

# School Behaviour Support and Management Plan

## Rouse Hill Public School




### Statement of Purpose

The students, staff and community at Rouse Hill Public School are committed to providing an environment in which all stakeholders are respectful, responsible and resilient. Our staff apply evidence-based strategies to explicitly teach and model positive behaviour, and support all students to be engaged and make positive decisions that promote the learning and safety of themselves and others.

### Promoting and reinforcing positive student behaviour and school-wide expectations

Rouse Hill Public School has the following school-wide expectations:




#### Respectful, Responsible, Resilient




### Rouse Hill Public School Expectations

*'The Rouse Hill Way'*

*At Rouse Hill Public School, I will:*

<b>Respectful</b>		<ul style="list-style-type: none"><li>• Listen to and follow instructions</li><li>• Be responsible for my behaviour</li><li>• Keep my hands and feet to myself</li></ul>
<b>Responsible</b>		<ul style="list-style-type: none"><li>• Use my manners</li><li>• Seek assistance from a teacher when needed</li><li>• Stay in the correct area</li></ul>
<b>Resilient</b>		<ul style="list-style-type: none"><li>• Walk on hard surfaces</li><li>• Use equipment for its intended purpose</li></ul>



Rouse Hill Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Explicitly teaching and modelling positive behaviour expectations (PBL) at the beginning of each week and re-visiting throughout the year as required.
- Using signage around the school and in classroom displays to reinforce our overarching and specific area PBL expectations.
- Teaching social emotional learning programs, with lessons incorporated into personal development and health (PD/H), to encourage resilience and positive social choices.
- Whole-school and grade/stage assemblies include a focus on different PBL expectations that are linked to awards that are presented to children. Merit Awards, PBL Awards and Bookwork Awards are awarded at fortnightly grade/stage assemblies.
- A Citizenship Award is presented to one student from each class at end-of-year presentation assemblies, as well as specific Year 6 presentation assembly citizenship awards.
- Proud teacher mail is available for teachers to send home to recognise and celebrate achievements in the classroom.
- Dinos, our 'free and frequent' tokens, are given to students to reinforce positive behaviour throughout

the playground and around the school.

- In line with the whole school PBL expectations, teachers implement positive reward systems for their class that are contextually relevant and flexible.
- Student academic reports incorporate work habits and behaviour linked to our PBL values.

### Behaviour code for students

The behaviour code for students can be found at: <https://education.nsw.gov.au/public-schools/going-to-a-public-school/translated-documents/behaviour-code-for-students>

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

### 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 promote engagement with learning and respectful relationships, including:

- 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 in 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	Classroom Management	<ul style="list-style-type: none"> <li>• Strong teacher/student relationships.</li> <li>• Explicit teaching and modelling of specific skills, including behaviour expectations and social skills.</li> <li>• Communication with parents/carers around school expectations</li> <li>• Teacher-developed systems of expectations and positive reinforcement for their individual classes.</li> <li>• Consistent teacher expectations, routines, modelling and responses to behaviour.</li> <li>• Liaison with previous teachers, pre-schools and external professionals.</li> <li>• Turn taking activities, board games, card games, picture talks and barrier games to develop expressive and receptive communication skills.</li> <li>• High quality differentiated teaching that addresses individual learning needs of all students, with appropriate learning adjustments documents in Personalised Learning and Support Plans (PLaSPs) and/or Personalised Learning Pathways (PLPs).</li> </ul>	Whole School
Prevention	Professional Learning	All staff engaging in relevant and meaningful professional learning and discussion to support implementation of programs.	Teachers, Executive
Prevention	School Learning Support Officers	Support within classrooms and on the playground to support students across the school.	Executive, Learning and Support, SLSOs

Prevention	PBL	Explicit teaching of expectations at weekly PBL Assemblies, fortnightly grade/stage assemblies and in classrooms.	Whole School
Prevention	Social Emotional Learning Programs and activities	School programs including Games Groups, Year 6 Playground Leaders Program and various extracurricular activities.	Whole School
Prevention	Restorative approach	All staff refer to PBL expectations throughout the day, referring to visual prompts.	Whole School
Prevention	Classroom supports	Supports within the classroom may include withdrawal spaces, classroom reward systems and PBL displays.	Whole School
Prevention	Teacher and family rapport	Positive and regular communication including parent/carer involvement, check-ins, Partners in Learning Meetings, Parent Teacher Interviews and Proud Teacher Mail.	Teacher, Parent/Carer
Prevention	Attendance	Monitoring of whole-school and stage-based attendance data, identifying students at risk and implementing proactive strategies.	Teacher, AP, DP
Early intervention	Classroom management	Explicit teaching and modelling of specific skills, including behaviour expectations and social skills.	Teacher, Parent/Carer
Early Intervention	Restorative approach	Reteaching of PBL expectations in all learning areas by all staff.	Whole School
Early Intervention	Learning and Support	Referral to the Learning Support Team and School Counsellor to coordinate and/or implement strategies to support students.	Whole School
Early Intervention	PBL wellbeing stage talks	Regular stage-based review of PBL incident data to identify trends, implement interventions and supports for students, and review and modify as needed.	Teachers, APs
Targeted Intervention	Classroom management	Modified individual expectations and goals. Transition supports: class to playground, lesson to lesson, grade to grade, school to school.	Teachers, APs
Targeted Intervention	Learning Support	Functional Behaviour Assessments and Behaviour Support Plans for identified students.	Learning Support Team
Targeted Intervention	Behaviour support plans	Individual behaviour support/proactive plans and SLSO allocation.	Teacher, Executive, Parents/Carers
Targeted Intervention	Teacher reflection	Teacher engages in restorative discussions with students as needed.	Teacher, Executive
Targeted Intervention	Executive reflection	Teacher completes referral form; Executive undertake restorative questioning and discussion with students.	Teacher, Executive
Individual Intervention	Access Request	Application for integration funding support through Access Request or emergency student support.	Executive
Individual Intervention	Attendance	Attendance improvement programs identifying interventions and support from HSLO. Monitoring of individual data.	Teacher, Executive, HSLO
Individual Intervention	Monitoring Card	Playground or classroom cards are implemented as required. Negotiated playground programs are implemented to support students on the playground.	Teacher, Student
Individual Intervention	Classroom management	Communication with parents/carers and, where relevant, communication books. Check-in/check-out. Sensory assessment and supports. Programs to explicitly teach social competence and interpersonal skills, and social-emotional skill development.	Teacher
Individual Intervention	Social stories and visual supports	Implemented as required.	Teacher, APs

Individual Intervention	Support from Team Around a School and relevant stakeholders	Support from Team Around a School, e.g. Learning and Wellbeing, Home School Liaison Officer, Aboriginal Attendance Officer, Out of Home Care, Assistant Principal Learning and Support, Behaviour Specialists, Network Specialist Facilitators, external agencies, etc.	Executive, Delivery Support Team
Individual Intervention	External providers	Information and expertise shared by external providers informs individual interventions.	External Providers Teacher, Executive
Individual Intervention	Restorative approach	Executive reflection and follow up as required.	Teacher, Executive
Individual Intervention	Parent/carer support	Ongoing engagement of parent/carer and review of interventions and plans.	Teacher, Executive

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

Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated, and involves behaviour that can cause harm. At Rouse Hill Public School, students are expected, to the best of their ability, to not bully, harass, intimidate or discriminate against anyone in our school. All students have a right to safety at school and to be treated with respect by other students, teachers and school staff.

Students or parents/carers 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.

At Rouse Hill Public School, we reject all forms of bullying. 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, or
- when using social media, mobile devices and/or other technology involving another student or staff member.

### Preventing and responding to behaviours of concern

Teachers follow the step-by-step process of monitoring student behaviour on the Restorative Practice Flowchart. This supports consistency across the school when managing undesirable behaviours. Teachers use a continuum of response when managing inappropriate behaviours to allow students time to rectify behaviour.

The response includes:

- Ready to Learn
- Redirect
- Re-teach
- Re-engage
- Reflect

All teachers manage their response as: **calm, consistent, brief, immediate and respectful.**

## Rouse Hill Public School Student Behaviour Support Flowchart



### Prevention Strategies

- Explicit teaching of PBL program
- PBL signage
- Referring to *Ready to Learn* visual
- Co-regulation opportunities
- PBL and stage assemblies
- Brain breaks
- Relationship building
- Seating arrangements
- Verbal feedback
- Praising desired behaviours
- Free and frequent Dinosaurs
- Clear expectations
- Restorative discussions
- Non-verbal cues
- Routines
- Social Story
- Calm and positive classroom climate
- Differentiated lessons

### Teacher Early Intervention

- Step 1- *Teacher*
- Ready to learn
  - Redirect
  - Reteach
  - Reengage
  - Reflect

Behaviour is posing and unacceptable risk to the safety or wellbeing of others.

Call for Senior Exec

- Student reflects and engages in restorative practices.
- Give positive acknowledgement

- If behaviour persists, escalates or a **major behaviour** occurs, teacher to inform AP and complete AP referral form.

- #### Assistant Principal
- Receives AP referral form
  - AP completes restorative reflection
  - Liaises with teacher and completes school bytes entry with follow up.

Student behaviour escalates or is ongoing

- At AP discretion:**
- BSP evaluated and adjusted
  - LST referral considered
  - AP refers to DP
  - DP reflection

- Return to Ready to Learn
- Minor behaviour documented on School bytes as needed.
- Teachers are encouraged to communicate with parents to build share expectations and strengthen the home-school partnership

- At DP/P discretion:**
- Follow up with LST
  - Formal caution to suspend
  - Suspension

## Bullying Response Flowchart

The following flowchart guides the actions Rouse 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.



## Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, 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)
- 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

Action	When and how long?	Who coordinates?	How are these recorded?
Teacher reflection – restorative conversation	As needed, 5-10 minutes In the classroom, playground or transition	Teacher	School Bytes - minor
Executive reflection using Stage-based form	As needed, 15-30 minutes AP classroom or office	Teacher/AP	School Bytes - minor as follow up
Major Behaviours requiring immediate response	Immediate response as required for safety concern	Teacher/AP/DP	School Bytes - major
	Executive follow up as required as per Executive reflection	AP/DP	School Bytes - major

Toilet and food breaks are always included when withdrawal from play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age and developmental level of the student.

## Partnership with parents/carers

Rouse Hill Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management strategies by:

- Regular and proactive teacher to parent/carer contact
- Developing PLaSPs and BSPs in consultation with parents/carers
- Partners in Learning Meetings
- Tell Them From Me surveys
- Parent and Community association
- Parents/carers encouraged to liaise with teachers and Executive members.

Rouse Hill Public School will communicate these expectations to parents/carers through:

- Newsletters
- School Bytes push notifications and emails
- Parent teacher meetings
- RHPS Facebook page
- P&C meetings
- Proud Teacher Mail
- RHPS school website.

## Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026