HILLTOP ROAD PUBLIC SCHOOL
BEHAVIOUR MANAGEMENT & SUPPORT PLAN

Overview

Hilltop Road Public School is committed to explicitly teaching and modelling positive behaviour to improve social, emotional, behavioural and academic outcomes for our students. We aim to work together with the whole-school community to contribute to developing a positive, safe and supportive learning culture.

Our goal is to inspire every child to participate positively in the school community and beyond. We are committed to developing self-regulated learners who articulate their learning, are resilient, respectful, with a strong sense of agency and recognise their potential, impact and contribution to the world.

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.

Hilltop 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

Hilltop Road Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and anti bullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as annual 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.
- reporting incidents of school related bullying behaviour and work collaboratively with the school to resolve incidents of bullying when they occur

Hilltop Road 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

Hilltop Road Public School has the following school-wide expectations and rules:

- Be Safe
- Respect myself and others
- Learn all I can
- Take care of the environment

Expectation – Be Safe	Expectation Learn all I can
Be in the right place at the right time	Participate in all activities
Talk to a teacher about any unsafe behaviour	Work cooperatively
Keep hands and feet to self	Always do your best
Ask permission to leave and let the teacher know on return	Take responsibility for your learning

Expectation – Respect myself and others	Expectation Take care of the environment
Respect other people's space and belongings	Look after school equipment
Be honest	Put rubbish in the correct bins
Treat others how you would like to be treated	Leave plants and animals where they belong

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 Behaviour for Learning	Positive Behaviour for Learning (PBL) is a whole-school framework that is implemented K-6. The systems and structures promote positive behaviour across our school and support teachers to develop safe and supportive learning environments for all students. The PBL framework makes sure all students are explicitly taught the expected behaviours and establish clear and consistent boundaries. Staff take a proactive, preventative approach to ensure all students receive the appropriate level of support to help them to be successful at school. Student outcomes are monitored so identified students can receive additional support when needed and a minority of students can access intensive support to enable them to engage successfully at school.	All
Prevention	Peer Support	The Peer Support Program builds strong relationships, empowers students, nurtures a sense of belonging and fosters an anti-bullying culture. The program builds connections from K-6 across the school, while also teaching our students a range of social and emotional literacy skills.	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	Child protection and respectful relationships are mandated and taught in all K-6 classrooms annually.	K-6 students

Care Continuum	Strategy or Program	Details	Audience
Early intervention	Social emotional groups	Small group intervention to support students in developing social and emotional regulation and skills. • Top Blokes • Girls Talk • Boys talk	K-6 students
Early intervention	Explore, Discover, Act	Explore, Discover, Act is a program that has the vision that develops connection, wisdom, authenticity, hope and making a difference. Stage groups focus on the following areas: Stage 3 - Leadership and transition Stage 2- Kindness and Mindful Connections Stage 1 and Early Stage 1- Social and emotional growth and development	Individual students K-6
Targeted intervention	Learning and support	The Learning Support Team (LST) works with teachers, students and families to support students who require personalised learning and support.	All
Targeted intervention	Attendance support	The Attendance Coordinator monitors the attendance of all students. They convene meetings with students, families and teachers, to address barriers to improve attendance and set growth goals.	Individual students, families and Attendance Coordinator
Individual intervention		Access support from Assistant Principal Learning and Support (APLAS). This includes developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans.	Individual students, parent/ carer, class teacher, LAST, AP, DP

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

Hilltop Road Public School staff 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.

Hilltop Road Public School planned interventions to positive, appropriate behaviour include:

At the beginning of each year all staff, students and community revisit the PBL School Rules and matrix. This is explicitly taught through the first two weeks of Term 1. The rules and matrix are revisited at the commencement of Semester 2, as a refresher for all students and teachers.

The rules and matrix are taught to new students, who arrive throughout the year, during their first week.

Analysis of PBL data and professional learning sessions are conducted twice per term. These are structured forms of checking and tracking cohort and individual behaviour, to develop interventions or modifications.

Hilltop Road Public School planned interventions to support students who have been identified as having inappropriate behaviour include:

- Playground support for individual students - SLSO buddy
- Garden Maintenance Crew - students do gardening and develop a sense of belonging and contributing to the school environment
- Robotics club
- Chess club
- Year 5 Play Leaders

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	**Early Intervention** Responses to minor inappropriate behaviour	**Targeted/Individualised** Responses to behaviours of concern
1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports, so that the student can self-regulate.	1. Contact the office to seek help from executive straight away, if there is a risk. Otherwise, notify student's stage supervisor or executive ASAP

Students are acknowledged for meeting school-wide expectations and rules.		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, ignoring, attending, praising and redirecting 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 ITD system (School Bytes).	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions and 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 incidents on Behaviour / wellbeing ITD system (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	4. Teacher records on Behaviour / wellbeing ITD system (School Bytes) by the end of the school day. Monitor and inform family if repeated. For some incidents, a referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying coordinator.	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 the 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

Planned responses to behaviour that does not meet school expectations are either managed by teacher or executive. 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.

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.

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded in School Bytes 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 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.

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 their 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 reflection after a behaviour concern with an individual student (reflection)	Next day at either lunch or recess break	Assistant Principal	Documented in [Behaviour / wellbeing ITD system- School Bytes]
Alternate plan – withdrawal from free choice play and re-allocation to office for supervised time 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	Deputy Principal	Documented in [Behaviour / wellbeing ITD system- School Bytes]
Restorative practice – mediation	Scheduled for either lunch or recess break	Assistant, Deputy or Principal	Documented in [Behaviour / wellbeing ITD School Bytes system- School Bytes]

Appendix 1 Classroom Behaviour Management Flowchart

Appendix 2 PB4L Whole School Behaviour Management Flowchart

Appendix 3 Reflection Zone Procedures

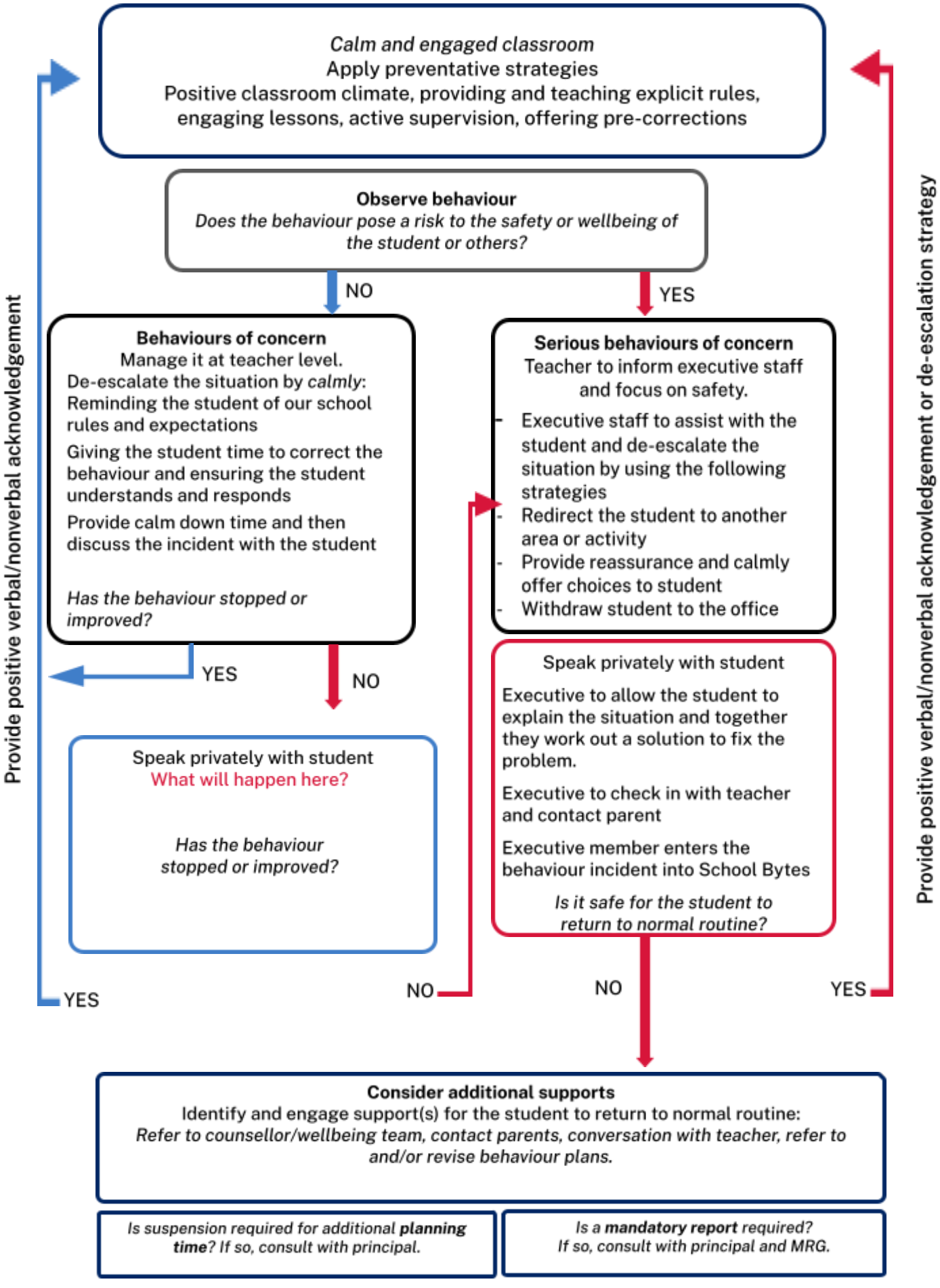
Appendix 4 Bullying Response Flowchart

Review dates

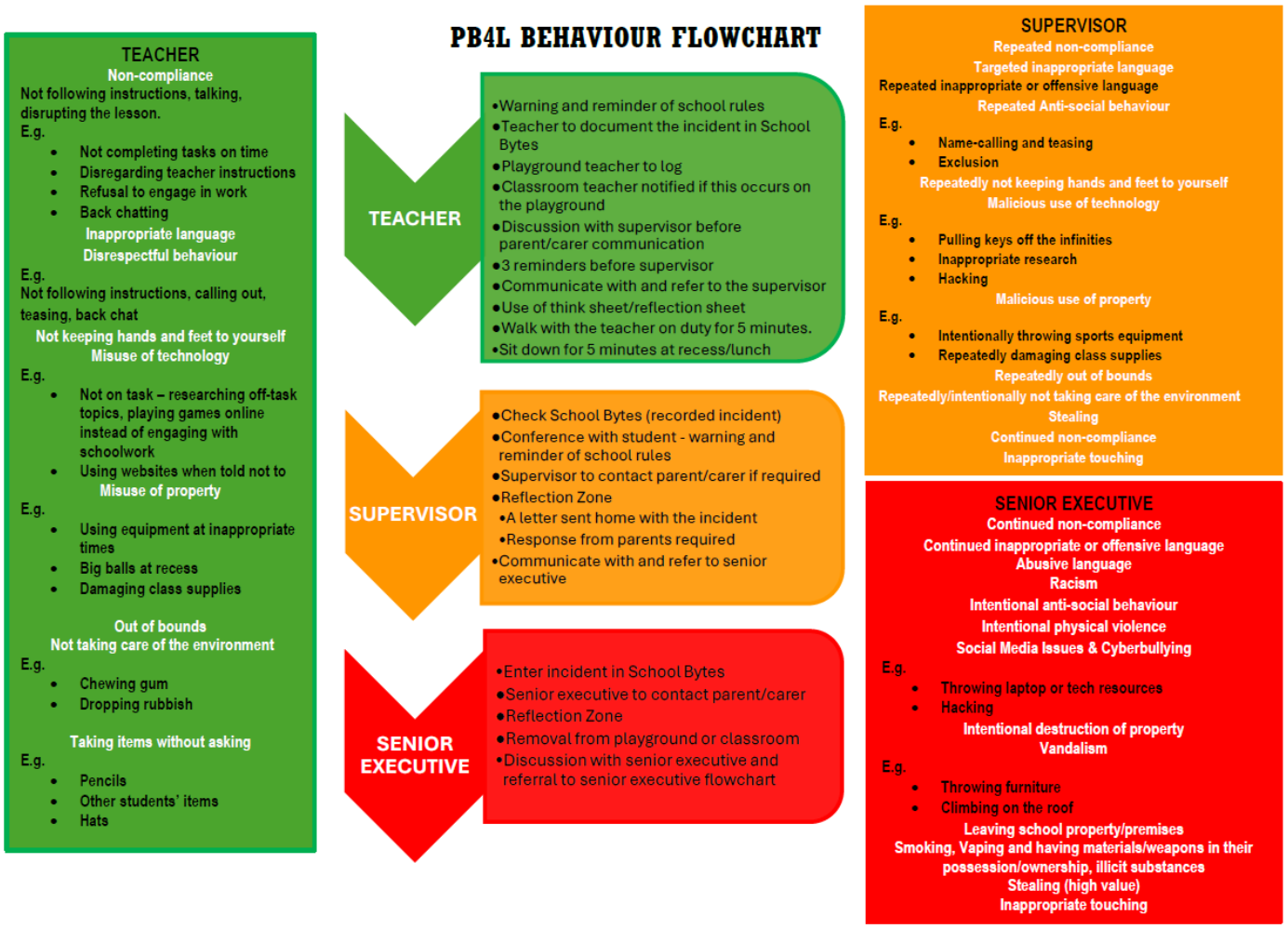
Last review date: [12 April, Term 1, 2024]

Next review date: [Day 1, Term 1, 2025]

Appendix 1: Classroom Behaviour Management Flowchart



Appendix 2: PB4L Whole School-Wide Behaviour Management Flowchart



Appendix 3: Reflection Zone Procedures

HILLTOP ROAD PUBLIC SCHOOL
Reflection Zone Procedures

Hilltop Road Public School's Reflection Zone Procedures allow us to apply fair, reasonable reflection strategies to address inappropriate student behaviour. These strategies enable us to provide timely support to students to assist them to achieve the desired behaviour.

These steps allow teachers to be consistent when dealing with behaviour at Hilltop Road Public School.

Step 1- Teachers use the behaviour flowchart to assess the steps required to respond to the behaviour.

Step 2- The behaviour is recorded in School Bytes.

Step 3- If necessary, behaviour is referred to the grade supervisor.

Step 4- The grade supervisor determines if the Reflection Zone is the outcome (based on incident or frequency).

Step 5- The supervising teacher on Reflection Zone sends notification to parents.

Step 6- Targeted intervention related to behaviour for individual students

Students who have broken a school rule will be sent to the Reflection Zone (according to the Behaviour Flowchart). eg. go to the Makerspace, with a member of the executive team, during eating time at 1:00pm and for the first half of lunch (1:15-1:35pm). Once in Reflection Zone, students will engage in targeted intervention related to the behaviour. This will include a short video and reflection sheet. This encourages students to reflect on their behaviour and to make positive choices.

Reflection Zone data is entered in School Bytes. This data is monitored by our whole school staff during staff meetings, twice a term. Staff members work collaboratively to review data, track repeated behaviour issues and the settings in which they occur. This data is analysed to make necessary adjustments to school operations in an effort to reduce inappropriate behaviour.

If a student is put on Reflection Zone three times in the one term, a meeting with their parents/carers is organised.

Notification to Parents:

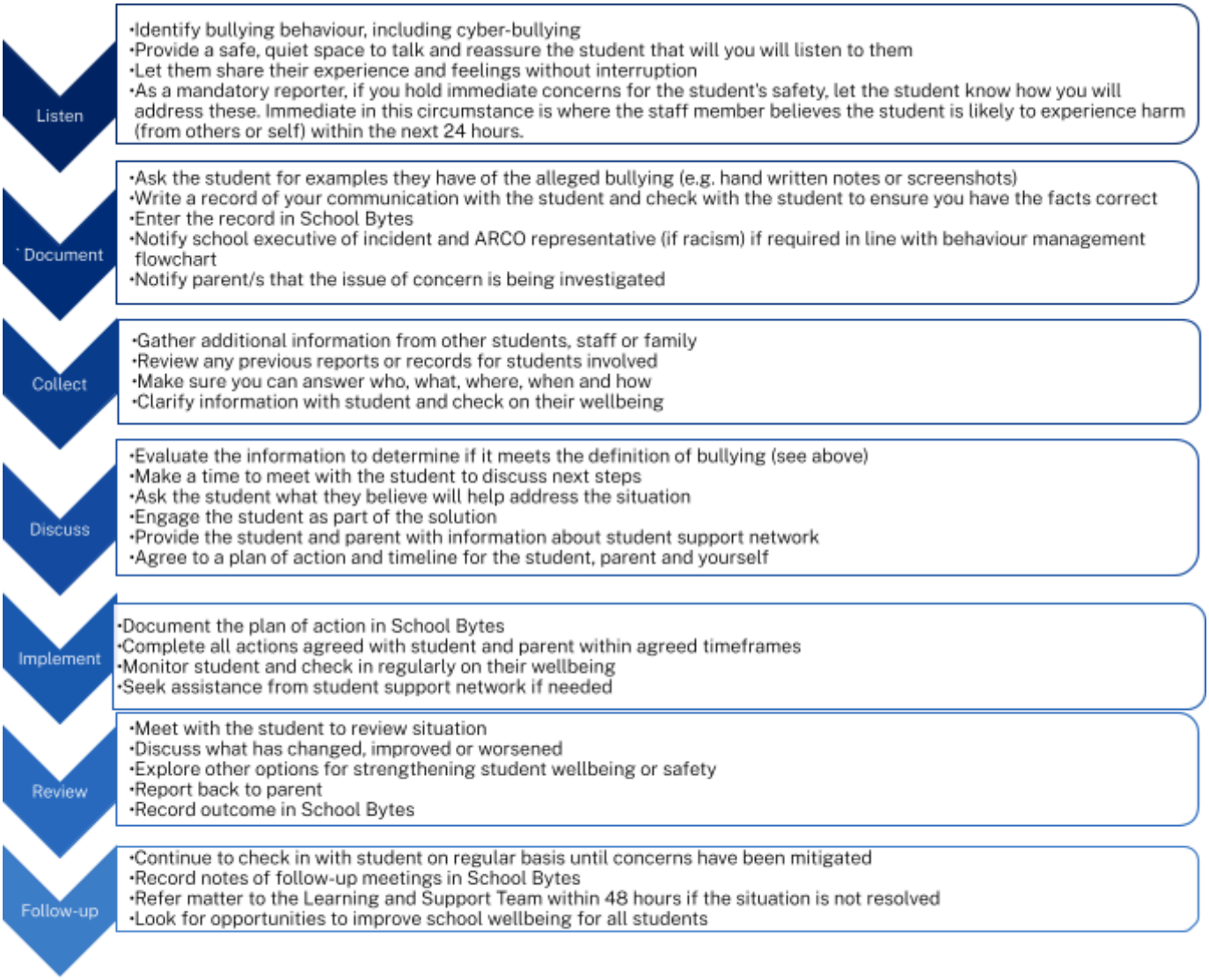
Dear Parent/Caregiver,

This email is to inform you that your child attended Reflection Zone today following an incident where school rules and expectations were not followed. Please talk to your child about the incident and acknowledge receipt of this note by replying to this email or directly to;

Mrs Baddour ronya.baddour@det.nsw.edu.au

or

Ms Cavallo doreen.cavallo@det.nsw.edu.au

Thank you for your support.

Appendix 4: Bullying Response Flowchart