

School Behaviour Support and Management Plan

Overview

Ramsgate Public School is dedicated to fostering a connected and inclusive learning community with relational trust underpinning our practice. We believe that explicitly teaching positive behaviour is essential for learning and personal development, and we strive to create safe environments that promote respect, responsibility, and resilience. Our behaviour support management plan is grounded in the belief that all students can thrive when provided with explicit teaching, high expectations, consistent support, and opportunities for growth.

Through proactive strategies and collaborative partnerships with families and the wider community, we aim to cultivate a culture of kindness and accountability, ensuring that every student is valued and empowered to reach their full potential.

Partnership with parents and carers

At Ramsgate Public School we establish explicit processes for working with families regarding student behaviour, as it is essential for creating a cohesive, schoolwide approach that supports positive outcomes for students.

Some key processes implemented at Ramsgate Public School include communication protocols for meeting with and/or emailing staff, meet the teacher evenings, parent teacher interviews, regular check ins with targeted families, restorative practices, goal setting and celebrating success.

By implementing these processes, we create a collaborative framework that empowers families to positively support their children's behaviour. This partnership is crucial for fostering a successful approach to behaviour management and enhancing student outcomes.

School-wide expectations and rules

At Ramsgate Public School, we are proud to be a Positive Behaviour for Learning (PBL) school. Our approach is built around three core rules that guide our students in their daily interactions and learning experiences to ensure students are:

1. Safe
2. Respectful
3. Active Learners

Rule	All Settings	Classroom	Canteen	Hall	Toilets
Safe	Walk sensibly. Right place, right time. Keep hands and feet to yourself.	Enter, exit and move around the classroom safely. Maintain personal space. Keep hands and feet to yourself.	Walk to the canteen. Line up behind the yellow line. Return to the playground promptly.	Walk in and out of the hall sensibly. Keep hands and feet to yourself. Be with a teacher.	Walk inside the toilets. Use the toilet correctly. Keep water in the sink.

		Use equipment appropriately.	Sit to eat.		Wash your hands when you are finished.
Respectful	Use kind words. Wait for your turn to speak. Look after school property and equipment. Be honest. Accept consequences for the things you do.	Follow instructions. Raise your hand and wait. Treat others like you would like to be treated. Look after school property and equipment. Knock, open and wait when on a message. Remove hats.	Wait your turn. Buy for yourself and nobody else. Put your rubbish in the bin. Say 'please' and 'thank you'.	Listen attentively to what is being presented. Sing and stand still during the National Anthem. Applaud appropriately.	Respect others privacy in the toilet. Look after school property and equipment. Turn off taps.
Active Learner	Always do your best. Have high expectations. Be organised. Make good choices.	Go to the toilet at recess and lunch. Listen attentively to what is being presented. Be prepared. Work to the best of your ability. Stay on task.	Follow instructions. Bring a small amount of money to school. Order your lunch.	Listen attentively to what is being presented. Wait silently between presentations.	Return to class promptly. Toilet at the right time. Follow toilet procedures.

Playground Rules

Rule	North Playground	South Playground	Park
Safe	Walk on the asphalt. Use equipment correctly. Right place, right time. Always wear a school hat. Keep hands and feet to yourself.	Walk on the asphalt before school and at recess. Use equipment correctly. Right place, right time. Always wear a school hat. Keep hands and feet to yourself.	Right place, right time. Use equipment correctly. Always wear a school hat. Keep hands and feet to yourself.
Respectful	Care for the environment. Put rubbish in the bin. Look after each other. Use kind words. Be honest. Accept consequences for the things you do. Follow teacher instructions.	Care for the environment. Put rubbish in the bin. Look after each other. Use kind words. Be honest. Accept consequences for the things you do. Follow teacher instructions.	Care for the environment. Put rubbish in the bin. Look after each other. Use kind words. Be honest. Accept consequences for the things you do. Follow teacher instructions.
Active Learner	Play fairly. Agree on and play by the rules.	Follow the 'playground equipment' roster. Play fairly. Agree on and play by the rules.	Follow the 'playground equipment' roster. Play fairly. Agree on and play by the rules.

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.

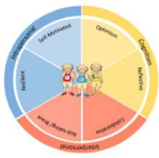

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour code for students.](#)

Whole school approach across the care continuum

Teachers at Ramsgate Public School implement Positive Behaviour for Learning (PBL) and have collaborated with *Real Schools* to develop the RPS Classroom Behaviour Continuum (attached below).

Teachers at Ramsgate PS have undertaken Professional Learning on Trauma Informed Practice (TIP) and have applied these understandings in identifying and supporting students demonstrating trauma related issues with behaviour.

Students are explicitly taught Digital citizenship. Whilst we are a BYOD school this does not extend to mobile phones and a Mobile policy supporting “Off and away” is in place.

RPS CLASSROOM BEHAVIOUR CONTINUUM				
Ramsgate Public School			Reviewed: Term 3, 2024	
REMINDEES: • Behaviour is driven by thoughts, feelings & experiences • All behaviours of all students are the responsibility of every teacher in the school.				
BEHAVIOUR CONTINUUM				
CALM/BASELINE LEVEL point-in-time supported	LOW LEVEL point-in-time supported by Class Teacher	MID LEVEL point-in-time supported by Class Teacher with Reflection Time	HIGH LEVEL point-in-time supported in class & Teacher records in Sentral	EXTREME LEVEL referral to school Executive & record in Sentral
<p>Examples of calm, baseline behaviours</p> <ul style="list-style-type: none"> Positive interactions with peers and staff Engagement with learning *Ready to Learn, Excellent Choices, Outstanding, and Super Star* levels. Zone of Regulation - Green level  <p><i>In order to see positive changes in behaviours all staff must 'capture' and recognise POSITIVE BEHAVIOUR as much as possible</i></p>	<p>Examples of low-level behaviours</p> <ul style="list-style-type: none"> Task Avoidance Disruption Inappropriate Language Property Misuse inc. Tech Rough Play / rough interactions Out of bounds - storeroom/bagroom *Think about it* level Zones of Regulation - Blue / Yellow 	<p>When there are repeated low-level behaviours</p> <p>OR</p> <p>A correction in behaviour HAS NOT happened after a Low-Level Affective interaction.</p> <ul style="list-style-type: none"> *Make Better Choices* level Zones of Regulation - Yellow / Red 	<p><i>If a student or incident is posing an ongoing, unacceptable risk to others OR</i></p> <ul style="list-style-type: none"> Physical Aggression / Aggressive Play Targeted discriminatory language inc. targeted name calling Bullying Defiance - repeated Disrespect - repeated Intimidation - repeated Absconding - within sight Zones of Regulation - Yellow / Red *Assistant Principal - Parent Contact* 	<p><i>If a student refuses to engage in Affective Interactions regarding a HIGH-LEVEL behaviour OR</i></p> <ul style="list-style-type: none"> Physical Harm inc. fighting. Ongoing harassment Persistent Bullying Absconding - out of sight Vandalism - inc. destruction. Theft Sexualised Behaviours Zones of Regulation - Red *Assistant Principal - Parent Contact*
<p>AFFECTIVE STATEMENT + FAST & FREQUENTS</p>  <p>RESTORATIVE CIRCLES Preventative, positive interactions</p> <p>POSITIVE PRIMING LANGUAGE</p> <p>POSITIVE NON-VERBAL CUES</p> <p>AFFECTIVE STATEMENT EXAMPLES "I love the way you are..." "I can see you..." "Thank you for being..." "It makes me so happy to see..."</p> <p><i>All staff must 'capture' and recognise POSITIVE BEHAVIOUR as much as possible</i></p>	<p>Time Limit 3 mins maximum, then RESET</p> <p>VERBAL INTERACTION ONLY Low-Level Affective interaction</p> <p>PAST I'm disappointed to hear/see that...</p> <p>PRESENT How are we right now?</p> <p>FUTURE What are you going to do to put things right? Clear consequences if we can't turn this around?</p> <p>Reflective disposition (Cognition) Optimistic disposition (Cognition)</p>	<p>Time Limit 5 mins maximum, then MONITOR</p> <p>VERBAL AND WRITTEN P3, P3, F3 INTERACTION</p> <p>PAST "I'm disappointed to see you weren't able to turn it around..."</p> <p>PRESENT (REFLECT) I need you to think about your actions. Quiet space for reflection - 3 minutes.</p> <p>FUTURE Tell me how you are going to make things right?</p> <p>TEACHER TO STORE WRITTEN FORMS Reflective disposition (Cognition) Resilient disposition (Intrapersonal)</p>	<p>THE FOUR E'S</p> <p>VERBAL AND WRITTEN INTERACTION</p> <p>ENQUIRE Tell me what happened. Why?</p> <p>ENGAGE Did we hear your side of the story? Were you asked for your viewpoint?</p> <p>EXPLAIN Are you clear on what went wrong, how it affected people and what we're doing about that together?</p> <p>EXPECTATION Are you super clear on whether there are consequences coming for failing to live up to the standards we've set?</p> <p>THEN ... teacher records on Sentral, informs Exec & Teacher calls parent.</p>	<p>EXECUTIVE INTERVENTION</p> <p>INDOORS</p> <ol style="list-style-type: none"> 1. Call the office and ask for an Exec. Monitor situation. 2. Office will locate an Exec. 3. If one cannot be found, office will seek an SLSO to support with supervision until an Exec is available. <p>OUTDOORS</p> <ol style="list-style-type: none"> 1. Ensure students are safe. Evacuate classroom/area if necessary. 2. Send the red EXEC REQUIRED card to the office. 3. Monitor until support arrives. <p>THEN ... teacher records on Sentral & informs Exec. Teacher and Exec make call to Parent.</p>

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

- RPS Flexible Flowchart [Appendix 1] is used in all classrooms. All students commence the day at Ready to Learn, and positive behaviour is recognised by progressing upwards to Excellent

Choices, Outstanding, and Superstar. Students achieving Superstar at the end of the day receive a Superstar award. Five superstar awards are then rewarded by a special Congratulatory certificate. Students collect 5 of those certificates to be rewarded with a Principal’s morning tea. The morning tea is held Week 4 and 8 of each term.

- Inappropriate behaviour is captured via the Classroom Behaviour continuum and Playground Consequence Chart [Appendix 2]. These incidents and reflective meetings, where necessary, are recorded in the Sentral Wellbeing module.
- Racism, bullying and cyber bullying incidents are identified and referred to the Anti-Racism, Contact Officer (ARCO) and / or Executive staff. These incidents are recorded in the Sentral Wellbeing module. Parent/carers are contacted.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Flexible Flowchart -	All students commence at Ready to Learn, and move upwards to Excellent Choices, Outstanding, Superstar, or downwards to Think about it, Make Better Choices, Assistant Principal Parent contact	All staff and students
Early intervention	Flexible Flowchart	Think about it, Make Better Choices, Past, Present & Future scaffolds and interventions (verbal and/or written)	All staff and students
Targeted intervention	Learning Support Team	Targeted and planned interventions to support playground social settings and classroom learning settings	Teaching Staff in consultation with LST + Executive staff + targeted students.
	SWSO + SLSO playground and classroom supports	Student wellbeing support officer (Tuesdays and Wednesdays), Student Learning Support Officer (via Integration Funding)	LST + Executive staff + Teaching Staff
Individual intervention	Level 2 and 3 Behaviour Folders – Communication with families	Daily student goal, student reflection and staff feedback to parent/carer for 5 successful days.	All staff, students + Parents /Carers
	Care Continuum and De-escalation Plans	Identified strategies to support individual students to regulate once an escalation has occurred	Teaching Staff in consultation with LST + Executive staff + targeted students + Parents /Carers.

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
RESTORATIVE CIRCLES Preventative, positive interactions + POSITIVE PRIMING LANGUAGE + POSITIVE NON-VERBAL CUES + AFFECTIVE STATEMENTS	P3, P3, F3. VERBAL INTERACTION ONLY Low-Level Affective interaction PAST I'm disappointed to hear/see that .. PRESENT How are we right now? FUTURE What are you going to do to put things right? Clear consequences if we can't turn this around?	P3, P3, F3 and Four Es VERBAL AND WRITTEN INTERACTION ENQUIRE Tell me what happened. Why? ENGAGE Did we hear your side of the story? Were you asked for your viewpoint? EXPLAIN Are you clear on what went wrong, how it affected people and what we're doing about that together? EXPECTATION Are you super clear on whether there are consequences coming for failing to live up to the standards we've set?

Responses to serious behaviours of concern

- Teachers record on Sentral/School Bytes Wellbeing Module and informs Executive staff
- Incident is investigated by the Executive and the Four E process applied so as to ensure all student stakeholders have been given an opportunity to be heard.
- Determine appropriate response in accordance with either: the RPS Discipline Levels [Appendix 3], and/or RPS Playground Consequence Chart, and/or RPS Classroom Behaviour Continuum.
- Provide support to other students and staff impacted by the incident.
- Teacher and Exec make the call to Parent/Carer to discuss incident, possible disciplinary outcomes, and planning for restorative goals.
- Refer and monitor the student via Learning and Support Team (LST)
- Develop and or review individual support planning, including: teaching positive replacement behaviour and making learning and environmental adjustments.
- Implement reflective and restorative sessions with Exec staff. Sessions include co-creating and monitoring behaviour goals and possibly playground plans.
- Liaise with Team Around A School for additional guidance.
- Possible Formal Caution of suspension, Suspension (Short), Suspension (Long) or Expulsion, all at Principal's discretion in accordance with Departmental policy.
- 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

Students attending Reflective sessions with an Executive teacher attend the session during 1st half lunch (after eating time). Students return to the playground for 2nd half lunch with support from the playground duty teacher as required.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Low Risk A	Shadow walk/time out 5-10 mins	Playground Duty Teacher	NA
Low Risk B	Time out 10-15 mins	Playground Duty Teacher	Low Risk Slip sent to CRT
Moderate Risk	Time Out 15 mins + Reflective session with Exec	Playground Duty Teacher + Exec	Moderate Risk Slip sent to AP + Wellbeing online module
High Risk	Immediate referral to Principal, Reflective session with Exec + possible Departmental action	Playground Duty Teacher + Exec + Principal	High Risk Slip sent to AP + Wellbeing online module

Review dates

Last review date: Term 1 – 6 February 2025

Next review date: Day 1, Term 2, 2025

Appendix 1: Flexible Flow Chart



Flexible FlowChart



Appendix 2: Ramsgate Public School Playground Consequence Chart

Ramsgate Public School Playground Consequence Chart

Low Risk (a) Shadow walk or time out (5-10 minutes)	Low Risk (b) Time out and behaviour recorded (10-15 minutes)	Moderate Risk Time out, behaviour recorded and immediate referral to Executive Staff → formal reflective meeting/s	High Risk Immediate referral to Principal → formal reflective meeting/s and possible departmental action
<ul style="list-style-type: none"> ✗ Chewing gum ✗ Littering ✗ Running on the concrete before school and at recess ✗ Refusing to play by the established rules of the game ✗ Name calling ✗ Teasing ✗ Playing in the toilets ✗ Using bad language or swearing in conversation ✗ Misusing school equipment ✗ Not returning school equipment ✗ Climbing on fences, railings, verandahs, steps or seats 	<ul style="list-style-type: none"> ✗ Not listening to teacher instructions ✗ Not following teacher instructions ✗ Tackling, pushing, shoving, tripping in a game ✗ Not playing safely, play fighting ✗ Spitting ✗ Being in a room without a teacher ✗ Going out of bounds ✗ Throwing sticks or rocks 	<ul style="list-style-type: none"> ✗ Fighting, biting, kicking, punching ✗ Repeatedly disobeying staff ✗ Threatening other students ✗ Stealing or breaking another person's belongings ✗ Damaging school equipment ✗ Verbal threatening of students ✗ Fighting - verbal ✗ Constantly harassing others ✗ Persistent 'low risk' behaviour ✗ Continually arguing with peers ✗ Bullying ✗ Spitting at others ✗ Repeatedly going out of bounds ✗ Purposefully throwing sticks/rocks at students ✗ Derogatory or racist comments 	<ul style="list-style-type: none"> ✗ Vandalising the school ✗ Bringing drugs to school ✗ Bringing illegal substances to school ✗ Using or possessing dangerous implements ✗ Fighting causing serious injury ✗ Premeditated assault ✗ Graffiti ✗ Threatening staff ✗ Swearing at staff ✗ Abusing staff ✗ Fighting repeated physical ✗ Leaving school grounds or areas supervised by staff ✗ Repeated derogatory or racist comments



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Appendix 3: Ramsgate Public School Discipline Levels

Ramsgate Public School Discipline Levels October 2022

Students are placed on the discipline levels as a consequence of inappropriate behaviour in the classroom, playground or during any school activity. They are placed on levels by the Stage Leader in accordance with the classroom behaviour management system and playground consequence structure. The names of students placed on levels are recorded on the whole school welfare tracking system (Sentral) for monitoring purposes.

Level One Reflective Meetings 1-3 lunch time meetings with an A.P.	Level Two Behaviour Folder Teacher feedback to parents for a 5 day period.	Level Three Behaviour Folder Teacher feedback to parents for a further 5 day period.	Level Four Restorative Session Parent Meeting with A.P. and Principal. Work to be completed at the office.	Level Five Suspension Short/long suspensions as per DoE suspension procedures.
The student: <ul style="list-style-type: none"> ✗ has completed 3 classroom behaviour sheets in a term; ✗ has displayed unsafe behaviour in the classroom (fighting, hurting others, any other behaviour deemed serious); ✗ has demonstrated moderate risk behaviour as per the Playground Consequence Chart. ✗ Parent contact via Reflective Meeting advice note 	The student: <ul style="list-style-type: none"> ✗ has attended 3 separate reflective meetings in a term or 9 total classroom timeouts; ✗ will have an individual behaviour / playground plan developed by the classroom teacher in consultation with the stage leader. ✗ CRT to contact parents ✗ AP to Record Level 2 in Sentral + Advise LST 	The student: <ul style="list-style-type: none"> ✗ has not been a safe, respectful, active learner while on Level Two; ✗ has not followed their individual behaviour / playground plan. ✗ Consideration given by DP/Principal to Warning of Suspension for "Continued Disobedience" ✗ AP to contact parents + Record Level 3 in Sentral + Advise LST 	The student: <ul style="list-style-type: none"> ✗ persists with inappropriate behaviour while on Level Three; ✗ has not followed their individual behaviour / playground plan. ✗ Consideration given to accessing APLaST ✗ Warning of Suspension for "Continued Disobedience" ✗ DP/Principal to contact parents + Record Level 4 in Sentral 	The student: <ul style="list-style-type: none"> ✗ persists with inappropriate behaviour while on Level Four; ✗ displays serious misbehaviour as per Suspension and Expulsion Procedures (students may go directly to Level Five). ✗ Suspension issued ✗ DP/Principal to contact parents + Record Level 5 in Sentral and Suspension in EBS Wellbeing



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Appendix 4: Bullying Response Flowchart

