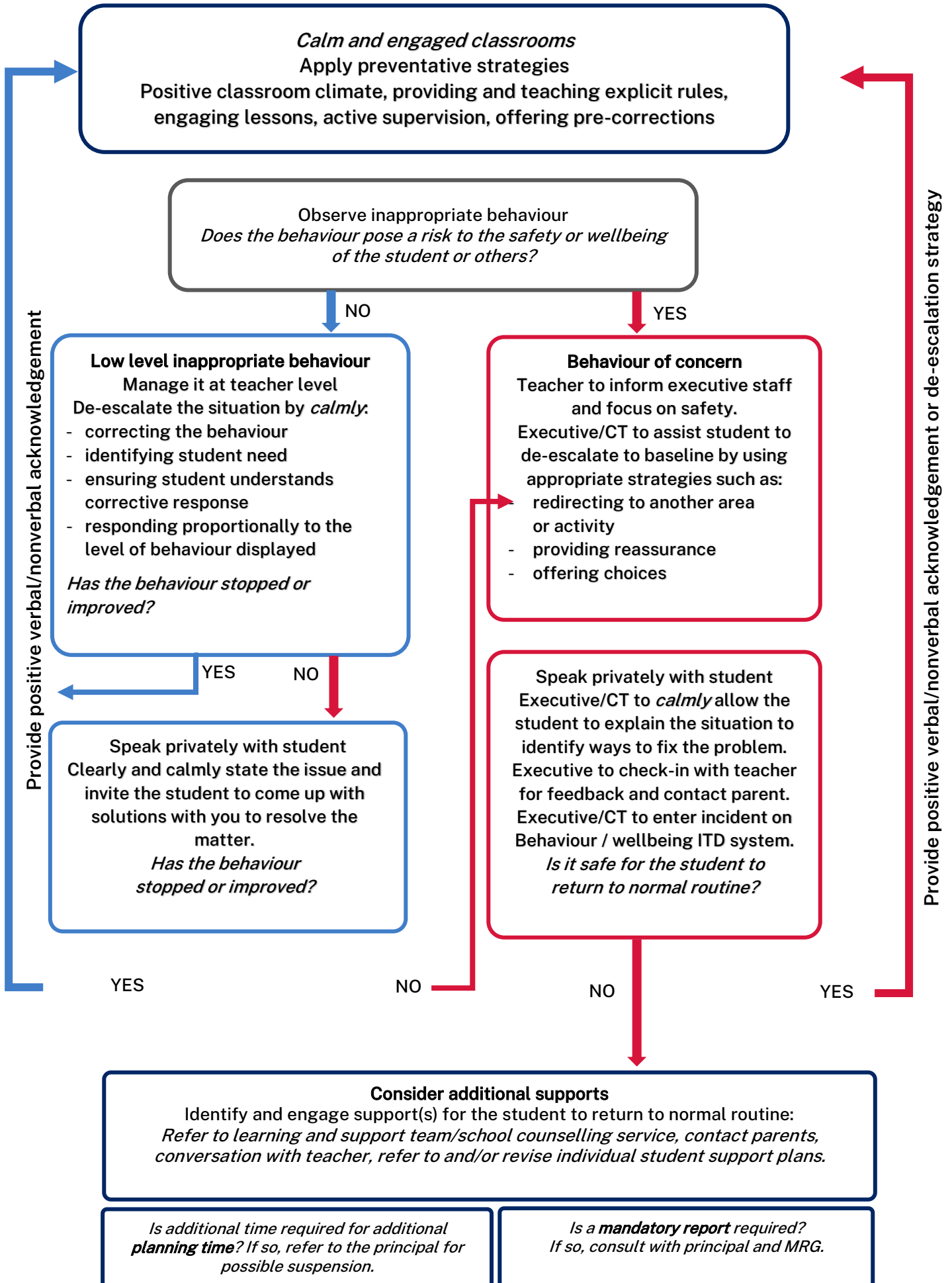
Strategy	When and how long?	Who coordinates?	How are these recorded?
<p><b>Executive Conference</b></p> <p>A structured debriefing and planning following a crisis event or behaviour of concern. This is generally with an individual student.</p> <p>Restorative practices embedded</p>	<p>As close to possible following event</p>	<p>Senior executive</p>	<p>Documented in Schoolbytes</p>
<p><b>Reflection</b></p> <p>A structured process of reflection and planning following a behaviour of concern. The purpose is to assist the student/s to achieve the desired behaviour, to reflect on their behaviour and make positive choices. Reflection occurs in the office with a member of the executive. This is generally with an individual student or small group of students.</p> <p>Restorative practices embedded</p>	<p>As close to possible following event</p> <p>Lunch time only (not recess)</p>	<p>Executive staff</p>	<p>Documented in Schoolbytes</p>
<p><b>Alternate play plan (detention)</b></p> <p>Students are withdrawn from free-choice play. They may be re-allocated to the office or an area of the playground/classroom for supervised play following a behaviour of concern.</p> <p>Restorative practices embedded</p>	<p>May be Recess and/or lunch breaks</p>	<p>Executive staff</p>	<p>Documented in Schoolbytes</p>

## Review dates

Last review date: February 6: Day 1, Term 1, 2025

Next review date: Jan 27; Day 1, Term 1, 2026

Appendix 1: Robert Townson Public School Behaviour management flowchart



## Bullying Response Flowchart

The following flowchart explains the actions Robert Townson 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.

