NSW Department of Education

William Rose School Behaviour Support and Management Plan

Overview

The Wellbeing Framework supports schools to create teaching and learning environments that enable students to be healthy, happy, engaged and successful. Wellbeing in our public schools is driven by the themes of Connect, Succeed and Thrive. William Rose Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. All classrooms and other learning environments are well managed within a consistent, school-wide approach.

Our goal is to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community with a high expectation culture of high attendance rates for all students.

Principles of positive behaviour support, play-based learning, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. Teachers model and share a flexible repertoire of strategies for classroom management which promote student engagement.

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:

- Autism Community Network
- NDIS Community Connection Desk (in partnership with Uniting)
- Carer Gateway
- Model of Child Engagement
- PDA Society
- Cycle of emotional regulation
- Zones of Regulation
- The Student Wellbeing Hub
- The Inclusive practice hub
- Sunshine circles
- Healthy Mind Black Dog Institute
- Allied health collaboration

These programs prioritise that students feel safe and supported so they can regulate and develop their social and emotional learning which supports engagement and participation, good mental health, positive relationships and supports prevention of bullying.

William Rose Public School rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a welcoming, respectful and safe learning community that promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

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 actively respond to student bullying behaviour.

Partnership with parents and carers

William Rose Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such surveys, consulting with the P & C through ROSE Charity and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices
- sharing resources that provide continuity and generalisation of skills
- inviting parent/carers to engage in 'Let's Chat' professional learning activities that are targeted to the supports relevant to our student population
- supporting referrals for parents to access services available to them such as the Carer gateway, community connections and Autism Community Network.

William Rose Public School follows the School Community Charter and will communicate these expectations to parents/carers through the school website and Facebook page. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations

William Rose School has high expectations for student behaviour and wellbeing which are Welcoming, Respectful, and Safe

Welcoming	Respectful	Safe
Playing – Have fun	Engaging others	Trusting
Being kind	Making choices	Asking for help
Visual language	Regulating- Time and space	Supporting
Calm and positive	Dignity- stick together	Gentle – no hurts

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.

We believe student wellbeing and positive behaviour in our context can be heavily influenced by our students' skills to communicate and regulate. The school employs an occupational therapist, speech and language therapist and music therapist to support skill development in communication and regulation across the school.

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:

- encourage and engage students in appropriate play with graduated guidance

- acknowledging and reinforcing all communication

- use visuals and language consistent with school expectations

- access to assistive technology to support communication

- access to sensory regulation tools

- access to alternative spaces to support regulation or reduce demand

- identifying and mitigating potential triggers where practicable

- provision of time and space for students who are not regulated

- opportunities for students to co-regulate once student is ready

- supporting self-regulation through differentiated strategies and resources

- explicitly teaching classroom expectations through visuals, games and social stories

- establishing predictable routines and procedures that are communicated clearly to students

- support student coping skills to manage unexpected change and triggers

- encouraging expected behaviour with positive feedback and reinforcement

- 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 and interests of all learners.

Care Continuum	Strategy or Program	Details	Audience
• Prevention	Carer Gateway	Carer Gateway is an Australian Government program providing free services and support for carers.	Parents, Carers and Staff
• Prevention • Early Intervention • Targeted Individual	The Model of Child Engagement	The premise of The Model of Child Engagement is simple: FIRST and FOREMOST, make sure the child feels SAFE. When they feel safe, you can then help them get regulated by addressing their sensory processing abilities. Once they're regulated and ready to participate, THEN they can proceed with skill building and learning. If a child doesn't feel safe, they will not be regulated, and you MUST be regulated in order to learn.	Parents, Carers and Staff, Executive, Students

Care Continuum	Strategy or Program	Details	Audience
• Prevention • Early Intervention • Targeted Individual	Zones of Regulation	Zones of regulation is a proactive, skills-based approach using simple, common language to understand, talk about, and teach regulation. It provides a consistent, metacognitive pathway to follow for regulation and has a systematic framework with a developmental sequence of lessons.	Parents, Carers and Staff, Executive, Students
• Prevention	National Day of Action (NDA)	Our school participates in the annual National Day of Action against Bullying and Violence (NDA) in August each year.	Staff, students 3 - 6
• Prevention	Modelling: I do, we do, you do	The I Do WE Do YOU Do Model Explained	Teachers
• Prevention • Early Intervention • Targeted Individual	Interoception skills	Social and emotional learning module K-2.pdf Applying interoception skills in the classroom	Teachers. Executive
• Prevention • Early Intervention • Targeted Individual	Wellbeing framework for schools	Wellbeing Framework School excellence in wellbeing and inclusion	School staff including Team around a school, Executive
• Prevention • Early Intervention • Targeted Individual	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K – 6, Executive
• Prevention • Early Intervention • Targeted Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
• Prevention • Early Intervention	Sunshine Circles	Theraplay Australia training program supporting students to develop intensive interaction skills to build attachment skills to address behavioural, emotional and developmental concerns.	All
• Prevention • Early Intervention • Targeted Individual	Healthy Mind – Black Dog Insititute	Healthy Mind is an online Easy Read tool designed to help people with Intellectual Disability (ID) to recognise and regulate their thoughts and feelings.	Parents, Carers and Staff, executive, students
• Prevention • Early Intervention	Student Wellbeing hub	https://studentwellbeinghub.edu.au/respectful-relationships-education/using-visual-aids/	Staff
• Targeted Individual	SECCA App	https://app.secca.org.au/	Parents and carers

Care Continuum	Strategy or Program	Details	Audience
• Early Intervention • Targeted Individual	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	Parents and carers, Staff, Executive, Team Around a school
• Prevention • Early Intervention • Targeted Individual	Attendance support	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, Executive, attendance co-ordinator
• Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing, behaviour support, behaviour response and 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

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use professional judgement to decide whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others. Corrective responses are recorded as incidents in School Bytes, Wellbeing.

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. See **Welcoming, Respectful and Safe classrooms** flowchart.

- **Teacher managed –** low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed –** behaviour of concern is managed by teachers and/or school executive.

Strategies	Resource Supports
☐ Acknowledge and reinforce all communication ☐ Latency period of ____ seconds/minutes ☐ Modify language- short clear expectation e.g. safe hands ☐ Provide choices ☐ Encourage engagement ☐CPI safety intervention strategies- reduce demand, increase safety, time and space, use of proximity and position, establish therapeutic rapport (conference to reflect and restore) ☐ Interoception and regulation instruction ☐ Modelling (I do, We do, You do) ☐ Response prompting strategies- error correction	☐ Low Tech AAC- PCS, switches (request outside) ☐ Auslan or Auslan sign support ☐ Scripting ☐ Explicit instruction (how to climb down ladder) ☐ Establish routines and display expectations ☐ Self-management and monitoring ☐ Visual supports ☐ Social narratives/ stories ☐ Video or photo modelling/supports ☐ Executive support ☐ Communication with parent/carer ☐ Stakeholder meeting

☐ Role play ☐ Redirect ☐ Alternate learning spaces offered ☐ Movement/sensory/mindfulness breaks ☐ Reduce sensory load	☐ Team around the school ☐ Service referral

William Rose Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Teaching programs consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. 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 locus of control.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Wellbeing on School Bytes. 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
- reflection and restorative practices
- 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.

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 including the school counselling service.

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.

Reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned 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?
Therapeutic rapport – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	After de-escalation	Teacher or executive	Incidents recorded as incidents in School Bytes, Wellbeing.
Alternate play plan –re-allocation to an alternate playground or classroom for supervised play to reduce risks to self and others. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices	Next break	Executive	Incidents recorded as incidents in School Bytes, Wellbeing.
Restorative practice – peer mediation or circles in groups	Explicit teaching during class time	Executive	Incidents recorded as incidents in School Bytes, Wellbeing.

Review dates

Last review date: 20 January 2025

Next review date: 20 January 2026

Bullying Response Flowchart

The following flowchart explains the actions William Rose 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.

First hour: Listen
- Provide a safe, quiet space to talk and reassure the student that you will listen to them
- Let them share their experience and feelings without interruption (ensure provision of AAC)
- As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

Day 1: Document
- Identify examples and patterns in behaviour
- Write a record of your communication
- Enter the record in Wellbeing on School Bytes
- Notify school executive of incident if required in line with behaviour management flowchart
- Notify parent/s that the issue of concern is being investigated

Day 2: Collect
- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day 3: Discuss
- Evaluate the information to determine if it meets the definition of bullying (see above)
- Make a time to meet with the student to discuss next steps
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day 4: Implement
- Document the plan of action in Wellbeing on School Bytes
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day 5: Review
- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in Wellbeing on School Bytes

Ongoing folllow-up
- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in behaviour / wellbeing monitoring system
- Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students

Further information and resources;

https://www.psych4schools.com.au/free-resources/

https://www.esa.edu.au/resources/online-resources

https://studentwellbeinghub.edu.au/

https://emergingminds.com.au/page/2/?s=intellectual+disability

Professional Learning:

VISI	All staff	Bi-annual
Trauma Informed Practice	All staff	Bi-annual
Sunshine circles	Executive staff	One-off
Zones of regulation	Executive staff, families	One-off
Inclusive Practice Hub	Teachers	Ongoing
Cycle of Emotional Regulation	All staff	Yearly
Child Protection	All Staff	Yearly
Model of Child Engagement	All Staff	Yearly

Welcoming, Respectful and Safe classrooms
School-wide expectations are taught and referred to regularly.
Teachers model behaviours and provide opportunities for practice.
Students are acknowledged for meeting school-wide expectations.

Identify behaviour
Does the behaviour pose a risk to the safety or wellbeing of the student or others?

NO → **Manage it at teacher level**

YES → **Behaviours of concern**

YES → **High-risk behaviours of concern**

Manage it at teacher level

Described as;
- Unable to meet school-wide expectations without risk

Response to low-level behaviour
- Follow corrective responses
- If behaviour continues, manage as a behaviour of concern.

Behaviours of concern

Described as;
- Environmental unsafe behaviours (absconding from supervised areas within the school)
- Externalised unsafe behaviours (minor harm to others, minor damage to property)
- Unhygienic behaviours (not impacting others)
- Internalised unsafe behaviours (minor self-harm)
- Increased vulnerability (reduced personal safety eg. Stripping off clothes but able to be re-directed)

Response to behaviours of concern
- **inform executive**
- **refer to student tailored risk management plan**
- **inform parents**
- **record incident in Wellbeing on School Bytes**

High-risk behaviours of concern

Described as;
- Environmental unsafe behaviours (absconding, climbing to unsafe heights)
- Externalised unsafe behaviours (harm to others, damage to property)
- Unhygienic behaviours (bodily fluids, sexualised, scatolia)
- Internalised unsafe behaviours (self-harm, isolation)
- Increased vulnerability (unable to maintain personal safety eg. Stripping off clothes, unable to follow emergency directions)

Response to high-risk behaviour of concern
- **call for executive support**
- **executive to call 000 as required**
- **refer to student tailored risk management plan**
- **inform parents**
- **engage with external supports and Team Around a School**
- **record incident in Wellbeing on School Bytes**
- **follow reporting guidelines**

- Further advice and support is available from within the department, including the School Services, Legal Services and the Health, Safety and Staff Wellbeing Directorate.
- Senior executives should liaise with the Health, Safey and Staff Wellbeing Directorate if considering post-incident support.
- All incidents that relate to a health and safety risk to be notified to the Incident Report and Support Hotline (T: 1800 811 523) in line with the department's Incident Notification and Response Policy and Procedures.
- Consider also a debrief for all staff if necessary and provide details for the Employee Assistance Program (EAP).
- Ensure all child protection related mandatory reporting obligations continue to be followed as required.