

Ross Hill Public School - Behaviour Support and Management Plan

Overview

Ross Hill Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

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 mission, key programs prioritised and valued by the school community are:

- [You Can Do It](#)
- [Life Skills GO](#)

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

Ross Hill Public School rejects all forms of bullying behaviours, including online (or cyber) bullying 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

Ross Hill 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 surveys, school surveys, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Ross Hill 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 expectations and rules

Ross Hill Public School has the following school-wide expectations and rules as derived from the Departments' Behaviour Code for Students:

Students of Ross Hill Public School demonstrate Respect, Safety and Engagement as learners.

RESPECT	SAFETY	ENGAGEMENT
Treat one another with dignity	Be safe	Attend school every day (unless legally excused)
Speak and behave courteously	Be on time	Arrive at school and class on time
Cooperate with others	Be ready to learn	Be prepared for every lesson
Develop positive and respectful relationships	Model and follow the departments behaviour code	Actively participate in learning
Value the interests, abilities and culture of others	Take responsibility for behaviours and actions	Aspire and strive to achieve the highest stands of learning
Dress appropriately and comply with the school uniform code	Negotiate and resolve conflict with empathy	Ask for help
Take care of property/resources	Care for self and others	Overcome challenges
Accept differences	Avoid dangerous behaviours and encourage others to behave safely	Be your best

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	Positive Living Skills	The Positive Living Skills (PLS) program is an evidence-based comprehensive mental health and wellbeing approach based on a combination of social and emotional learning, preventative mental health, resilience and life skills.	All
Prevention	You Can Do It	YCDI! Program is a socio-emotional learning program that teaches children positive attitudes, socio-emotional skills and character strengths which influence both wellbeing and achievement outcomes. It also has a focus on reducing socio-emotional difficulties (anxiety, feeling down, anger, procrastination, not paying attention) through teaching children to use cognitive restructuring and cognitive behaviour strategies.	All
Prevention	National Week of Action (NWA)	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Staff, students 3 - 6
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for 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

Care Continuum	Strategy or Program	Details	Audience
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	Attendance 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
Targeted / individual intervention	Life Skills Go Data checks	Students participate in daily check-in processes, with this data used to provide individual, class, stage and school supports where appropriate to facilitate student readiness to learn.	Students, teachers, stage leaders and executive
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP

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. See Appendix 1.

Ross Hill 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, 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 SCHOOL BYTES. These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

Ross Hill Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Student voice is captured through the **Life Skills GO** check-in procedures and allows staff to explore support strategies at an individual, class, year, stage and

whole school level. The daily check-in may be part of attendance roll marking or other time as determined within each stage.

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
<p>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.</p>	<p>1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p>	<p>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.</p>
<p>2. 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>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>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.</p>
<p>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 ITD system.</p>	<p>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.</p>	<p>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.</p>
<p>4. Social emotional learning lessons are taught through YCDI or Life Skills GO weekly.</p>	<p>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.</p>	<p>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.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Teacher contact through phone calls home, emails or other appropriate tools are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies.</p>	<p>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.</p>	<p>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.</p>

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on SCHOOL BYTES. 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](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

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](#)

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](#).

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.

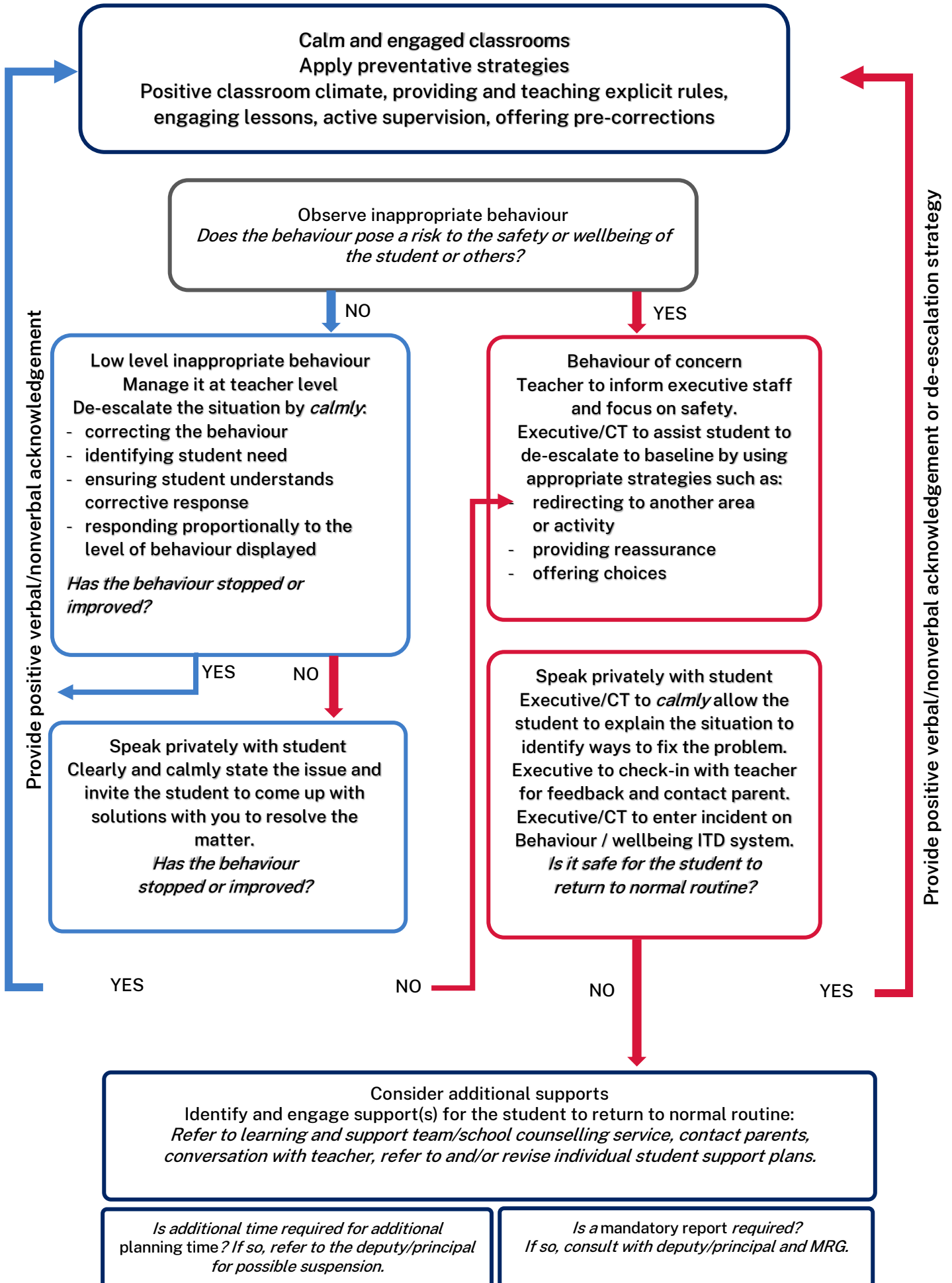
Strategy	When and how long?	Who coordinates?	How are these recorded?
<p>Teacher Managed Reflection Time – a brief period of reflection and discussion with the ‘managing’ teacher to recall the behaviour, provide redirection and move forward.</p>	<p>Next suitable break from class/activity</p>	<p>Teacher</p>	<p>Documented in SCHOOL BYTES</p>
<p>Reflection room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)</p>	<p>Next day at either lunch or recess break</p>	<p>Assistant Principal</p>	<p>Documented in SCHOOL BYTES</p>
<p>Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)</p>	<p>Next break</p>	<p>Assistant Principal</p>	<p>Documented in SCHOOL BYTES</p>
<p>Restorative practice – peer mediation or circles in groups, or restorative led discussions with staff</p>	<p>Scheduled for either lunch or recess break</p>	<p>Assistant Principal</p>	<p>Documented in SCHOOL BYTES</p>
<p>Executive Managed Detention/Reflection – following previous steps (or where executive intervention is warranted instead of previous interventions) where students engage in reflection of behaviours and explore more constructive responses that could have been undertaken.</p>	<p>Next day at either lunch or recess break</p>	<p>Deputy Principal/ Principal</p>	<p>Documented in SCHOOL BYTES</p>

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 3, 2025

Appendix 1: Behaviour management flowchart

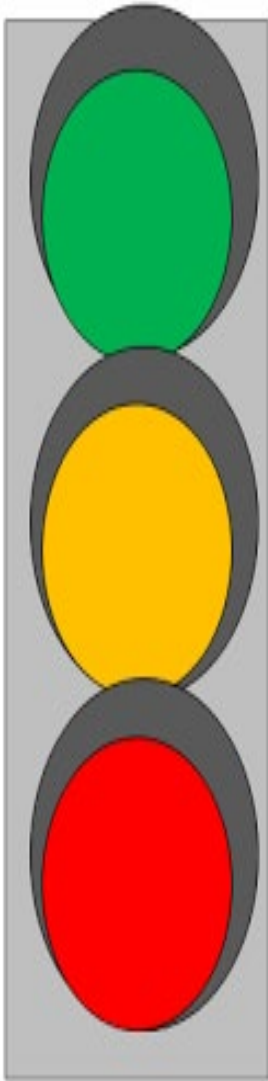


Bullying Response Flowchart

The following flowchart explains the actions Ross Hill Public 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.



School Based Levels System:



Green Level – the level assigned to all students to start any term (or upon enrolment) and the baseline level expected of all students who consistently conform to the schools rules and behaviour expectations.

Green level is ‘expectation’, not an aspiration.

Students of Green Level have full access to school programs and activities should they wish to attend and space enables them to express interest in participating.

Yellow Level – the level a student can be placed at (*through consultation with stage leaders or senior executive*) for persistent misbehaviours or some one-off more serious breaches of rules and expectations. Students are placed on Yellow Level for a two week period as a reminder to regulate their behaviour and work toward improvements as per negotiated goals.

Yellow Level is a measure to enable students to reflect and improve their behaviour.

Students on Yellow Level will only be considered for ‘special programs, activities, events and opportunities’ through the endorsement of Stage Leaders and the necessary planning to facilitate success.

Red Level – the level a student can be placed at (*through consultation with stage leaders or senior executive*) for further persistent misbehaviours after being placed on Yellow Level or for serious breaches of rules and expectations that lead to a formal caution or suspension. Students are placed on Red Level for a two week period with a list of identified rules and behaviour expectations to progress back to Yellow Level.

Red Level is a sign that student behaviours are not to school expectation and consequences apply.

Students on Red Level will not be considered for ‘special programs, activities, events and opportunities’ until they progress back toward Green Level as per above details.

Guidelines Around the Use of Levels:

- **The focus of our levels system is to promote students’ meeting the Department of Education Behaviour Code for Students, and in turn seeking to comply with the school rules and expectations of Ross Hill Public School.** Levels are used to identify students requiring additional support to meet the behaviour expectations and these students may require personalised behaviour support plans and negotiated behaviour expectations to support success at school.
- **When a student is placed on either Yellow or Red Level there will be executive communication with home, preferably by both phone and letter.** This will only occur if teachers have already informed parents/carers of behaviour incidents, or if this is a serious enough incident to warrant an automatic level change.
- **No student should be moved to Yellow or Red Level for persistent misbehaviours if communication has not already been had with parents/carers.** Information regarding repeated or persistent misbehaviour should never be a surprise. Classroom teachers should have informed parents/carers of repeated classroom incidents. Consideration by stage leaders regarding communication of playground incidents will be required.
- **School Bytes Records of behaviour incidents and communications home are important elements of the evidence to support a level placement.**
- **School Bytes will be monitored and students will ‘promote’ toward Green Level after 10 school days with demonstrated efforts to improve behaviour.** If a student’s behaviour has not improved sufficiently to support a level change then further communication with parents/carers will be necessary and the student will need to be placed again on Yellow or Red Level as appropriate. Again, communication between school and home should ensure this is not a surprise.

School Classroom & Playground Behaviour Management Guide:

	Behaviour Category:	Examples:	Management:		
			Classroom Teacher:	Assistant Principal:	Deputy Principal - Principal:
Escalation of behaviours	Expected Behaviours	Demonstrating the expectations of the NSW DoE Behaviour Code for Students: <ul style="list-style-type: none"> RESPECT – demonstrating respect for self and others SAFETY – acting and behaving safely ENGAGEMENT – doing their best to complete all school activities 	<ul style="list-style-type: none"> Merit Award Carer Correspondence – letters/phone calls 	<ul style="list-style-type: none"> Stage Awards and recognition 	<ul style="list-style-type: none"> School Awards and recognition
	Concerning behaviours – low level	<ul style="list-style-type: none"> Non-compliance Defiance Disruption Lateness Misuse of technology Inappropriate Language (not specifically targeted or directed at anyone) 	<ul style="list-style-type: none"> Teacher Managed Time-Outs Teacher managed Detentions/Reflection Time Carer Correspondence – letter/phone call Inform Assistant Principal Enter on School Bytes 	<ul style="list-style-type: none"> No Action – managed at the teacher level 	<ul style="list-style-type: none"> No Action – managed at the teacher level
	Behaviours of concern that are challenging and/or complex	<ul style="list-style-type: none"> Persistent disobedience Repeated truancy/lateness Repeated/ongoing misuse of technology Persistent/ongoing use of inappropriate language Continued inappropriate language (not specifically targeted or directed at anyone) 	<ul style="list-style-type: none"> Enter in School Bytes Refer to Assistant Principal 	<ul style="list-style-type: none"> Behaviour Support Monitoring Carer Correspondence – letter/phone call Formal Letter of Concern – Behaviour Notification Enter on School Bytes 	<ul style="list-style-type: none"> Review School Bytes entries and support/guide Assistant Principal interventions
	Concerning behaviours requiring formal caution due to safety concerns	<ul style="list-style-type: none"> Continuing or escalating disobedience Repeated truancy/lateness Foul, abusive or offensive language (not specifically targeted or directed at anyone) Repeated/ongoing misuse of technology or language used to intimidate others Aggressive verbal or physical behaviour toward staff or students Cigarette/Vape Possession Mobile Phone Possession 	<ul style="list-style-type: none"> Enter in School Bytes Refer to Assistant Principal 	<ul style="list-style-type: none"> Enter in School Bytes Refer to Deputy Principal/Principal Continued monitoring and cooperation with Deputy Principal/Principal to manage 	<ul style="list-style-type: none"> Deputy managed Behaviour Support Detentions during 1st/2nd Break Carer Correspondence – letters/phone calls Formal Caution of Suspension (valid for up to 50 days) Risk Management Plan if required
	Concerning behaviours resulting in actual harm or presenting an immediate and significant risk	<ul style="list-style-type: none"> Persisting in behaviours that present an unacceptable threat to the learning and/or wellbeing of any individual, despite exhausting all available interventions Destruction or theft of property Behaviour that causes actual harm or immediate or significant unacceptable risk to others Foul, abusive or offensive language directed toward staff and/or students Criminal behaviour including cyber-bullying and possession, use or supply of a suspected drug or illegal substance, possession or use of a prohibited weapon or use of an implement as a weapon Physical violence, aggressive behaviour, assault, verbal or psychological abuse including swearing directly 	<ul style="list-style-type: none"> Enter in School Bytes Refer to Assistant Principal 	<ul style="list-style-type: none"> Enter in School Bytes Refer to Deputy Principal/Principal 	<ul style="list-style-type: none"> Suspension Risk management Plan / Behaviour Support Plan developed Return from Suspension support Behaviour monitored for two-week for level placement review

Green Level students are eligible to participate in school events and activities offered by the school pending interest and space. They also enjoy access to school grounds and facilities in recognition of their positive behaviours at school.

NSW Department of Education

Behaviour code for students

Information for students and parents or carers

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe behaviours we value in our students.

In NSW public schools students are expected, to the best of their ability, to:

- show respect to other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

Schools take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations.

The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment.

In this context, the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Behaviour code for students: Student actions

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the Department of Education.

We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.

Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

