

School Behaviour Support and Management Plan

Overview

Roselea Public School is a school of excellence that develops resilient lifelong learners. We instil integrity and respect in our students through explicit teaching and learning programs that promote collaboration and critical thinking.

Our school culture is that of connectedness, inclusion and belonging with students in both mainstream and support classes. We are committed to providing a supportive and challenging learning environment which focuses on enhancing the wellbeing of students and staff.

Programs within the school promote the development of the whole child, encouraging them to foster their resilience, persistence, tolerance, leadership skills and a love of learning. Students are given the opportunity to participate in a range of extra-curricular opportunities in sport, technology, and Creative and Performing Arts. Positive Behaviour for Learning, Positive Partnerships, Engaged Learners and Peer Support are programs that contribute to the sense of community and wellbeing at the school.

We are committed to creating a culture of upstanders, promoting an environment that fosters acceptance and respect for diversity, free from discrimination, harassment, vilification, bullying and victimisation.

Partnership with parents and carers

The wellbeing of the students at Roselea Public School is the responsibility of all stakeholders in the student's life. "Mental health and wellbeing is vital for learning and life. Children who are mentally healthy learn better, benefit from life experiences and have stronger relationships with family members, school staff and peers" - KidsMatter.

Our school is supported by an inclusive, connected and aspirational multi-cultural community. Students, staff, parents and the wider community work together to promote high expectations and school excellence. We elicit feedback and parent voice through Tell Them From Me and school surveys throughout the year, regular consultation with P&C and AECG, as well as ongoing communication through Enews, School Bytes and school newsletters. At Roselea, we have an open door policy, where we welcome our community to events and to share the educational journey of their child. We work together to support students learn to think critically and creatively to prepare them for the challenges and complexities of life. We utilise our Learning and Support Team to maximise support for students and employ trauma-informed practices throughout the school. Relationships are fostered to establish and maintain an inclusive and cohesive community as parents and carers play an important role in the Roselea school community. The [School Community Charter](#) informs parents and carers on how to engage with our school to be collaborative, respectful and communicative.

School-wide expectations and rules

The Roselea rules and expectations are part of our Positive Behaviour for Learning program.

Expectations - Respectful	Expectations - Responsible	Expectations - Aspire
Be kind	Be safe	Be resilient and reflective
Respect property and people	Take ownership of actions and choices	Show initiative
Listen and speak respectfully	Follow teacher instructions	Aim high, embrace challenges
Allow others to learn	Be in the right place at the right time	Be an upstander

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

Care Continuum	Strategy or Program	Details	Audience
Prevention	Child Protection	Teaching child protection education is a mandatory part of the syllabus	Students K-6
Prevention	Peer Support	Specific modules to teach students about positive relationships, optimism, resilience and anti-bullying strategies.	Students K-6
Prevention	Bullying No Way week	Activities and initiatives to spread awareness and prevention strategies regarding bullying in August each year.	Whole school
Prevention	PBL	Reward systems, explicit PBL and PDHPE lessons, behaviour code for students and ongoing newsletter/assembly focuses.	Whole school
Prevention	School buddy program	Individual students in Kindergarten are assigned a Year 6 student to support their transition to school and provide a connection throughout the year. We also have buddy classes across the school to increase a sense of connection and belonging.	Students K-6
Prevention	Educational awareness programs	Lessons focused on Anti-Racism, Aboriginal Education, Anti-Bullying, social-emotional learning, and various PDHPE topics taught regularly.	Whole school
Prevention / Early intervention	Professional learning	Mandatory training, trauma-informed practices, Aboriginal Education, PBL focus areas.	Staff

Care Continuum	Strategy or Program	Details	Audience
Prevention / Early intervention	Principles of inclusive practice for students with disability	Principles to guide the decision making and awareness of inclusivity across the school community.	Whole school
Targeted intervention	Learning and Support	The Learning and Support Team works with teachers, students, parents, external providers, school counsellor and other personnel to support students who require personalised learning and support.	Whole school
Targeted/ individual intervention	Zones of Regulation	Whole class or small group intervention to teach social-emotional learning and support students with emotional and self-regulation.	Students K-6
Targeted/ individual intervention	Attendance support	The Learning and Support Team refers students to the Home School Liaison Officer who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, AP, HSLO
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response, risk management plans.	Individual students, parent/carer, LaST, Executive

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

Roselea uses Positive Behaviour for Learning strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. "Positive Behaviour for Learning (PBL) brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture." 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.

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. This is determined based on the nature of the incident and whether the behaviour poses a risk to the safety or wellbeing of the student or others. Managing behaviours is dependent on several factors, including the frequency and severity of the behaviours. All managed behaviours are recorded in Sentral Wellbeing.

Evidence-based strategies are regularly used by teachers to teach self-regulation and reduce impulsivity. Some responses to behaviour include rule reminders, re-direction, offering choice, prompting, change of seating, missing some break time, walking with a teacher, conferencing, detention, reflection and restorative practices, and communication with parent/carer.

Responses to serious behaviours of concern

Roselea Public School will respond to serious behaviours of concern using our School Behaviour Management flowchart (Appendix 1). Responses to all behaviours of concern apply to student behaviour that occurs:

- at 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

These responses may also apply to student behaviour that occurs:

- on the way to and from school
- when using social media, mobile devices and/or other technology involving another student or staff member, where there is a clear and close connection between the school and students' conduct.

In determining whether a student's misbehaviour is serious enough to warrant suspension, the principal will consider the safety, care and welfare of the student, staff and other students. Following the NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#), continued disobedience or aggressive behaviour may result in suspension.

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](#).

Detention, reflection and restorative practices

Toilet and food breaks are always accounted for when a student is withdrawn from free choice play as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

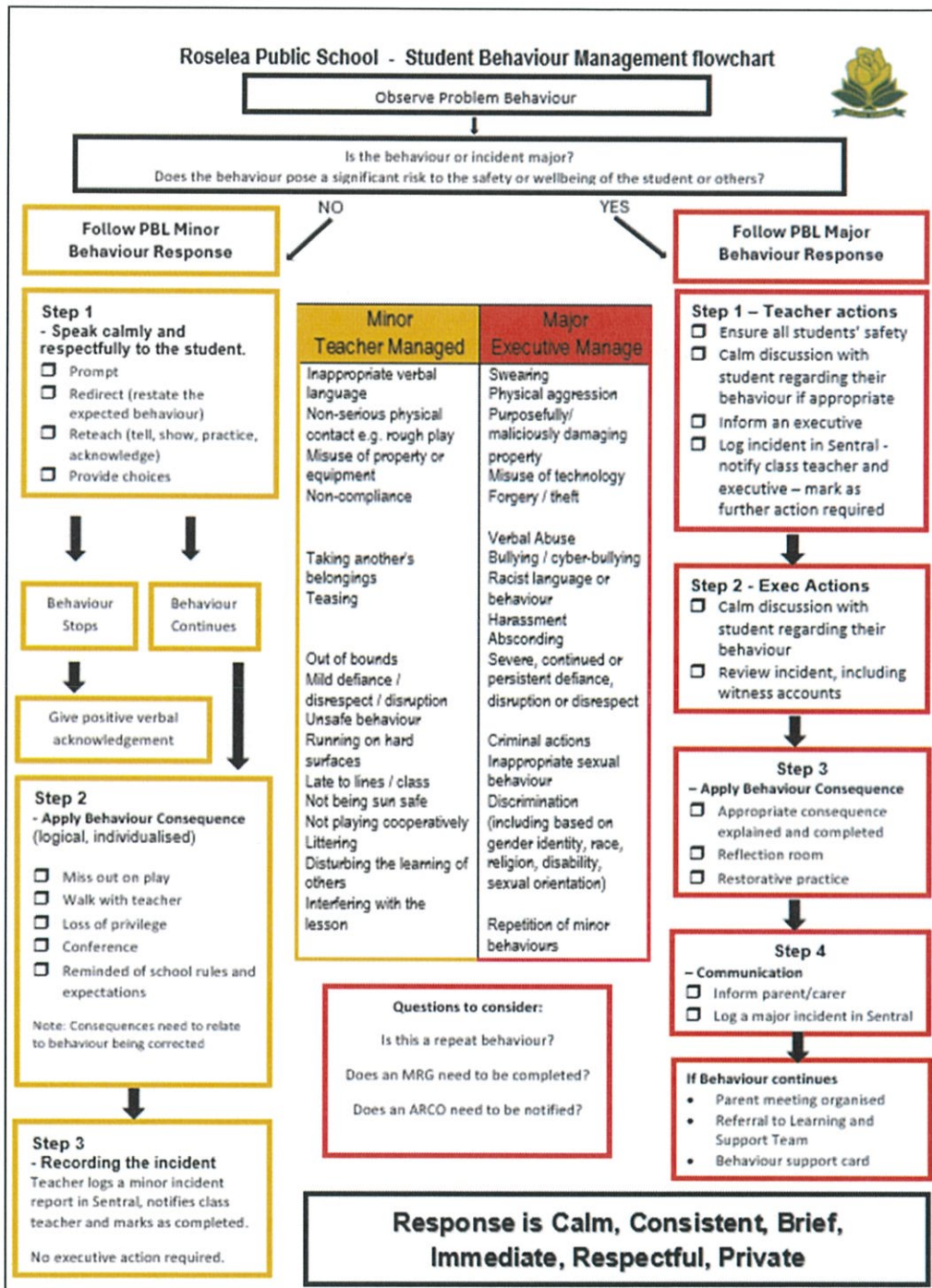
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection room – a structured debriefing and planning after an incident or behaviour of concern with an individual student (detention)	Next day during lunch time	Executive team	Documented in Sentral and Executive SharePoint
Restorative practice – a planned approach to students taking responsibility for their action and repair any harm caused by their behaviour	Scheduled for a break time	Executive team	Documented in Sentral and Executive SharePoint

Review dates

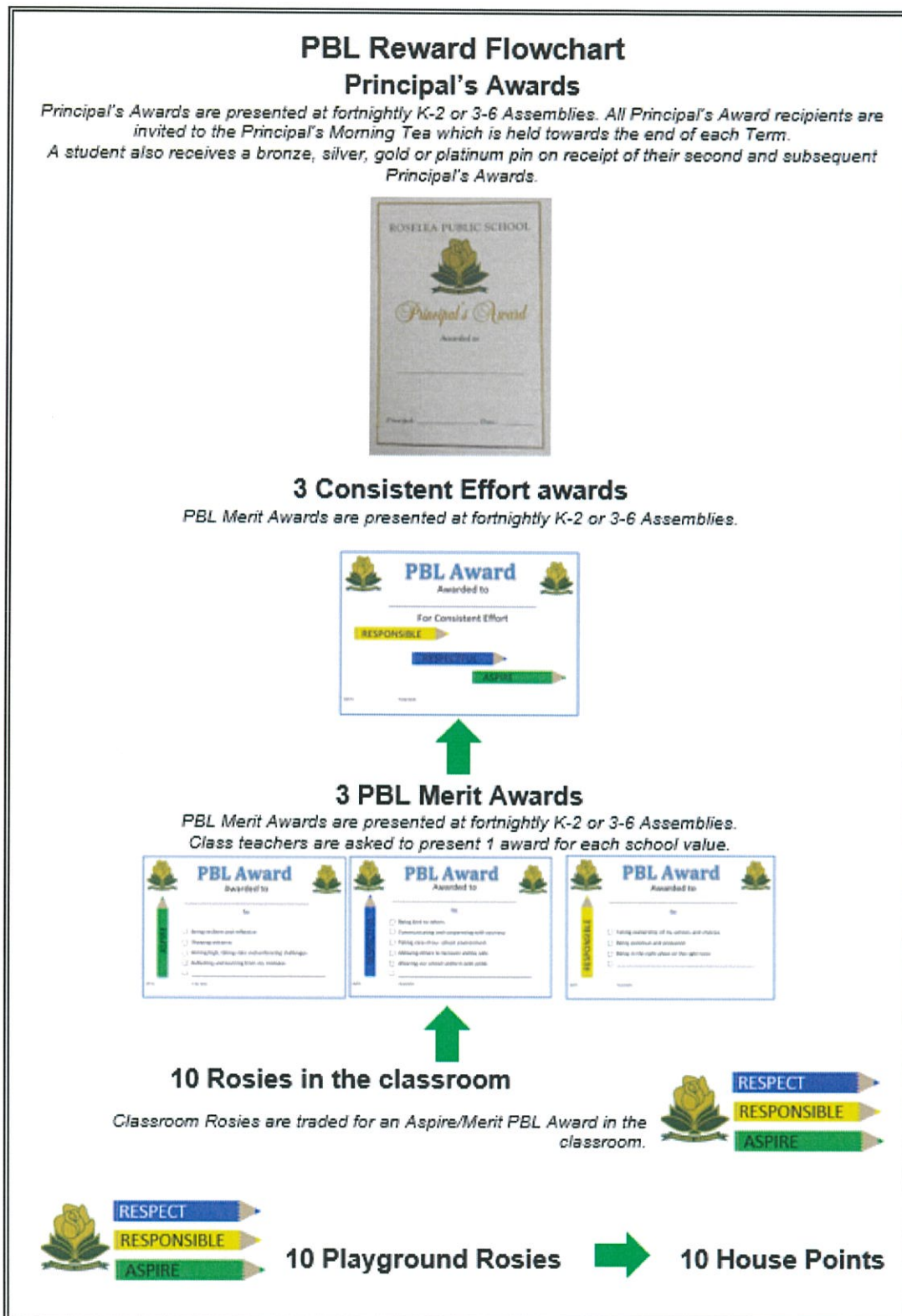
Last review date: Term 2, 2024

Next review date: Term 1, 2025

Appendix 1: Behaviour management flowchart



Appendix 2: Positive Behaviour for Learning



Appendix 3: Anti-Bullying Plan



ANTI-BULLYING PLAN 2025

Roselea Public School

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Roselea Public School's commitment

Our 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. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

1 School culture and inclusion

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 will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

1.1

Expectations of student behaviour are embedded across school programs. Students are explicitly taught anti-bullying lessons and strategies. Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not tolerated.

Dates	Communication topics
Terms 1-4	<ul style="list-style-type: none"> Positive Behaviour For Learning school wide rules and expectations implemented and reviewed fortnightly, including anti-bullying focused content Positive Behaviour for Learning (PBL) lessons in classrooms, PBL awards at assembly Discussions about bullying, upstanders and bystanders, conflict resolution, support
Term 1	<ul style="list-style-type: none"> Anti-bullying education lessons completed by all students. Cyber Safety lessons, explicitly taught across all classroom settings to foster safe cyber behaviour. Whole school focus - National Day of Action against Bullying and Violence "Bullying. No Way!" – explicitly taught anti-bullying lessons and classroom activities, and community awareness and education event.

	<ul style="list-style-type: none"> No Go Tell lessons implemented ARCO assembly
Term 2	<ul style="list-style-type: none"> Tell Them From Me survey Mandatory Child Protection education lessons. School's PDHPE Scope & Sequence (Syllabus - PDHPE; Strand – Health, Wellbeing and Relationships; Skill Domain – Interpersonal Skills) Anti-bullying concepts embedded within mandatory child protection units. Reconciliation Week
Sem 1& 2	<ul style="list-style-type: none"> Peer Support Tell Them <u>From</u> Me survey Cyber safety incursions for students, parent workshop – visit from Police Youth Liaison Officer

1.2 Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

Dates	Communication topics and Professional learning
Term 1	<ul style="list-style-type: none"> Staff training: <i>Annual Competency Check</i> <i>New staff mandatory Child Protection Training</i> Student Behaviour Support and Management Plan revisited with staff Induction for new students and staff with PBL Framework PL session presented to staff, on anti-bullying information to define what bullying is; what bullying is not; when and how to intervene; who to go to for support – in partnership with school P&C, school counsellor, PBL committee and Police Youth Liaison Officer (where applicable)
Weekly	<ul style="list-style-type: none"> Learning and Support Team Meetings PBL focus area discussions at communication meetings PBL expectations communicated through school newsletter/parent portal - fortnightly
Ongoing	<ul style="list-style-type: none"> Executive monitor serious or repetitive incidents and follow procedures accordingly Mandatory training e.g. Anti-Racism, Aboriginal Cultural Education, Code of Conduct
Each term	<ul style="list-style-type: none"> PBL team meet to discuss, plan and analyse data
Annually	<ul style="list-style-type: none"> Review PBL program and procedures Implementing DoE Student Behaviour Policy Anti-bullying Policy to be reviewed by PBL team

At Roselea Public School, we are an inclusive environment, where diversity is affirmed, and individual differences are respected. Quality education is provided for students to meet their learning needs in a secure, ordered, and supportive school environment. Partnership with students, parents, staff, and the wider community is considered central to the success of addressing bullying when it occurs in our school community. New, temporary, and casual staff are provided information about our school's approaches and strategies to prevent and respond to student bullying behaviour by a member of the leadership team when they enter on duty, as part of the school's induction process. Our ARCO (Anti-Racism Contact Officer) is available to support students, staff and families. The school's Counsellor, in conjunction with the Learning Support Team provide individual, targeted support for students, staff and caregivers to assist with strategies for all stakeholders.

1.3 New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

- When all new staff are inducted, the PBL and school procedures are explained, they are provided either a green folder or access to the school OneNote with further information
- PBL posters displayed in classrooms and around the school
- Playground PBL cards/ playground bags explained
- Executive staff member speaks to new and casual staff when they enter on duty at the school
- The Principal speaks to new executive staff when they enter on duty, as part of the induction process
- Anti-Racism officer/s appointed (ARCO)
- Class red folders provide specific student wellbeing information
- SLSOs support identified students

2 Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

2.1 Website

Our school website has information to support families to help their children to regulate their emotions (emotional regulation) and behaviour and develop vital social skills. Information is provided to assist families if their children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour). Information available may assist potential victims of bullying and provide support to the bully and any possible witnesses.

The following are published on our school's website.

2.2 Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

Dates	Communication methods and topic
Terms 1-4	<ul style="list-style-type: none"> • Anti-bullying information and school supports communicated to all stakeholders through school communication platforms – Bystander behaviour is embedded throughout the weekly/fortnightly PBL focus lessons/stage meetings, school-wide • Learning and Support Team meetings and school counsellor referrals
Term 1	<ul style="list-style-type: none"> • National Day of Action against Bullying and Violence "Bullying. No Way!" – awareness and education whole school community event • Meet The Teacher information evening
Semester 1	<ul style="list-style-type: none"> • School to provide anti-bullying information sessions as required to define what bullying is; what bullying is not; when and how to intervene; who to go to for support – <i>in partnership with school P&C, school counsellor, PBL committee and Police Youth Liaison Officer (where applicable)</i>
Semester 2	<ul style="list-style-type: none"> • Kindergarten Orientation Days • Peer Support • Tell Them from Me parent survey

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3 Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).

Supporting Positive behaviour
• Explicit PDHPE and PBL lessons
• School buddy program
• Cyber bullying police in-school visit
• Individual behaviour support plans
• Social skills programs
• PBL reward systems
• Parent workshops as required
• Accessing DoE Wellbeing resources: behaviour Specialist, Assistant Principal Learning and Support
• Collaboration with paraprofessionals such as speech pathologist, pediatricians and psychologists.

Completed by: Kylie Bryant
Position: Principal
Signature: 
Date: 5.2.25