



Overview

The Rock Central School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. We have developed the following key programs that are prioritised and valued by the school community.

1. A social-emotional learning program: This program focuses on building students' social and emotional skills, such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. This program can help students develop positive behaviour and engage more effectively with their learning.
2. A restorative justice program: This program focuses on repairing harm and restoring relationships when conflict or harm has occurred in the school community. It emphasises listening, empathy, understanding, and repairing relationships, rather than punishment and exclusion.
3. A positive behaviour support program based on the teaching of Paul Dix: This program provides a framework for teaching and reinforcing positive behaviour in students, rather than simply punishing negative behaviour. It focuses on preventing problem behaviour, teaching, and reinforcing positive behaviour, and providing support to students who are struggling.
4. A student leadership program: This program provides opportunities for students to develop leadership skills, take on responsibility, and contribute to the school community. It may involve student councils, peer mentoring, or other initiatives that give students a voice and a sense of ownership over their learning and school environment.

Promoting and reinforcing positive student behaviour and school-wide expectations

The Rock Central School has the following school-wide rules and expectations:

1. Clearly communicate school-wide expectations for positive behaviour, focused on our core values of Teamwork, Respect, Care and Success.
2. Involve students in creating and reinforcing these expectations, such as through student council or other student leadership groups.
3. Use positive reinforcement, such as praise, recognition, and rewards, to encourage positive behaviour and recognize students who uphold the school-wide expectations.
4. Provide clear and consistent consequences for inappropriate behaviour, while also giving students opportunities to learn from their mistakes and make amends.
5. Use a proactive and preventative approach to behaviour management, such as teaching social and emotional skills and providing opportunities for positive engagement and involvement.
6. Provide targeted support and interventions for students who require additional support, such as through counselling, behaviour plans, or other specialised services.
7. Encourage a culture of kindness and empathy, such as through service-learning projects, peer mentoring, that promote positive relationships and caring for others. Secondary students mentoring primary students by leading their structured playtime.
8. Foster a sense of community and belonging, such as through school-wide events, celebrations, and traditions that promote a shared sense of identity and purpose. (Eater hat parades, Grandparents Day and all parents are invited to school assemblies which occur three times a term.)

By consistently reinforcing positive student behaviour and school-wide expectations, we can create a positive and supportive school culture where all students can thrive and reach their full potential.

The Rock Central School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

1. Use a school-wide Positive Behaviour framework to establish and teach school-wide behavioural expectations, provide incentives and reinforcement for positive behaviour, and provide consequences for negative behaviour. This is underpinned by Paul Dix's book.
2. Teach students social-emotional learning skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
3. Use direct instruction to teach expected behaviours and provide opportunities for guided practice and feedback.
4. Developed a school-wide recognition system to acknowledge and celebrate positive behaviour, such as through certificates, positive notes home, or school-wide assemblies. (A positive merit system for recognising behaviour is being refined in consultation with the SCR)
5. Implemented a behaviour tracking and data analysis system to track student behaviour and evaluate the effectiveness of behaviour interventions and supports.
6. Use restorative practices to address negative behaviour and repair relationships, such as through restorative conversations, circles, or conferences.
7. We have behaviour support plans for individual students who require additional support, with clear expectations, goals, and consequences.

By using these strategies and systems to teach, recognise, and reinforce positive student behaviour and behavioural expectations, schools can create a positive and supportive learning environment that helps all students to succeed.

Behaviour Code for Students

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

The Rock Central School's philosophy based on our behaviour management process that is underpinned by the philosophy of Paul Dix.

<p>Tier 1</p> <p>Universal support for ALL students</p>	<ul style="list-style-type: none"> • Teach students the benefits of positive behaviour for learning, such as improved academic performance and positive social interactions with peers. • Use positive language and reinforcement to encourage students to meet behavioural expectations, such as praising students for showing kindness or good listening skills. • Implement a whole-school approach to behaviour management, where the same expectations and language are used by all staff to ensure consistency and clarity. • Use humour and storytelling to engage students in discussions about behaviour and promote a positive and inclusive school culture.
<p>Tier 2</p> <p>Targeted support for some Students</p>	<ul style="list-style-type: none"> • Provide targeted feedback to students who need additional support, such as specific praise for demonstrating positive behaviour and suggestions for improvement. • Implement restorative practices, such as peer mediation or restorative circles, to address behaviour issues and promote positive relationships. • Use a coaching approach to support students who are struggling with behaviour, such as offering guidance and advice on strategies to improve behaviour. • Provide opportunities for students to develop leadership skills and take ownership of the school culture, such as through student-led initiatives or peer mentoring.
<p>Tier 3</p> <p>Intensive support for a few students</p>	<ul style="list-style-type: none"> • Use a strengths-based approach to behaviour management, where students are encouraged to build on their positive traits and abilities. • Provide one-on-one coaching or counselling to students who need intensive support to address behaviour issues and build social-emotional skills. • Collaborate with families and outside agencies to provide wraparound services and support to address underlying factors contributing to behaviour issues, such as mental health needs or family stressors. • Use a trauma-informed approach to behaviour management, where staff are trained to recognize and respond to the impact of trauma on behaviour and promote a safe and supportive learning environment.
<p>Tier 4</p> <p>Crisis management and safety planning</p>	<ul style="list-style-type: none"> • Use a calm and assertive approach to crisis intervention, where staff remain calm and focused on maintaining safety for all students and staff. • Provide training and support to staff on de-escalation techniques to address crisis situations and support students who may be experiencing emotional or behavioural distress. • Implement a safety plan that is tailored to the specific needs of each student, and involves collaboration with parents, staff, and outside agencies as needed. • Provide follow-up support to students and families after a crisis situation, such as counselling or referral to outside agencies or services for ongoing support.

By incorporating positive behaviour for learning and Paul Dix's philosophy in each tier of the care continuum, The Rock Central School can create a safe and supportive learning environment where all students can thrive academically, socially, and emotionally.

Whole School Approach: Care Continuum at the Rock Central School

Care Continuum	Strategy or Program	Details	Audience
Prevention	Bullying. No Way! Bullying No Way	Provides a range of resources and activities for schools, parents, and students to prevent bullying, including an interactive website and a National Day of Action against bullying.	Whole school
Prevention	FRIENDS / FRIENDS for Life Friendsforlife	FRIENDS for Life is a social skills and resilience curriculum, that is proven to reduce anxiety from setbacks and adversity. FRIENDS for Life also improves social-emotional skills, the ability to focus, confidence, the capacity to relax, regulate emotions, and develop empathy.	Whole school
Prevention	Sistaspeak	A cultural and mentoring workshop program at our school, which has a strong cultural focus and is designed to inspire and motivate Aboriginal women about the importance of education	Aboriginal and Torres Strait Islander young people
Early Intervention	The Got It! Program The Got it Program	A specialised early intervention program for students Kindergarten to Year 2 who display emerging conduct problems such as aggression, defiance and disruptive behaviour, and a family component.	K-2 students Families Staff
Early Intervention	National Centre Against Bullying https://www.ncab.org.au/	Provides resources and training for schools, parents, and students to recognize and address bullying behaviour.	Years 4-10
Early Intervention	SALSA Program	The SALSA program stands for Students As Life Style Activists and is all about students motivating students to improve their diet and increase physical activity.	Year 6 and 10 students

Targeted Intervention	Learning and Support	The Learning and Support team work with teachers, students and families to support those students who require personalised learning and support. Including instructional leadership, development of risk assessments and the development of short- and long-term goals	Individual students, families, staff
Targeted Intervention	Boys to the bush BBTo The Bush	BttB offers a variety of MENToring Programs to assist Disengaged, Disadvantaged and/or "At-Risk" Youth	Boys to the Bush
Individual Intervention	Beyond Blue Beyond Blues	Provides counselling and support services for students who have experienced bullying, as well as resources and training for parents and schools.	
Individual Intervention	Headspace headspace.org.au	Offers a range of mental health services and support for young people who may be experiencing bullying or other forms of mental distress.	
Individual Intervention	ReachOut https://au.reachout.com/	Provides online counselling and support services for young people who may be experiencing bullying, as well as resources and training for parents and schools.	
Individual Intervention	School counsellor	With referral from parents' individual students in crisis can be referred to the school counsellor	

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Self-directed time out	Up to 15 minutes	Assistant Principal/Head Teacher	Recorder on central as "Student Exit"
Teacher-directed time out	Up to a whole lesson	Assistant Principal/Head Teacher/Principal	Recorder on central as "Exit"
Restorative conversation	5 minutes	Teacher who's class the student left	With the same incident under follow up

Partnership with parents/carers

The Rock Central School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by:

1. **Hold regular parent-teacher conferences:** Regular parent-teacher conferences provide an opportunity for teachers and parents to discuss a child's progress, behaviour, and academic performance. These conferences can be used to establish expectations for parent engagement in developing and implementing student behaviour management strategies.
2. **Provide parent training sessions:** Schools can offer parent training sessions on behaviour management strategies that are being implemented in the classroom. This provides an opportunity for parents to learn about the strategies being used and to be better equipped to support their child at home.
3. **Use newsletters and communication tools:** Schools can use newsletters, emails, and other communication tools to keep parents informed about behaviour management strategies being used in the classroom. This helps parents to feel involved in their child's education and creates a sense of shared responsibility.
4. **Involve parents in school decision-making:** Schools can involve parents in decision-making processes related to behaviour management strategies. This provides an opportunity for parents to provide input and feedback and ensures that they are invested in the process.
5. **Provide resources and support:** Schools can provide resources and support to parents, such as access to behaviour management resources, counselling services, and support groups. This helps to create a strong partnership between the school and parents and ensures that parents are supported in their efforts to help their child.

The Rock Central School will communicate these expectations to parents/carers by:

1. **School newsletters:** Regular newsletters will be sent to parents and caregivers that highlight the different strategies being used by the school to involve them in the behaviour management process. These newsletters can also provide updates on the progress of the child, and ways in which parents can support their child at home.
2. **Parent-teacher conferences:** Parent-teacher conferences will be used as a forum for teachers to communicate the various strategies being used in the classroom to involve parents in the behaviour management process.
3. **School website:** Information will be posted on our website that outlines the various strategies being used to involve parents in the behaviour management process. This can include links to resources, schedules of upcoming parent training sessions, and

contact information for school staff who can answer questions related to behaviour management.

4. **Social media:** Facebook will be used to share updates, resources, and information about upcoming parent training sessions.
5. **Direct communication:** Teachers and school staff can also communicate directly with parents and caregivers through phone calls, emails, or in-person meetings. This allows for a more personal approach to communication and can help to build trust and foster a stronger partnership between the school and parents.

School Anti-bullying Plan

Insert a link to the school's existing anti-bullying plan here. Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

Reviewing dates

Last review date: 15th January 2025

Next review date: [Day 1, Term 1, 2026]