

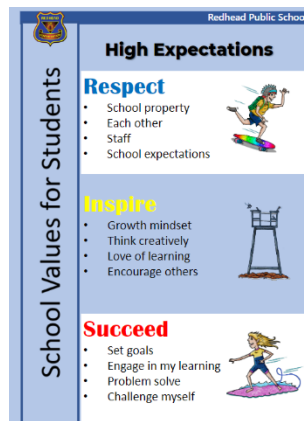
School Behaviour Support and Management Plan – Redhead Public School

Overview

Redhead Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are:

- **School Values:**

Our school values are Respect, Inspire and Succeed and through this we nurture the qualities of respect, self-discipline, responsibility and courteous behaviour. We recognise, acknowledge and celebrate personal achievement as well as providing opportunities for students to learn good citizenship and community responsibility



- **Positive Behaviour for Learning**

Is a proactive approach that identifies key expectations of staff and students at Redhead Public School. It is based on a student-centred approach to managing student behaviour and focusses on setting clear, consistent and achievable expectations for all members of our school community. The schools approach aims to support learners to make positive choices that are conducive to learning. This approach starts with the behaviour of adults where staff are expected to maintain a consistent, calm approach to behaviour at all times, with the emphasis on setting clear expectations and explicitly teaching expected behaviours and depersonalising behaviour intervention

Data on student behaviour, academic performance, attendance and other key indicators is considered by the PBL team. By reviewing data frequently, our school team can make decisions to select, modify or discontinue practices based on need. The school has regular scheduled lessons that are driven by data, student centred and contextually relevant.



- **Learning and Support**

The Learning Support Team is a whole school approach to supporting students with particular needs. It provides learning and support for students with a disability, learning difficulty or behaviour support need. It promotes a forum for discussion which ensures that programs and intervention with students are based on best practice. The team consists of all teachers of any particular student, the executive staff, the LaST and the school counsellor. The team takes referrals regarding issues of learning, behaviour, social welfare, attendance and medical issues. The team coordinates the implementation of learning and wellbeing programs.

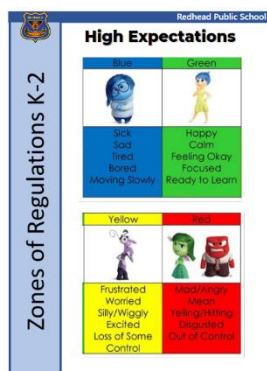
- **Zones of Regulation**

Redhead Public School has adopted The Zones of Regulation as a school-wide Social and Emotional Learning initiative to support the Wellbeing Framework for Schools and the Australian Curriculum Personal and Social Capability Learning Continuum. As a school we recognise the importance of wellbeing and aim to create a culture that empowers our students to develop strong positive character traits and group dynamics.

- **What are the Zones of Regulation?**

The Zones uses four colours to help students self-identify how they are functioning in the moment given their emotions and states of alertness. There are times where it is expected to be in each of the zones and times it would be unexpected.

- **Blue Zone** is used to describe low states of alertness (e.g. sad, tired, sick or bored) when our body and/or brain is moving slowly or sluggishly.
- **Green Zone** is used to describe a regulated state of alertness (e.g. calm, happy, focused or content). Being in the Green Zone shows control and is generally the zone we need to be in for schoolwork and being social.
- **Yellow Zone** is used to describe a heightened state of alertness (e.g. stressed, frustrated, anxious, excited, silly, nervous or confused). The Yellow Zone is starting to lose some control.
- **Red Zone** is used to describe extremely heightened states of alertness or very intense feelings (e.g. anger, rage, panic, terror or elation). Being in the Red Zone can best be explained by not being in control of one’s body.
- **Orange Zone** is used in 3-6 to as student can understand their emotions more to identify the difference between being frustration before they become out of control.



- **Aboriginal Cultural Programs**

Our school Aboriginal Education Team provides a cultural hub to support Aboriginal student’s learning and whole school cultural programs. Aboriginal perspectives into teaching and learning programs, provide targeted professional learning for staff and raise awareness of significant cultural dates such as NAIDOC week, Harmony Day, Sorry Day and Reconciliation Week. Our Aboriginal students are offered many programs to build cultural connections through our YARN meetings, and via our Wiyellai Koa (Community of Schools) via dance groups, cultural art programs and cultural excursions.

Partnership with parents and carers

Redhead Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by providing access to relevant documentation via school website and Principal discussion with the P&C. Redhead Public School will communicate these expectations to parents/carers by providing access via the school website.

School-wide expectations and rules

These expectations are around our whole school values of Respect, Inspire, Succeed, and are embedded in all classrooms, within the playground and all school events.

Our Three rules are:



School Wide Expectation		Expectation -
Uniform Expectations	Walkway and Corridors Expectations	Eating Expectations
Technology Expectations	Oval Expectation	Cola Expectations
Excursion Expectations	Office Expectations	Toilet Expectations
Library Expectations	Equipment Expectations	Canteen Expectations
Assembly Expectations	Transition Expectations	Classroom Expectations

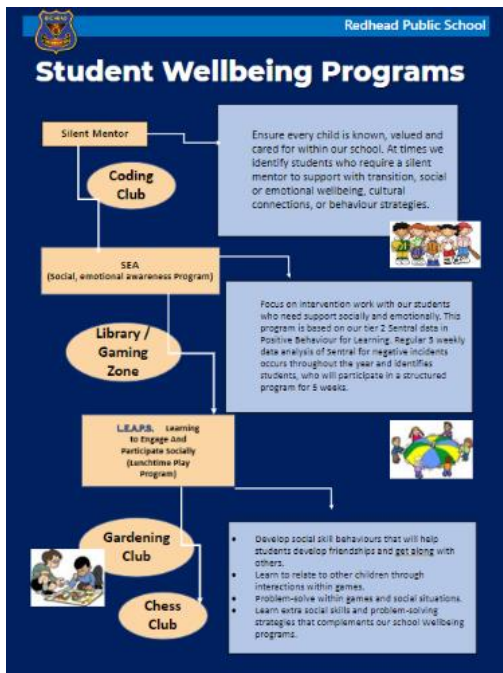
Behaviour Code for Students

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, Early, Targeted and Individual Intervention	PBL	Explicit teaching of PBL universals. Using fortnightly behaviour data through analysis and PBL team meetings to discuss, plan, prepare and implement whole school lesson focus areas.	K-6
Prevention Intervention	Zones of Regulation	All teachers discuss with students what the zones are and how to regulate one's emotions.	K-6
Prevention Intervention	Resilience Project	All teacher explicitly teach the Resilience project based of the schools Scope and Sequence.	K-6
Targeted and Individual Intervention	Learning and Support - Tier 2 and 3	Through data and teacher referrals, identified students are offered Tier 2 and 3 strategies to support their behaviour needs	K-6
Targeted and Individual Intervention	SEA (Social, emotional awareness Program)	Focus on intervention work with our students who need support socially and emotionally. This program is based on our tier 2 School Bytes data in Positive Behaviour for Learning. Regular 5 weekly data analysis of School Bytes for negative incidents occurs throughout the year and identifies students, who will participate in a structured program for 5 weeks.	K-6
Prevention, Early, Targeted and Individual Intervention	In class support – Buddy Class, visuals	All classrooms have a PBL board displaying a behaviour expectation matrix. There are also visual reminders of behaviour expectations.	K-6
Individual Intervention	Learning and Support	The Learning Support Team is a whole school approach to supporting students with particular needs. providing learning and support for students with a disability, learning difficulty or behaviour support need. The team consists of all teachers of any particular student, the executive staff, the LaST and the school counsellor.	K-6
Prevention, Early, Targeted and Individual Intervention	Student Voice	Our student's ability to respectfully verbalise and write their point of view has been very prominent in our Student Voice Team and community.	K-6
Prevention, Early, Targeted and Individual Intervention	Whole school acknowledgements	Whole school rewards. Respect, Inspire, Succeed Awards. Bronze, Silver and Gold system. Acknowledgement assemblies.	K-6



STUDENT CARE CONTINUUM Redhead Public School				
The Student Care Continuum outlines our school's approach in supporting student mental health, behaviour, wellbeing and identity.				
CATEGORY	PREVENTION	EARLY INTERVENTION	TARGETED INTERVENTION	INDIVIDUAL INTERVENTION
PERSONNEL <i>Who are the key staff?</i>	<input type="checkbox"/> Led by Classroom Teacher <input type="checkbox"/> Supported by SLSOs <input type="checkbox"/> Whole School Approach	<input type="checkbox"/> Led by Classroom Teacher & AP <input type="checkbox"/> Meeting with Parents/Carer and AP <input type="checkbox"/> AP discusses with School Executive	<input type="checkbox"/> Led by AP and LST <input type="checkbox"/> Classroom Teacher Involved <input type="checkbox"/> Principal Notified	<input type="checkbox"/> Led by Principal & AP Inclusive and LAST <input type="checkbox"/> School Counselling Team Involvement <input type="checkbox"/> Access to Team Around a School* <input type="checkbox"/> Director, Educational Leadership (if req.)
PLANNING <i>What planning and/or documents are used?</i>	<input type="checkbox"/> Adjustments to Learning <input type="checkbox"/> Quality Differentiated Practice <input type="checkbox"/> Supplementary <input type="checkbox"/> Substantial <input type="checkbox"/> Extensive <input type="checkbox"/> Adjustments to Socialising <input type="checkbox"/> Regulation Breaks (whole class) <input type="checkbox"/> PLASP (if required) <input type="checkbox"/> PLP (Aboriginal students only)	<input type="checkbox"/> School Bytes Wellbeing Module* <input type="checkbox"/> Safety Plan (if required) <input type="checkbox"/> Health Care Plan (if applicable) <input type="checkbox"/> Behaviour Management Plan <input type="checkbox"/> Risk Management Plan <input type="checkbox"/> Crisis Management Plan <input type="checkbox"/> Mental Health Care Plan*	<input type="checkbox"/> Learning & Support Referral <input type="checkbox"/> Learning & Support Caseload <input type="checkbox"/> Inclusive Education Caseload <input type="checkbox"/> Transition Plan (if applicable) <input type="checkbox"/> Communication Booklet <input type="checkbox"/> Brain Breaks (individual)	<input type="checkbox"/> Warning of Suspension/s (if required) <input type="checkbox"/> Suspension/s (if required) <input type="checkbox"/> Part Day Exemption Plan (if required)
DAILY ACTIONS <i>What happens every day to support students?</i>	<input type="checkbox"/> Wellbeing Expectations & Lessons <input type="checkbox"/> Behaviour Continuum <input type="checkbox"/> The Resilience Project Lessons* <input type="checkbox"/> Restorative Conversations <input type="checkbox"/> Past, Present, Future <input type="checkbox"/> Circle Work <input type="checkbox"/> Expectation Clarity	<input type="checkbox"/> Meeting with Parents/Carers <input type="checkbox"/> Restorative Conversations <input type="checkbox"/> Classroom Action Plan <input type="checkbox"/> Buddy Class (when required) <input type="checkbox"/> Flagged in Stage Meetings	<input type="checkbox"/> Meeting with Parents/Carers <input type="checkbox"/> Functional Behaviour Assessment <input type="checkbox"/> Cool-Off Zones (classroom) <input type="checkbox"/> Amended Playground Plan <input type="checkbox"/> NDIS In-School Support	<input type="checkbox"/> Meeting with Parents/Carers <input type="checkbox"/> Paediatric Reports <input type="checkbox"/> Access Request (IFS or Support Class) <input type="checkbox"/> SLSO Support <input type="checkbox"/> Reverse Integration (Transition plan req.) <input type="checkbox"/> Itinerant Support (if criteria is met)
PROGRAMS OR INITIATIVES <i>The planned programs which are strategically implemented.</i>	<input type="checkbox"/> Awards & Prizes <input type="checkbox"/> Planning Room (if required) <input type="checkbox"/> Resilience Project Data <input type="checkbox"/> Tell Them From Me Survey (4-6) <input type="checkbox"/> Silent Staff Mentor <input type="checkbox"/> Check-ins (daily)*	<input type="checkbox"/> Social Play (SEA Coordinator) <input type="checkbox"/> Social Stories, Posters & Lessons <input type="checkbox"/> Zones of Regulation <input type="checkbox"/> Resilience Project <input type="checkbox"/> Targeted Professional Learning (staff)	<input type="checkbox"/> Learning & Support <input type="checkbox"/> Intervention (academic focused) <input type="checkbox"/> Targeted Program/s* (e.g. Zones of Regulation) <input type="checkbox"/> Cultural Group (if applicable)	<input type="checkbox"/> Learning & Wellbeing Officer Support* <input type="checkbox"/> Networked Specialist (Principal only)* <input type="checkbox"/> Behaviour Specialist (Principal only)* <input type="checkbox"/> HSL0 (for attendance concerns only)*
PROFESSIONAL LEARNING <i>What our staff will do to upskill and support.</i>	<input type="checkbox"/> Code of Conduct (annually) <input type="checkbox"/> Child Protection (annually) <input type="checkbox"/> Resilience Project <input type="checkbox"/> Restorative Practices (yearly) <input type="checkbox"/> 8 Ways Aboriginal Learning	<input type="checkbox"/> Disability Standards (every three years) <input type="checkbox"/> Classroom Management Fundamentals	<input type="checkbox"/> Autism Training (when applic.) <input type="checkbox"/> CPI Training formerly MAPA	<input type="checkbox"/> FBA Training (LST and Executive) <input type="checkbox"/> Online Training Modules (as needed) <input type="checkbox"/> Policy & Procedure Updates (Principal)

Principal: Lisa Monaghan

*denotes External Resource or Support. Updated: 12 March 2024

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

• **Anti Bullying Policy**

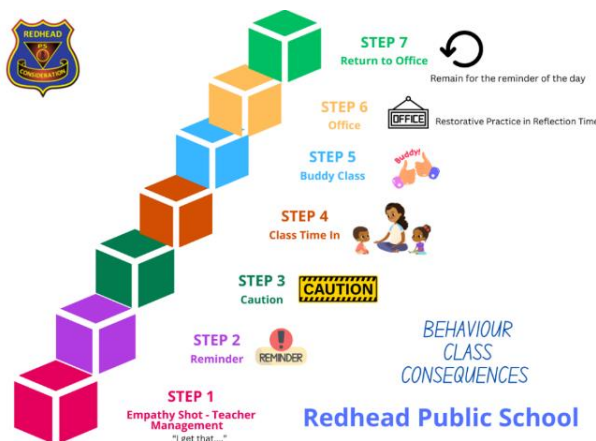
The school supports a range of anti bullying strategies, the school anti bullying plan is accessible on the school website – Redhead Public School Anti Bullying Policy

• **NSW DoE Behaviour Code for Students**

The NSW Department of Education behaviour code for students applies to all students in NSW public schools. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned and consistent responses.

• **Social Media Policy** Refer to Redhead PS website

• **Behaviour Class Consequences**



Responding to Inappropriate Behaviour (Classroom & Playground)



Responding to Inappropriate Behaviour- Classroom



TIER 1 TEACHER <i>(recorded on School Bytes)</i>			TIER 2 TEACHER/ASSISTANT PRINCIPAL <i>(recorded on School Bytes)</i>			TIER 3 ASSISTANT PRINCIPAL OR PRINCIPAL <i>(recorded on School Bytes)</i>			
Setting	Behaviour Description	Consequence	Setting	Behaviour Description	Consequence	Setting	Behaviour Description	Consequence	
Classroom	Off task	Time in with class teacher and parents informed	Classroom	Fighting, rough play	Reflection Time and parents informed	Classroom	Intentional aggression and violence	Suspension as per DoE policy	
	Rudeness / Answering back	Warning		Bullying	Parents informed		Reflection Time and parents informed	Use of an implement or weapons	<ul style="list-style-type: none"> Unacceptable risk to health and safety, learning and/or wellbeing
	Repeatedly calling out			Time in with class teacher and parents informed				Targeted swearing	
	Distracting behaviour	Warning		Property damage	Warning		Repeated bullying	<ul style="list-style-type: none"> Actual harm 	
	Conversational swearing	Time in with class teacher		Slander			Time in with class teacher		Repeated cyber bullying
	Throwing objects	Warning and parents informed by class teacher		Racism	Clean up			Repeated Tier 2 incidents	
	Leaving the room without permission	Clean up		Intentionally throwing objects			Warning from teacher	Substance abuse	
	Disrespecting	Time in with class teacher and parents informed		Threatening others	Warning and parents informed by class teacher			Stealing or break and enter	
	Provoking others	Warning from teacher		Disrespecting visitors			Time in with class teacher and parents informed	Malicious damage to or theft of property or Criminal Behaviour	
	Littering	Time in with class teacher and parents informed		Cyber bullying	Suspended from usage and parents informed by class teacher				Discrimination / Sexual harassment, sexual assault, or other sexualised behaviour
	Note passing/emails	Time in with class teacher and parents informed		Deliberate misuse of internet			Time in with class teacher and parents informed		
	Excluding others	Suspended from usage and parents informed by class teacher		Repeated Tier 1 incidents	Time in with class teacher and parents informed				
	Inappropriate use of internet	Time in with class teacher and parents informed					Sent to buddy class. 2x buddy class will warrant Reflection Time. Parents informed		
	Refusal to do learning tasks								



Responding to Inappropriate Behaviour- Playground



TIER 1 TEACHER <i>(recorded on School Bytes)</i>			TIER 2 TEACHER/ASSISTANT PRINCIPAL <i>(recorded on School Bytes)</i>			TIER 3 ASSISTANT PRINCIPAL OR PRINCIPAL <i>(recorded on School Bytes)</i>		
Setting	Behaviour Description	Consequence	Setting	Behaviour Description	Consequence	Setting	Behaviour Description	Consequence
Playground	No hat	Go to quiet area in shade	Playground	Repeated Tier 1 incidents not on the same day & has been recorded on School Bytes	Reflection Time and parent contacted	Playground	Fighting, physical violent behaviour	Suspension as per DoE policy
	Not sharing	Removal of equipment from student		Bullying	Reflection Time and LST referral ARCO		<ul style="list-style-type: none"> Unacceptable risk to health and safety, learning and/or wellbeing. 	
	Swearing	Walk with teacher for 15 mins		Abusive swearing at a particular person	Reflection Time and parent contacted			<ul style="list-style-type: none"> Actual harm
	Rudeness towards students & teachers	Walk with teacher for 15 mins/ contact parent if needed.		Property damage e.g. misuse of toilets	Reflection Time and parents contacted		(At principal's discretion)	
	Disrespecting others	Move game in bounds, walk with teacher for 5 mins		Minor theft	Verbal apology, Reflection Time and parent informed			
	Out of bounds	Pick up mess and Teacher RP		Throwing objects with intent	Reflection Time and parent contacted			
	Littering	Walk with teacher for 5 mins		Graffiti	Clean area, Reflection Time and parents contacted			
	Rough play	Warning and verbal apology		Fighting, rough play	Reflection Time and parents informed			
	Inappropriate comments	Warning and walk with teacher on duty			Follow DoE Policy			
	Throwing objects at others	Confiscation of phone. Parents informed.						
	Mobile phones	Warning and walk with teacher on duty						

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 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

Strategy	When and how long?	Who coordinates?	How are these recorded?
Classroom based warning system	At time of behaviour	Class Teacher	School Bytes Documentation
Restorative Practices	We strive for calm and engaged classrooms through applying preventative strategies such as: Positive classroom climate through classroom expectations, providing and teaching explicit rules, engaging lessons, active supervision and offering pre-corrections. Until student is calm and ready to learn.	Class Teachers / Executive Staff	School Bytes Documentation
SEA (Social, emotional awareness Program)	Focus on intervention work with our students who need support socially and emotionally. This program is based on our tier 2 School Bytes data in Positive Behaviour for Learning. Regular 5 weekly data analysis of School Bytes for negative incidents occurs throughout the year and identifies students, who will participate in a structured program for 5 weeks.	Executive Staff	School Bytes Documentation

Strategy	When and how long?	Who coordinates?	How are these recorded?
Mindfulness Hub	Fluid reflection room for students to use when they require downtime at lunchtime.	Executive Staff	Staff observations of students
Reflection Time	Recess/lunch	Executive Staff	School Bytes Documentation
Tier 1 & 2 behaviour	Student monitored in class and on the playground.	Classroom Teacher & Executive Staff	Recorded via School Bytes Parents notified (Tier 2)
Tier 3 behaviour Formal Caution of Suspension	Student monitored in class and on the playground via RPS behaviour cards, when required.	Executive staff	Recorded on School Bytes Parents notified.
Tier 3 behaviour Suspension	As per DoE Student Behaviour Procedure – Suspension Documentation	Principal or nominated site supervisor	Recorded on School Bytes Parents notified.

Review dates

Last review date: Term 2, 2024

Next review date: Term 2, 2025

Appendix 2: Bullying Response Flowchart

