

# Royal Far West School Behaviour Support and Management Plan

## Overview

Royal Far West School (RFWS) aims to improve the quality of, and the access to, educational services of rural and remote students to learn to their fullest capability, achieve demonstrable learning and wellbeing outcomes in a safe, supportive and healthy environment.

RFWS provides educational services to the clients of the Royal Far West's (RFW) integrated health, education and disability service. All clients/students are from rural and remote New South Wales (NSW). On a weekly basis, executive from RFWS consult with RFW organisation to discuss specific needs of students prior to attending school.

Principles of positive behaviour support, trauma informed practice, inclusive practice and social emotional learning underpin our daily approach to managing and supporting student behaviour. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Royal Far West School rejects all form of bullying behaviours, including cyberbullying by maintaining a commitment to provide a safe, inclusive and respectful 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.

To achieve our aim, staff are trained and supported to implement the Berry Street Education Model (BSEM) framework to supporting and managing student behaviour. This framework helps educators to gain new perspectives, strategies and skills to build safer, healthier and more engaging classrooms for all students.

## Partnership with parents, carers and census schools

RFWS partners with parents, carers and home schools in establishing expectations for engagement in developing and implementing student behaviour management and bullying strategies. This is achieved through open lines of communication, formal and informal feedback.

If a current suspension or part suspension is in place at the time of a student's visit the RFWS the following may occur:

Royal Far West School (RFWS) aims to work collaboratively with census schools to best support each student during their stay and beyond. Our discipline policy, including specific suspension protocols can be modified at times due to the unique nature of the RFWS setting. While adhering to policy requirements, we are cognisant at RFWS that working flexibly with census schools is important to ensure any current suspension or part suspension administered by the census school is continued. Or an arrangement is agreed upon to accommodate the student while at RFWS. If an arrangement cannot be agreed upon, the student will not be given permission to attend RFWS.

N.B. The child will still be able to be a client as part of the Royal Far West (RFW) setting and attend assessment appointments. However, after appointments are completed the care and supervision of the child remains the responsibility of the parent or carer.

## School-wide expectations and rules

RFWS proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

Be Safe	Be Friendly	Yindymarra
Hands and feet to yourself	Be understanding	To do slowly
Listen to and follow instructions	Share and take turns	To be respectful
Report unsafe actions	Use kind language	To be kind and gentle

## 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

RFWS 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 cyberbullying 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:

- Explicitly teaching school and classroom expectations
- Establishing consistent, predictable routines that are clearly outlined in classrooms
- Recognising and acknowledging positive behaviour (Yindyamarra)
- Providing active supervision of students
- Responding quickly to inappropriate behaviour with connection and correction
- Maximising opportunities for active engagement with learning
- Differentiating learning content and tasks to meet the needs of individual students
- Providing opportunities for student choice in the classroom and playground.
- Maintaining open lines of communication with parents and carers
- Providing structure and space for students to be ready for clinician appointments

Care Continuum	Strategy or Program	Details	Audience
Prevention	Food availability	RFW provide morning tea and lunch for our students each day. Fruit is also readily available as needed. Specific dietary needs are considered and accounted for.  RFWS purchases additional food for students throughout the school day to ensure healthy food needs are met.	Executive, teaching and support staff  Students
Prevention	RFWS wellbeing teaching and learning framework	Teaching and learning program consisting of explicit, evidence-based teaching and learning activities for social and emotional learning that focuses on student wellbeing.	Executive, teaching and support staff  Students
Prevention	Explicit initial teaching of Yindymarra	Students are taught about Yindymarra and recognised with tokens, merits and awards for displaying elements of Yindymarra.	Executive, teaching and support staff  Students
Prevention	<a href="#">National Day of Action Against Bullying and Violence (NDA)</a>	RFWS recognises the National Day of Action Against Bullying during August	Executive, teaching and support staff  Students
Prevention	Preadmission planning	Executive staff attend RFW attend intake meetings, preplanning case conferences and communicate with the student's home school to inform RFWS's preparation for student arrival. This information is disseminated to RFWS staff to support student engagement and safety throughout their enrolment at RFWS.	Executive  Teaching and support staff
Prevention	School Questionnaire	Prior to enrolment into RFWS, homeschools provide a questionnaire that may have details pertaining to certain triggers and behavioural traits of students to be aware of. Identified strengths and interests are used to establish early connection and rapport.	Executive  Teaching and support staff
Early intervention	Debrief	Teachers and SLSO debrief with Executive highlighting any behaviours of concern. Executive staff then make changes supervision to support positive behaviour in class and on playground the following day/s.	Executive  Teaching and support staff

Care Continuum	Strategy or Program	Details	Audience
<b>Early intervention</b>	Sensory equipment	Each class and outdoor playground are equipped with various sensory supports to share with students who may require tactile support to focus or regulate.	Executive, teaching and support staff Students
<b>Targeted intervention</b>	Breakout playground	A breakout playground, room 1.06, and Rec Room are available, on Level 1 and Level 2 respectively. This provides additional space for students who may find the playground/classroom overwhelming.	Executive, teaching and support staff Students
<b>Early intervention</b>	Risk Matrix	RFWS school psychologist provides a risk matrix for each cohort of students and siblings visiting RFWS. This can be referenced for certain areas of risk.	Executive, teaching and support staff
<b>Individual intervention</b>	Individual behaviour support planning	Utilisation of Individual Support Plans provided by census schools. Can include behaviour management plans or risk assessments	Executive, teaching and support staff
<b>Targeted / individual intervention</b>	Executive support	Principal, DP, APs intervention complete reflective practice	Individual student Executive

## 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.

Royal Far West 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 child or young person'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 executing or 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 (**this may be communicated to school staff via the RFW Recreational and/or Lodge team**)
- when using social media, mobile devices and/or other technology involving another student or staff member.

Preventing and responding to behaviours of concern

RFWS uses the following strategies to recognise and reinforce positive student behaviour and behavioural expectations:

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 focus of control.

Specific positive feedback may not be sufficiently reinforcing for some students, so the school-wide continuum provides the opportunity to pair verbal or non-verbal feedback with a positive, tangible consequence.

The school-wide continuum for acknowledging expected behaviour includes:

- **Positive reinforcement:** free and frequent – for everyday use by all staff in all settings
- **Yindymarra Tokens:** moderate and intermediate – awarded occasionally
- **Yindymarra Awards:** significant and infrequent – weekly (end cohort type recognition)

<p><b>Prevention</b></p> <p>Responses to recognise and reinforce positive, inclusive and safe behaviour</p>	<p><b>Early Intervention</b></p> <p>Responses to minor inappropriate behaviour</p>	<p><b>Targeted/Individualised</b></p> <p>Responses to behaviours of concern</p>
<p>Behaviour expectations are taught and referred to regularly. Staff model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p>	<p>Seek help from principal/DP, AP or other staff member if there is a risk to safety. Otherwise notify principal ASAP.</p>
<p>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>Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback</p>	<p>Principal/DP/AP/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</p>

		later time determined by the context and nature of the incident.
<p>Tangible reinforcers include those that are:</p> <ul style="list-style-type: none"> <li>• moderate and intermittent (Yindyamarra Tokens)</li> <li>• Significant and infrequent (Yindyamarra Awards)</li> </ul>	<p>Use direct responses e.g. Rule reminder, re-teach, provide choice, scripted interventions (Berry Street/BehaveAbility scripts), student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.</p>	<p>Principal/DP collects information and review the incident from multiple perspectives and determine next steps. Principal/DP records the incident on school database. Principal may consider further action e.g: formal caution/suspension.</p>
<p>All social-emotional learning programs are taught daily and reinforced in all settings.</p>	<p>Teacher/SLSO report in daily and debrief with staff highlighting any behaviours of concern.</p>	<p>Refer to student's home school or parent/carer considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment or supported partial attendance.</p>
<b>Teacher/parent contact</b>		
<p>For targeted, individualised behaviours of concern, executive staff to contact parents / carers to discuss support and behaviour responses.</p>		

### Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded in School database. 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 wellbeing 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 home school for additional support or advice
  - communication and collaboration with parents/carers (phone may be needed to bring back onto RFWS site)
  - Consultation with RFW around possible supports for the family if RFWS cannot safely support the student within school.
- 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](#). (This will be at RFWS principal discretion with local school consultation).
- 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.

Strategy	When and how long?	Who coordinates?	How are these recorded?
<b>Reflection conversation (problem-solving) – What happened, what did you do, and what could you do instead next time.</b>	Class time and break times as required	DP/AP/Principal	Documented in school database

## Review dates

Last review date: 28/11/24

Next review date: 29/11/25