

Ryde East Public School's Behaviour Support and Management Plan

Overview

At Ryde East Public School, we are committed to fostering excellence, equity and inclusiveness within a safe and respectful school environment. Our approach is grounded in evidence-based educational practices and high-quality teaching, endeavouring to meet the needs of all students. We implement innovative strategies that prioritise both wellbeing and academic success, while also nurturing genuine partnerships with all members of our diverse school community.

We recognise the importance of positive relationships with parents and carers in enhancing student engagement, progress and achievement. Our overarching goal is to inspire every child to contribute positively to our school community and beyond. Our daily practices are guided by principles of positive behaviour support, trauma-informed care, inclusive practices and social/emotional learning. We establish and uphold high expectations for student behaviour through effective role modelling and explicit instruction.

To achieve this, the following key programs are prioritised and valued by the school community:

- Engaged with Adam Voigt, Real Schools - Restorative Practices: <https://realschools.com.au/>
- Created a Student Engagement Plan following the restorative principles
- Utilising the principles of Positive Behaviour for Learning (PBL) to develop and promote four school values: Respect, Engaged, Personal Best, Safe
- Implemented 'Grow Your Mind': <https://growyourmind.life/>

These programs emphasise social and emotional learning, which is essential for promoting good mental health, fostering positive relationships, and preventing bullying. Ryde East Public School firmly opposes all forms of bullying, including cyberbullying, and is dedicated to maintaining a safe, inclusive and respectful learning environment that prioritises student wellbeing. Our staff are committed to implementing evidence-based strategies that create a positive atmosphere where bullying is less likely to occur.

Every member of the school community plays an active role in cultivating a welcoming culture that celebrates diversity and nurtures positive relationships. A crucial aspect of this supportive environment is the establishment of respectful relationships and a shared understanding that bullying is unacceptable, both online and offline. School staff are proactive in addressing incidents of bullying among students.

Partnership with parents and carers

Ryde East 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 as Tell Them From Me (TTFM) survey, school surveys, consulting with the P&C and AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Ryde East Public School will communicate these expectations to parents/carers through the school newsletter and school website. 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 Values and Expectations

Respectful	Engaged	Personal Best	Safe
Follow Instructions	Active Listening	Take responsibility for learning	Keep your hands and feet to yourself
Speak, and listen politely to others	Be ready to learn	Always do your best	Right place, right time
Care for property	Participate in all tasks	Be proud of your achievements	Use equipment safely

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	Grow Your Mind	The Grow Your Mind program builds resilience and supports respectful relationships using neuroscience and storytelling to create innovative and engaging mental health strategies to enhance the social and emotional wellbeing of students. It is evidence-based, time-flexible and aligned to curriculum.	All Students
Targeted intervention	The Zones of Regulation https://zonesofregulation.com/	The Zones of Regulation program supports the social and emotional learning curriculum. The program is designed to increase self-awareness and social and emotional skills. Provides a common language for problem solving and understanding emotions. The focus is on creating a more inclusive school climate.	K-6 Specific students / groups
Prevention	Restorative Practices - Circles	Circles, such as check in and check out circles, preparation circles, response circles and learning circles are used to engage students. The circular shape allows discussion and contribution to flow easier and everyone is accountable. Circles develop a classroom climate, focus on relationship building, maximise student engagement, resolve conflict and address bullying.	All Students
Prevention	Visible learning - Learning Dispositions	Dispositions describe a person's inclination to use particular skills when faced with problems to solve, ideas to evaluate or decisions to make. Adopting these ways of thinking improves student outcomes and life-long learning. Ryde East's Learning Dispositions are: adaptable, risk-taking, communicate, persevere and self- motivated.	All Students
Prevention	National Day of Action against Bullying	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year. https://bullyingnoway.gov.au/preventing-bullying/national-week-of-action	All Students
Prevention	Child Protection	Teaching child protection education is a mandatory part of the syllabus.	Students K-6
Prevention Early intervention	Australian eSafety Commissioner <u>Toolkit for Schools</u> 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	All Students

Care Continuum	Strategy or Program	Details	Audience
Targeted Intervention		environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	
Prevention	Digital Devices and Online Services for Students Procedure	This document outlines key policy statements and our school's approach to managing digital devices and online services. This outlines mobile phone and internet connected devices providing responsibilities and obligations, along with consequences. This document includes an agreement section to be signed by parents and students.	All students
Prevention Early intervention	Online Guardians - Cyber safety	As an e-safety endorsed business who present content around cyber safety to students and parents as a collaborative approach to positive change. https://onlineguardians.com.au/	Years 3-6 students and parents
Early Intervention Targeted Intervention	What's the Buzz	What's the Buzz is a social skills enrichment program for primary school-aged students. The program is based on role-play and play-based games to teach students how to think socially and how to make friendships work. This program is run by our school counsellor through small group tuition.	Individual Students K-6
Prevention Targeted intervention Individual Intervention	Restorative Practices - Student Engagement Plan	The Student Engagement Plan sets out the restorative principles that we follow to evaluate students' behaviour, empathy and cooperation. It provides restorative questions to work with students to improve behaviour and sets out support to elevate students' behaviour restoratively.	All students
Targeted Intervention Individual intervention	Learning and Support	The learning and support team collaborates with teachers and families to support students who require personalised learning and support.	
Targeted Intervention Individual intervention	Attendance	Attendance is monitored through the L&S Team. AP oversees whole-school attendance monitoring and reports this through fortnightly. Staff follow up regularly and intervention and support are offered when needed.	
Individual Intervention	Individual Behaviour Support Plans	These may be developed for students requiring targeted behaviour support. This includes risk management plans,	

Care Continuum	Strategy or Program	Details	Audience
		social stories and clear goals. These are developed, implemented, monitored and reviewed. Families and students are involved in the process.	

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

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.

Ryde East 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
- concerns raised by a parent, community member or agency

Students or parents can report bullying to any staff member. Students who have been bullied will be offered appropriate support, for example through the school counselling service.

Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding 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.

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
Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations.	Refer to school-wide expectations and values. Student Engagement Plan is enacted when appropriate and programs, such as zones of regulation is used.	Executive or staff member provides support in managing the behaviour.
Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour. School rewards linked to school values.	Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	Executive or staff member to intervene if required to support student behaviour by proving reassurance or offering choice. Removal from a situation or redirecting to another area if unsafe.

<p>Tangible reinforcers include those that are: fast and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on class/school systems.</p>	<p>Use direct responses e.g. expectation reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.</p>	<p>Executive and staff collate and analyse data to review incidents and implementation plans.</p>
<p>Social/emotional learning lessons are taught through Grow your Mind and school values lessons</p>	<p>Monitor and inform family when needed.</p>	<p>Referral to the Learning and Support Team considering current and previous behaviour data. This may lead to the development of an individual behaviour support plan or risk management plan.</p>

Responses to serious behaviours of concern

Responses for serious behaviours of concern, 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
- restorative practices
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers
- formal caution to suspend or suspension

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](#).

Restorative Practices and Reflection

Toilet and food breaks are always provided when students are withdrawn from recess or lunch breaks. The maximum length of time will be appropriate to the age/development level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Restorative Practices - Student Engagement Plan implementation	When needed	Executive or staff member	Documented in Wellbeing system
Reflection Room - opportunity to discuss students' behaviour and expected future behaviours	As needed	Executive Staff	Documented in Wellbeing system
Alternative Play Plan - opportunity for structured and supported play during break times	When needed	Executive Staff, Teachers and SLSOs	Documented in Wellbeing system

Review dates

Last review date: Friday 7 December: Day 1, Term 1, 2025

Next review date: February: Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart

