NSW Department of Education 

# Kotara School - School Behaviour Support and Management Plan

## Overview

## Kotara School is a Positive Behaviour for Learning school, and we are 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 Neuro Sequential Model for Education, Berry St Model for Education, Restorative Practice and Positive Behaviour for Learning.

Kotara STAR program is a structured behaviour system.

Our school motto is: *Courage to learn, courage to change.*

The school aims to provide a safe and caring environment and encourage the development of socially acceptable behaviour. At Kotara School we foster positive behaviour and commitment to learning through the teaching of skills and values.

Kotara School aims to provide an environment where students find the

“Courage to Learn” and the “Courage to Change”.

Kotara School is committed to providing a safe and supportive school community for our students to grow in harmony. We are all responsible for respecting others.

All students and teachers have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination.

Our school is committed to promoting the highest standards of behaviour and learning. Students at Kotara School are provided with a high quality education so that they can learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community.

Our goal is to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

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

To achieve our vision, key programs prioritised and valued by the school community are:

* Restorative Practices
* Neuro Sequential Model for Education (NME)
* Berry Street Education Model (BSEM)
* Positive Behaviour for Learning (PBL)
* Explicit Teaching Practices

## These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Kotara School rejects all forms of bullying behaviours, including online (or cyber) bullying and racism by maintaining a commitment to providing 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.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

## Partnership with parents and carers

## We recognise the significant influence parents and carers have on their children’s character and behaviour and the importance of working in partnership with them in supporting the core rules our school has established.

Kotara 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 surveys, school surveys and consulting with local AECG.
* Using concerns raised through complaints procedures to review school systems, data and practices.
* The school keeps consistent and open communication with parents through the KIN app. This app allows parents to view and respond to daily updates for their child.

Kotara School will communicate these expectations to parents/carers through the school KIN app 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 expectations and rules

Kotara School has the following school-wide PBL expectations and rules:

**To be safe, true and respectful learners.**

|  |  |  |
| --- | --- | --- |
| Safe | True | Respectful |
| Hands and feet to self | Do your best | Nice talk |
| Right place/right time/right way | Own your choices | Listen and follow instructions |
|  | Be kind |  |

## 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](https://education.nsw.gov.au/schooling/translated-documents/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 | Rock and water | Program provides a pathway to self-awareness and increased self-confidence and social functioning. Program also functions as an anti-bullying program with students learning how to defuse anti-social behaviours. | All students |
| Prevention | Anti-Racism Contact Officer (ARCO) | Provides advice on implementation of the Anti-racism strategy, promoting upstander responses to incidents of racism for staff, students and families. Manages reports of racism made by students against other students in accordance with the Student Behaviour and Management Policy and Kotara School behaviour procedures. | Staff, students, families |
| Prevention | Breakfast club | Student are provided breakfast every morning at school. Students are also provided with the option for sandwiches for lunch if needed. Kotara School also provides fruit break each day for students. | Students |
| Prevention | Consistent classroom practice | Kotara uses both the Quality Teacher Framework and Explicit Instruction across the school. This this provides students with a consistent learning environment across the school with high expectations set for all students. | Students, staff |
| Prevention | Home school collaboration | Provision of continual feedback to home schools regarding student progress. Kotara school staff visit the home school to view students in their mainstream environment on a regular basis to assist in evaluating student progress and provide continued support to the students mainstream setting. | Students, staff from Kotara school and mainstream settings |
| Prevention | Home school integration and student performance reviews | Provide home schools, parents and carers with continued feedback during students’ placement based on IEP’s and behavioural goals. Kotara school staff visit home schools on a regular basis to evaluate student progress and provide continued support to students’ mainstream setting.  Review meetings are held at least once per term involving parents and carers, home school principal and class teacher, Kotara school principal and teacher and other relevant personnel. These aim at gradual further integration of the student to their home school. | Staff, students, parents and carers |
| Prevention | [Child protection](https://studentwellbeinghub.edu.au/educators/resources/child-protection-and-respectful-relationships-education/) | Teaching child protection education is a mandatory part of the syllabus. | Students 3 - 6 |
| Prevention / Early Intervention / Targeted / Individual | Australian eSafety Commissioner [Toolkit for Schools](https://www.esafety.gov.au/educators/toolkit-schools) 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 environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents. | All |
| Prevention / Early Intervention / Targeted / Individual | Restorative practice | Promotes positive, proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. | Staff, students, parents and carers |
| Prevention / Early Intervention / Targeted / Individual | PBL | Safe, true and respectful values are modelled by all members of the school community across all settings and taught explicitly by classroom teachers. | Staff, students, parents and carers |
| Targeted / Individual intervention | [Learning and Support](https://education.nsw.gov.au/schooling/parents-and-carers/inclusive-learning-support/high-school/how-your-child-can-be-supported-in-high-school/school-learning-and-support-team) | The LST works with teachers, students and families to support students who require personalised learning and support. | Staff, individual students, parents and carers |
| Targeted / individual intervention | [Attendance](https://education.nsw.gov.au/schooling/school-community/attendance-matters-resources-for-schools) support | The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals. | Individual students, attendance co-ordinator |
| Individual intervention | [Individual behaviour support planning](https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/planning-behaviour-support-for-individual-students) | This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans. | Individual students, parent/carer, AP |

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

### Identifying behaviour of concern, including bullying, cyberbullying and racism

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. See Appendix1.

### Kotara School staff will staff will identify inappropriate behaviour and behaviours of concern, including bullying, cyber-bullying and racism 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, 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 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
* when using social media, mobile devices and/or other technology involving another student or staff member.

### 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.

* **Teacher managed –** low level inappropriate behaviour is managed by teachers in the classroom and the playground.
* **Executive managed –** behaviour of concern is managed by school executive.
* Corrective responses are recorded on Behaviour / wellbeing Sentral These include:

|  |  |
| --- | --- |
| **Classroom** | **Non-classroom setting** |
| * rule reminder * re-direct * offer choice * error correction * prompts * reteach * seat change * stay in at break to discuss/ complete work * conference * detention, reflection and restorative practices * communication with parent/carer. | * rule reminder * re-direct * offer choice * error correction * prompts * reteach * play or playground re-direction * walk with teacher * detention, reflection and restorative practices * communication with parent/carer. |

Kotara School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. The Kotara School STAR program consists of evidence-based strategies used daily by teachers to teach self-regulation, reduced impulsivity, increased focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

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.

|  |  |  |
| --- | --- | --- |
| Prevention  Responses to recognise and reinforce positive, inclusive and safe behaviour | Early Intervention  Responses to minor inappropriate behaviour are teacher managed. | Targeted/Individualised  Responses to behaviours of concern are executive managed |
| 1. Behaviour expectations are taught and referred to regularly.  Teachers model behaviours and provide opportunities for practice.  Students are acknowledged for meeting school-wide expectations and rules. | 1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate. | 1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student’s stage supervisor or executive ASAP and before the end of the school day. |
| 2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour. | 2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback. | 2. Executive/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 later time, determined by the context and nature of the incident. |
| 3. Tangible reinforcers include those that are:  free and frequent  moderate and intermittent  significant and infrequent  Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing Sentral system.  STAR raffle, class awards, principal awards, fantastic food fun day, gaming afternoon, movie ticket, lucky dip | 3. Use direct responses e.g. rule 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. | 3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Behaviour / wellbeing ITD system and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension. |
| 4. Social emotional learning lessons are taught (PAX GBG and Positive Living Skills) weekly. | 4. Teacher records on Behaviour / wellbeing ITD system by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school’s anti-racism contact officer (ARCO) or anti-bullying co-ordinator. | 4. Refer to the school’s Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan. |
| Teacher/parent contact | Teacher/parent contact | Teacher/parent contact |
| Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies. | Teacher contacts parents by phone or email when a range of corrective responses have not been successful.  Individual planning and referral to Learning Support Team may be discussed. | Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School. |

**Responses to serious behaviours of concern**

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing ITD system. 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 school learning and support team
* develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
* detention, reflection and restorative practices (listed below)
* liaise with [Team Around a School](https://education.nsw.gov.au/inside-the-department/directory-a-z/team-around-a-school) for additional support or advice
* communication and collaboration with parents/carers (phone, email, parent portal, meeting)
* formal caution to suspend, suspension, or expulsion.

In the first instance, the staff member that recognises an incident will be the staff member that manages an incident. If they require support, executive will be informed in the least restrictive manner possible and executive will assume management of the incident.

Incidents are managed in a calm way and will use the least restrictive practice to maintain safety and manage risk. All executive and teaching staff are trained in CPI safety interventions and will use these practices only when the risk and safety of students and staff are at high risk.

Redirection and Conferencing is the first strategy used in managing challenging behaviours.

Where issues of safety are concerned Lock Down procedures will be enacted.

As a last resort CPI safety interventions will be utilised with Lock Down Out procedures to ensure safety of Staff, Students, and Community.

The NSW Department of Education [Student Behaviour policy](https://education.nsw.gov.au/policy-library/policies/pd-2006-0316) and [Suspension and Expulsion Procedures](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-06) 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](https://education.nsw.gov.au/policy-library/policies/pd-2007-0362)
* [Incident Notification and Response Procedures](https://education.nsw.gov.au/content/dam/main-education/policy-library/public/implementation-documents/incident_proc.pdf)
* [Student Behaviour Policy](https://education.nsw.gov.au/policy-library/policies/pd-2006-0316) and [Suspension and Expulsion procedures](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-06)

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](https://www.esafety.gov.au/report) and reporting links for most sites, games and apps can be found at the [eSafety](https://www.esafety.gov.au/key-issues/esafety-guide) Guide.

## Detention, 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. The maximum length of time will be appropriate to the age/developmental level of the student.

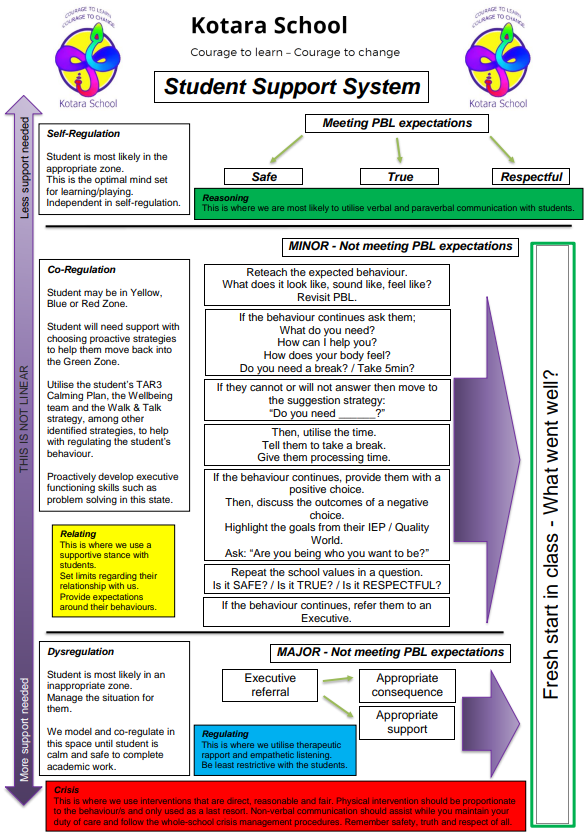
|  |  |  |  |
| --- | --- | --- | --- |
| Strategy | When and how long? | Who coordinates? | How are these recorded? |
| Reflection room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection) | Next day at either lunch or recess break | Member of Exec staff | Documented in Sentral |
| Alternate play plan – withdrawal from free choice play and re-allocation to office, classroom, or playground 2 for supervised play following breach in behaviour. The purpose is to assist the student to achieve the appropriate safe behaviour and provide time to regulate away from others. | Next break | Member of Exec Staff | Documented in incidents reports in Sentral |
| Restorative practices as a social and emotional education system. When students have been involved in negative and anti-social behaviours towards staff and/or peers, small circle conferences are used to restore relationships. These processes are also supported by a common affective language that staff use to help build student empathy and support their emotional development.  These practices are utilised in return from suspension meetings and help staff, students, and their carers resolve any challenging issues.  All staff use affective language to help students understand positive and negative consequences for their behaviour. It allows students to be aware of expectations and provides students with positive replacement behaviours for negative behaviours and positive reinforcement for appropriate behaviours. | Scheduled on Sentral with a member of the Exec team | Member of Exec team | Documented in Sentral |

## Review dates

Last review date: 5/2/25: Day 4, Term 1, 2025

Next review date: 4/2/26: Day 4, Term 1, 2026

### Appendix 1: Behaviour management flowchart



### Appendix 2 Rights and responsibilities of school community members

|  |  |  |
| --- | --- | --- |
| MEMBERS | RIGHTS | RESPONSIBILITIES |
| All students, teachers, parents, wider school community. | * Are safe and supported in the school environment; and * are treated with respect. | * Establish positive   relationships; and   * respect and accept individual differences. |
| Executive Staff | * Are supported in developing and implementing the school’s plan to prevent and effectively manage behaviour and welfare | * Provide leadership in resourcing the school’s prevention and effective management of bullying; * implement the school plan; * ensure appropriate parties are informed of the school plan * support staff to implement the school’s plan. |
| Staff | * Feel safe and supported in the workplace; * access to curriculum resources suitable for supporting students in building positive relationships, resiliency, safety and discipline * are informed of the school’s plan on behavior management; * are treated with respect in the workplace; and * access to professional learning in preventing and effectively managing behaviour. | * Promote and model positive relationships; * participate in implementing the school plan to counter inappropriate behaviour; * identify and respond to bullying incidents; * teach students how to treat other with care and respect; * teach students how to respond effectively to positive and negative choices; * promote social problem solving with students; * respect and accept individual differences. |
| Students | * Access to curriculum that supports the building of resiliency; * are informed of the school’s plan on discipline and welfare * if involved, are provided with support to facilitate the policy | * Treat others with care and respect; and * identify and respond effectively to appropriate discipline and welfare |
| Parents | * Expect children to be safe and provided with a supportive school environment and treated with respect; * are provided with access to information on the prevention and response strategies related to positive discipline and welfare | * Support and encourage children to treat others with respect and act in accordance with the school discipline and welfare policy * encourage children to report incidents that occur; * are aware of school plans and support the school in effectively managing discipline and welfare |
| Wider community: including other professionals | * Strategic inclusion in implementation and prevention strategies for discipline and welfare | * Provide support and input into the school’s approach to managing school discipline and welfare |

**Roles and responsibilities**

Public Schools, including Directors, Educational Leadership and Delivery Support Team Around a School provide proactive and responsive specialist advice and support for schools in the development, implementation, and monitoring of the SBSMP.

|  |  |  |
| --- | --- | --- |
| **Responsibilities** | **Details** | **ACTION** |
| **Students have the responsibility to:** | * fully understand what “bullying” is, * be inclusive and respect other students, their teachers, school staff, and community members, and to not bully, harass, intimidate, or discriminate against anyone in our schools, and are expected to behave in a manner as outlined in the [Behaviour Code for Students](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01) * behave responsibly when using digital devices and online services, including social media platforms * monitor their own behaviour so that it does not result in anyone experiencing racism * behave as upstanders. | * behave appropriately, respecting all members of the school community and their differences and backgrounds * report incidents of bullying including cyberbullying when they occur * all school staff to monitor the use by students of digital devices and online services * report any incidents of racism to teachers * call out racism and racial bullying, if safe to do so as an upstander. |
| **Parents and Caregivers have a responsibility to:** | * work in partnership with the school to implement the School Behaviour Support and Management Plan (SBSMP), supporting their child to behave in accordance with the [Behaviour Code for Students](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01) * resolving issues in relation to their child’s behaviour, and communicating with school staff and the school community respectfully and collaboratively consistent with the [School Community Charter](https://education.nsw.gov.au/schooling/parents-and-carers/going-to-school/school-community-charter) * work collaboratively with the school to resolve negative behaviours or incidents of bullying including cyberbullying and racism when they occur * adhere to the Department’s [Digital Devices and Online Services for Students Policy](https://education.nsw.gov.au/policy-library/policies/pd-2020-0471) and [Students’ Use of Mobile Phones in Schools policy](https://education.nsw.gov.au/policy-library/policies/pd-2023-0480) * demonstrate respect for the cultural, linguistic and religious backgrounds of others and behave in ways that promote acceptance and harmony in the school environment. | * collaborate with the school during the development, monitoring, and review of the School Behaviour Support and Management Plan (SBSMP), as appropriate * support their children to become responsible citizens and to develop responsible online behaviour * report incidents of negative behaviour or bullying including cyberbullying and racism to the school * support their children in developing positive responses to incidents of negative behaviour, bullying including cyber bullying and racism. * ensure that no student, employee, parent, caregiver, or community member should experience racism within the school environment. |
| **School executives and teachers have a responsibility to:** | * contribute to the development, monitoring, and review of the SBSMP, as appropriate * support the school in maintaining a safe, inclusive, respectful and supportive learning environment by implementing and embedding the processes and strategies within the SBSMP * promote a school culture where negative behaviours and bullying including cyberbullying is not acceptable, * manage reports of incidents, negative behaviours, bullying and cyber bullying, and escalate matters to the principal (or delegate) when necessary * encourage high levels of parental and community involvement in the school to improve student attendance, engagement, learning and behaviour, in consultation with the Team within the School and or the Team Around a School (TAaS) * monitor the Department’s [Digital Devices and Online Services for Students Policy](https://education.nsw.gov.au/policy-library/policies/pd-2020-0471) and [Students’ Use of Mobile Phones in Schools policy](https://education.nsw.gov.au/policy-library/policies/pd-2023-0480) * complete the department's mandatory [Anti-Racism policy training](https://education.nsw.gov.au/teaching-and-learning/multicultural-education/anti-racism-education/arcos) and appropriately respond to incidents of racism. | * implement the processes and strategies within the SBSMP * model and promote appropriate relationships and behaviours * teach students to identify, report and respond to bullying at school and online * log data entries in Sentral with descriptive content in a timely manner and log calls to the incident and support hotline (where applicable) * work in partnership with key stakeholders as part of individual intervention, learning support, or as a shared initiative to design plans or pathways * follow the objectives of the Student Use of Mobile Phones in Schools Management Plan, as per Staff Handbook and monitor and respond to inappropriate usage * address racism, promote cultural safety, diversity, inclusion and intercultural understanding * encourage mutual respect and implement programs and practices that are culturally inclusive and non-discriminatory. |
| **Non-teaching staff have a responsibility to** | * contribute to the development, monitoring and review of the SBSMP, as appropriate * support the school in maintaining a safe, inclusive and supportive learning environment * report behaviours of concern to a teacher or supervisor * complete the department's mandatory [Anti-Racism policy training](https://education.nsw.gov.au/teaching-and-learning/multicultural-education/anti-racism-education/arcos) and appropriately respond to incidents of racism. | * Implement and embed in daily school practices the processes and strategies within the SBSMP * model and promote appropriate relationships and behaviours * log data entries in Sentral with descriptive content in a timely manner and log calls to the incident and support hotline (where applicable). |
| **Principals (or their delegate) have the responsibility to:** | * lead the school community in developing, implementing and monitoring the SBSMP * ensure consultation with the school community, including school staff, students, parents or carers, in the development, implementation, and review of the SBSMP, as appropriate * maintain a positive school climate that includes respectful relationships * identify patterns of negative incidents and bullying including cyber bullying behaviour and initiate a focused and targeted response, * manage complaints about negative behaviour and bullying in accordance with the [Complaints Handling Policy](https://education.nsw.gov.au/policy-library/policies/pd-2002-0051) * ensure all staff are provided with the opportunity to improve their skills in behaviour management or responding to incidents * work in partnership with parents and carers to address any concerns about student behaviour and establish support mechanisms that promote positive behaviours * ensure all staff, parents and carers, and students are aware of the Department’s [Digital Devices and Online Services for Students Policy](https://education.nsw.gov.au/policy-library/policies/pd-2020-0471) and [Students’ Use of Mobile Phones in Schools policy](https://education.nsw.gov.au/policy-library/policies/pd-2023-0480-01), * review any students that have a medical, learning or wellbeing need that requires an exemption to the mobile phone plan, * have a trained Anti-Racism Contact Officer who assists the principal to lead anti-racism education and address incidents of racism. | * conduct an annual review of the plan SBSMP * review Sentral Data and respond to matters in a timely manner * from data, refer students to the Learning Wellbeing team to action structured and effective support strategies for students and staff * extract relevant data from Sentral and where necessary engage internal support and/or TAaS, * provide teachers and other school staff with wellbeing support and professional development to discourage, prevent, identify and respond to negative and bullying behaviour from students * work in partnership with key stakeholders as part of individual intervention, learning support, or as a shared initiative to design plans or pathways * ensure all staff are aware of the exemption for a student to use a mobile phone, * all staff have completed the mandatory Anti-Racism Policy Training course to increase staff understanding of the nature and impact of racism * familiarise staff with the revised Anti-Racism Policy and increase staff understanding of their responsibilities in implementing the policy. |

### Appendix 3 Bullying Response Flowchart

### The following flowchart explains the actions Kotara School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.