NSW Department of Education

# Pennant Hills Public School Behaviour Support and Management Plan

## Overview

Our vision at Pennant Hills Public School is to empower students to become independent lifelong learners, who are actively engaged and motivated with their learning and the school. Our design of teaching and learning experiences will develop communication, collaboration, creativity, critical thinking and citizenship.

At Pennant Hills Public School staff, parents and carers work together to enable all students to strive for personal best, experience success, and promote individual student growth through focus on personal effort and mindset.

Our students will be caring, active citizens on local and global stages, with skills to realise their potential and excel in an ever-changing world.

To achieve this vision, Pennant Hills 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 responsible, 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:

- The Anxiety Project

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

Pennant Hills 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

Pennant Hills 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.

Pennant Hills 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

Pennant Hills Public School has the following school-wide expectations and rules:

**Respect, Responsibility and Aspire.**

| Respect | Responsibility | Aspire |
|---|---|---|
| **Due regard for the feelings wishes and rights of others** | **Being responsible, answerable, or accountable for something within one's power, control, or management** | **Direct one's hopes or ambitions towards achieving something** |

| Respect | Responsibility | Aspire |
|---|---|---|
| Be kind and value others | Be safe | Do and be your best |
| Use appropriate language | Be on time | Set and achieve goals |
| Work co-operatively | Be ready to learn | Overcome challenges |
| Accept differences | Be accountable for own choices | Have pride in your actions |

## 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 | School Core values | The School Core Values of Respect, Responsibility and Aspire are explicitly taught to students. Lessons include how to engage with the Core Values across all settings within the school environment. | Whole school |
| Prevention | Quality Differentiated Teaching practice and Data Driven Practice | Teachers target teach and individualise teaching programs so that lessons are appropriately challenging for students and to ensure that students are fully engaged in their learning. | Whole school |
| Prevention | Extra-Curricular Activities | PHPS offers a range of extra-curricular opportunities for students that encourage participation, student voice, engagement and belonging. | Whole school |
| Prevention | PHPS Student Reward System | PHPS Merit Awards<br>Bronze, Silver and Gold Awards<br>Burumin Awards | Whole school |
| Prevention | Staff Professional Learning | Ongoing staff professional learning on quality teaching practices and student behaviour | Teaching/ Non-Teaching Staff |
| Prevention | Child protection | Teaching child protection education is a mandatory part of the syllabus. | Whole school |
| 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. | Whole school |
| Early Intervention | The Anxiety Project | A whole school community approach to managing anxiety and building resilience in students. | Whole school |

| Care Continuum | Strategy or Program | Details | Audience |
|---|---|---|---|
| Early Intervention/ Targeted Intervention | Social Skills Group | Small group intervention to support and increase the coping strategies of students who are feeling anxious, stressed or who need additional assistance in the development of social skills. | Individual students K - 6 |
| Early Intervention/ Targeted Intervention | Transition Programs | PHPS Transition Programs:<br>: Preschool to Kinder Transition<br>: Year 2 to Year 3 Transition.<br>: High School Transition Program | Cohots/ Individual students as applicable. |
| Early Intervention/ Targeted Intervention | PATCH | PATCH (Playground Games That Create Happiness) is a program that operates at lunchtime to support students with development of social skills and emotional regulation. | Individual students K - 6 |
| 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 |
| 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 |
| Individual intervention | Reflection | Reflection is a place where students are actively counselled to explore and make an undertaking to implement more appropriate self-management strategies. The principle of this philosophy is to help the students involved understand each other, how their actions have affected others and what they can do to make the situation better. | Individual students |

## 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.

Pennant Hills 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 to incidents of concern are recorded on School Bytes. These include:

| Classroom | Non-classroom setting |
|---|---|
| • rule reminder<br>• re-direct | • rule reminder<br>• re-direct |

| | |
|---|---|
| • offer choice<br>• error correction<br>• prompts<br>• reteach<br>• seat change<br>• stay in at break to discuss/ complete work<br>• conference<br>• reflection and restorative practices<br>• communication with parent/carer. | • offer choice<br>• error correction<br>• prompts<br>• reteach<br>• play or playground re-direction<br>• walk with teacher<br>• reflection and restorative practices<br>• communication with parent/carer. |

Pennant Hills Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. The Anxiety project lessons consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase 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<br>Responses to recognise and reinforce positive, inclusive and safe behaviour | Early Intervention<br>Responses to minor inappropriate behaviour are teacher managed. | Targeted/Individualised<br>Responses to behaviours of concern are executive managed |
|---|---|---|
| 1. Behaviour expectations are taught and referred to regularly.<br>Teachers model behaviours and provide opportunities for practice.<br>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:<br>free and frequent<br>moderate and intermittent<br>significant and infrequent<br>Intermittent and infrequent reinforcers are recorded on School Bytes. | 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 School Bytes 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 regularly. | 4. Teacher records on School Bytes 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). | 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 emails 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.<br>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 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
- 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.

## 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.

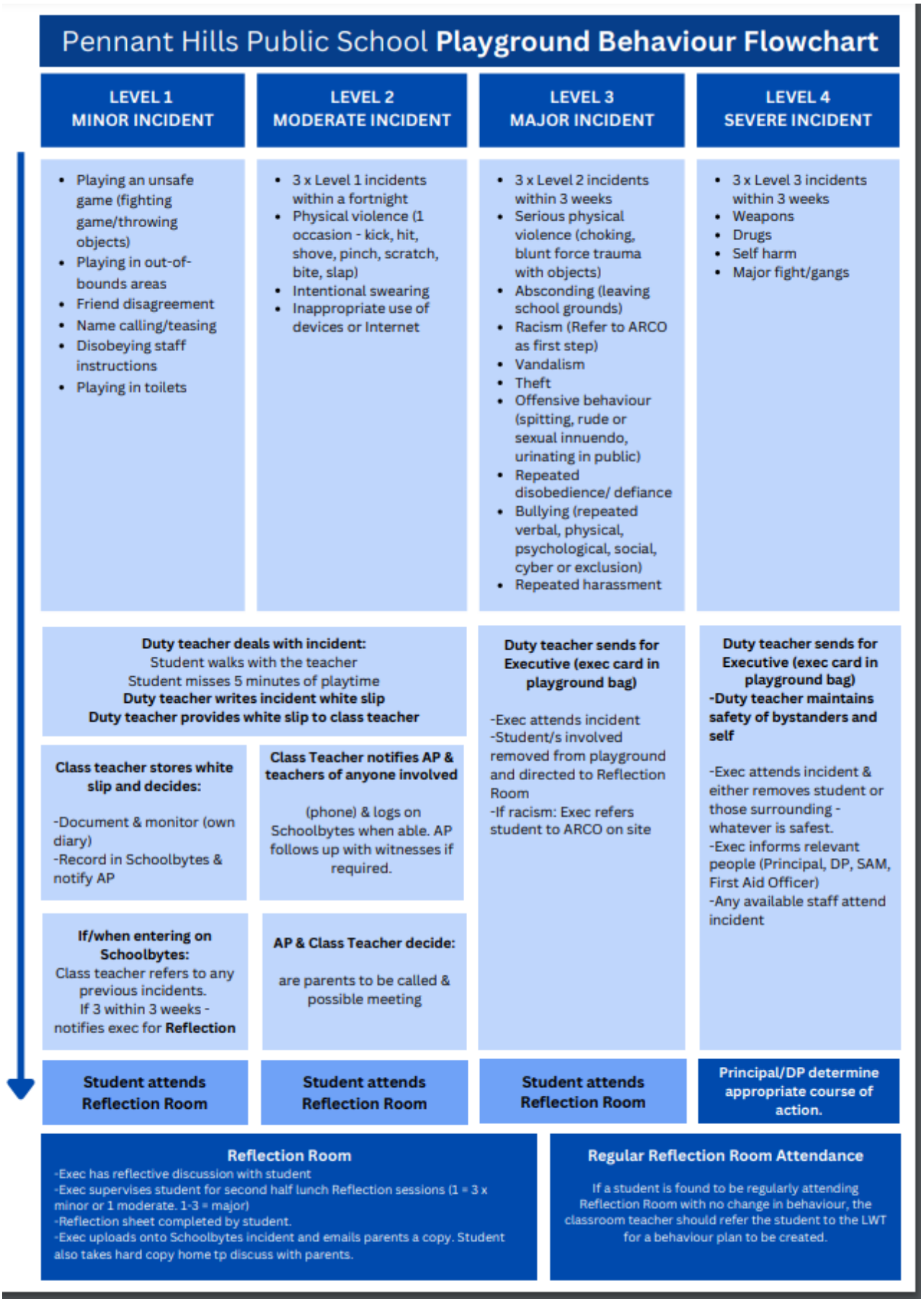
| Strategy | When and how long? | Who coordinates? | How are these recorded? |
|---|---|---|---|
| **Reflection room –** a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection) | Next day at second half lunch. | AP/ DP/ P | Documented in School Bytes. |
| **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 | Next break | Assistant Principal (AP) | Documented in School Bytes. |
| **Restorative practice –** peer mediation or circles in groups | Scheduled for either lunch or recess break | Assistant Principal (AP) | Documented in School Bytes. |

## Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

## Appendix 1: Behaviour management flowchart



# Pennant Hills Public School **In Class Behaviour Flowchart**

| LEVEL 1<br>MINOR INCIDENT | LEVEL 2<br>MODERATE INCIDENT | LEVEL 3<br>MAJOR INCIDENT | LEVEL 4<br>SEVERE INCIDENT |
|---|---|---|---|
| • Playing an unsafe game (fighting game/throwing objects)<br>• Playing in out-of-bounds areas<br>• Friend disagreement<br>• Name calling/teasing<br>• Disobeying staff instructions<br>• Playing in toilets | • 3 x Level 1 incidents within a fortnight<br>• Physical violence (1 occasion - kick, hit, shove, pinch, scratch, bite, slap)<br>• Intentional swearing<br>• Inappropriate use of devices or Internet | • 3 x Level 2 incidents within 3 weeks<br>• Serious physical violence (choking, blunt force trauma with objects)<br>• Absconding (leaving school grounds)<br>• Racism (Refer to ARCO as first step)<br>• Vandalism<br>• Theft<br>• Offensive behaviour (spitting, rude or sexual innuendo, urinating in public)<br>• Repeated disobedience/ defiance<br>• Bullying (repeated verbal, physical, psychological, social, cyber or exclusion)<br>• Repeated harassment | • 3 x Level 3 incidents within 3 weeks<br>• Weapons<br>• Drugs<br>• Self harm<br>• Major fight/gangs<br>• Health Emergency |
| **Classroom Teacher deals with incident:**<br>Class consequence (Immediate) | | **Class Teacher Phones AP**<br>• AP attends incident<br>• Student/s involved removed from class and goes to DP office with AP<br>• If racism: AP refers student to ARCO on site | **Classroom Teacher Phones for help (AP or DP or Principal)**<br>• Exec to ensure relevant people notified i.e. Principal, DP, SAM, first aid officer etc.<br>• Classroom teacher ensures safety of the class<br>• All available staff to attend and assist<br>• Exec monitor student until more help arrives |
| **Class Teacher documents in School Bytes (when able) and informs AP if required.** | **Class Teacher logs incident in School Bytes (When able) & notifies AP via phone call.** | **AP has reflective discussion with student/s and records incident on School Bytes notifying class teacher, DP and Principal**<br>• AP books student into Reflection Room on School Bytes – 1-3 lunch sessions<br>• Class teacher is notified of consequences<br>• AP to notify parent/s via phone call<br>• AP follows up with witness if applicable | **Deputy Principal to Log on School Bytes**<br>Parents are notified |
| **If/when entering on Schoolbytes:**<br>Class teacher refers to any previous incidents.<br><br>If 3 within 3 weeks - notifies exec for **Reflection** | **AP & Class Teacher (when able) talk with student about behaviour:**<br><br>are parents to be called & possible meeting<br><br>**Deputy Principal to Log on School Bytes**<br>are parents to be called & possible meeting | | |
| **Student attends Reflection Room** | **Student attends Reflection Room** | **Student attends Reflection Room** | **Principal/DP determine appropriate course of action.** |

**Reflection Room**

-Exec has reflective discussion with student
-Exec supervises student for second half lunch Reflection sessions (1 = 3 x minor or 1 moderate. 1-3 = major)
-Reflection sheet completed by student.
-Exec uploads onto Schoolbytes incident and emails parents a copy. Student also takes hard copy home tp discuss with parents.

**Regular Reflection Room Attendance**

If a student is found to be regularly attending Reflection Room with no change in behaviour, the classroom teacher should refer the student to the LWT for a behaviour plan to be created.

# Pennant Hills Public School VALUES

| ASPIRE | RESPECTFUL | RESPONSIBILITY |
|---|---|---|
| • Striving to achieve your personal best<br>• Showing perseverance despite challenges<br>• Being resilient and a reflective learner | • Being polite and kind to school community members<br>• Taking pride in yourself, your school and your work<br>• Allowing others to learn | • Taking responsibility for your belongings<br>• Being a positive role model<br>• Actively participating in learning opportunities |

# In class management of minor and moderate incidents

## Minor Incidents:

| | |
|---|---|
| **Step 1:** 1st warning<br>**Step 2:** 2nd warning<br>**Step 3:** Lose 10 minutes of recess or lunch<br>**Step 4:** Document and monitor. Inform Assistant Principal if required. | Name calling/teasing<br>Disobeying teacher instruction<br>Rude/disrespectful |

## Moderate Incidents:

| | |
|---|---|
| **Step 1:** 1st warning<br>**Step 2:** 2nd warning<br>**Step 3:** Lose 10 minutes of recess or lunch<br>**Step 4:** If behaviour persists go to Buddy Class with work.<br>**Step 5:** Student conference with Assistant Principal and Class Teacher.<br>**Step 6:** Incident documented. Parents notified. | Physical Violence (1 offence – kick, shove, push, pinch, scratch, bite, slap)<br>Intentional swearing<br>Any repeated minor offence |

## Bullying Response Flowchart

The following flowchart explains the actions Pennant Hills 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.