NSW Department of Education

East Hills Public School - School Behaviour Support and Management Plan

Overview

Every student can grow and develop academically, socially and emotionally. East Hills Public school is committed to fostering the growth and development of all students. We are clear in outlining the principles and values that guide teachers in their approach to education and the impact on creating a positive and effective learning environment.

By emphasising differentiation, high expectations, systematic teaching, and collective efficacy we are setting a strong foundation for student success. Our focus on fidelity ensures equity and access for every student. We are dedicated to fairness and inclusivity, recognising the diverse needs of learners.

Our approach to behaviour supports and management is consistent across the school and is aligned with the Departments of Education's Student Behaviour Policy.

Partnership with parents and carers

East Hills Public School will work in collaboration with parents and carers in establishing and maintaining the expectations for parent engagement when supporting and implementing student behaviour management strategies by continuing in honest and timely communication of events that involve their child.

East Hills Public School will communicate these expectations through school social media, See Saw and other available communication methods. 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

The school-wide expectations and rules of East Hills Public School are Respective, Responsible, Active Learners. These expectations are consistently reinforced when in class, at sport, at play and when representing the school in the community.

Expectation - Respectful	Expectations - Responsible	Expectation – Active learner
Greeting one another and using manners	Being in the right place at the right time	Always doing our best
Taking care of resources and equipment	Moving and playing safely	Asking for help if needed
Listening attentively	Being organised and ready to learn	Allowing others to learn
Sharing and taking turns	Cleaning up after ourselves	Following instructions
Wearing uniform with pride	Wearing a hat when outdoors	Working as a team

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

East Hills Public 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 cyberbullying 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 students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Eatery	East Hills Public School recognises the importance of eating healthy food to help support students in their learning. Regular healthy food breaks provides them with energy for active play.	Staff and Students K-6
	Positive Behaviour for Learning (PBL)	Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.	Staff and Students K-6

Care Continuum	Strategy or Program	Details	Audience
	Second Step	The Second Step program equip kids with tools for success, enabling them to thrive both in and out of the classroom.	Students K-6
	Structured instruction	Staff embed Explicit Teaching (ET) strategies in classroom practice. Through clear communication of learning expectations, success criteria and meaningful feedback, students are given optimal opportunities to engage with learning and experience success.	Staff
	Student – Teacher relationships	East Hills Public School staff establish and maintain positive relationships between teachers and students.	Students K-6 and all staff
	Zones of regulation	Embedded within East Hills Public School's wellbeing approach to students, ZoR provides a common language and framework to support positive mental health and skill development for all students.	Students K-6
Early intervention	Active Supervision	Moving about the classroom and playground, scanning for signs of on-task or off-task behaviours, predicting when events are likely, redirecting students to on-task behaviour and acknowledging appropriate behaviours.	Staff
	Identifying student needs	Embedded within East Hills Public School's wellbeing approach to students, Individual Learning Plans are created for all students who require additional support.	Students K-6
	Playground Pals	Support students with sensory needs on the playground. Structured play sessions assist with the development of social skills.	Students K-6
	Australian eSafety Commissioner Toolkit for Schools to prevent and	The toolkit supports our school to prepare, engage and educate the school community about creating and maintaining safe online	Students K-6, families, staff

Care Continuum	Strategy or Program	Details	Audience
	respond to cyberbullying	environments to prevent cyberbullying incidents.	
Targeted intervention	Attendance support	The principal will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Students K-6, AP Wellbeing, Principal
	Correcting Inappropriate behaviours	Consistent implementation of preventative and positive proactive strategies can reduce the frequency and severity of disengagement from learning and disruption.	Staff
	School learning and support	Provides support for students who need personalised learning and support working in collaboration with specialist staff, class teachers and families.	Students K-6, families, staff
Individual intervention	Correcting Inappropriate behaviours	Embedded within East Hills Public School's wellbeing approach to students, Individual Learning Plans are created for all students who require additional support.	Staff
	Individual Behaviour Support Planning	Planning is done in collaboration with the student and their family with support from Team Around a School where needed. This can include individual behaviour support and risk management plans.	Students K-6, staff

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. Incidents of cyberbullying do not have to be repeated behaviours to be addressed. *See Appendix 1.*

East Hills Public School staff will staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyberbullying through a range of channels, for example:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)

- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member.

Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

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

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

East Hills Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. 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 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.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing ITD system (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)

Responses to all serious 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.

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 procedure

- 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.

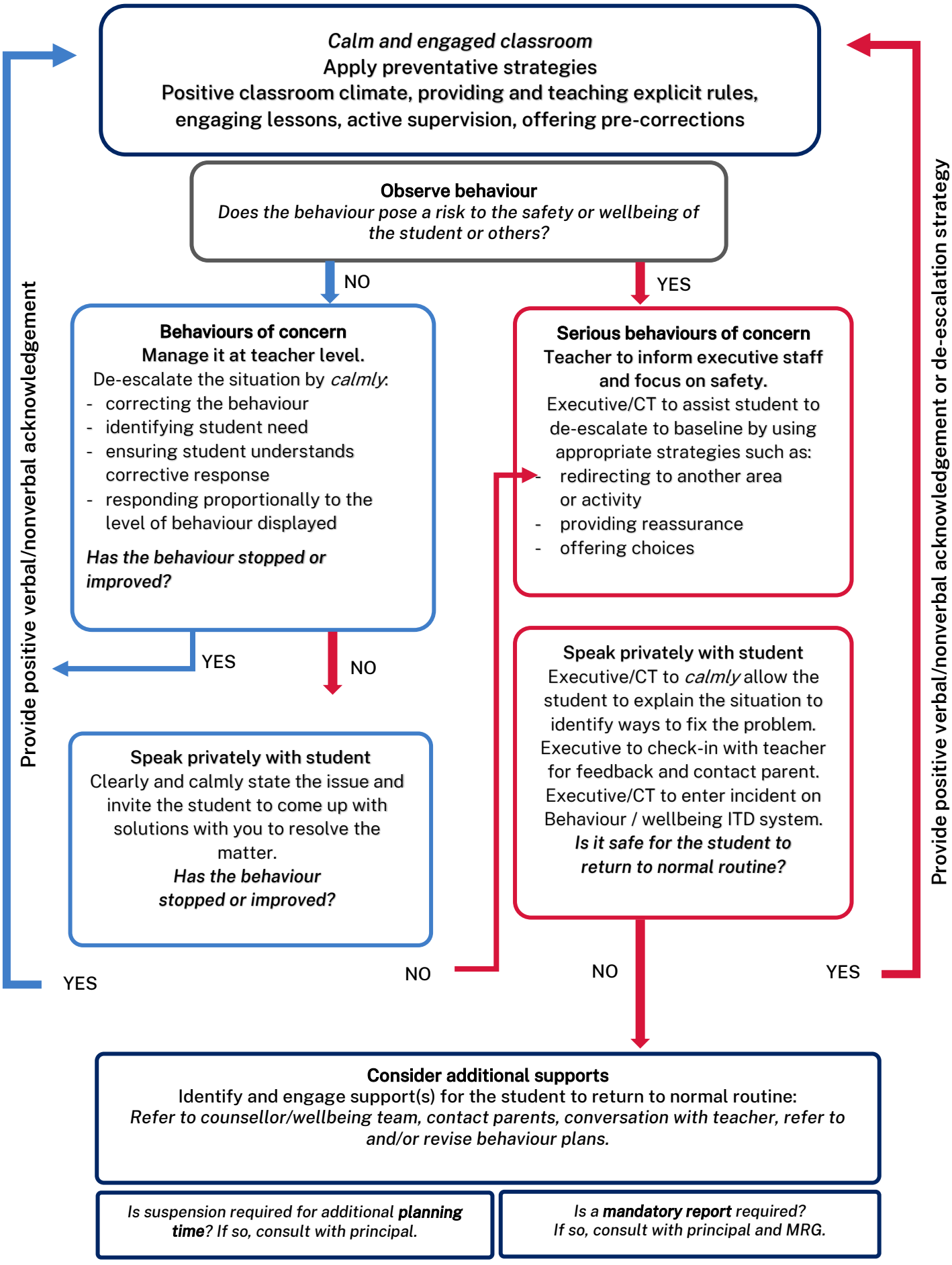
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection	Same day, as soon as practicable.	Assistant Principal - Wellbeing	Behaviour / wellbeing ITD system (School Bytes)
Restorative practice/mediation	Same day, as soon as practicable.	Assistant Principal – Wellbeing Stage Leader	Behaviour / wellbeing ITD system (School Bytes)

Review dates

Last review date: 27 January 2026: Day 1, Term 1, 2026

Next review date: 27 January 2027: Day 1, Term 1, 2027

Appendix 1: Behaviour management flowchart



Bullying Response Flowchart

The following flowchart explains the actions East Hills Public School staff will take when they receive a report about student bullying, including cyberbullying which may have occurred 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.

Appendix 2: Bullying Response Flowchart

First hour: Listen

- Identify bullying behaviour, including cyber-bullying
- Provide a safe, quiet space to talk and reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

Day 1: Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student and check with the student to ensure you have the facts correct
- Enter the record in School Bytes
- Notify school executive of incident if required in line with behaviour management flowchart
- Notify parent/s that the issue of concern is being investigated

Day 2: Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day 3: Discuss

- Evaluate the information to determine if it meets the definition of bullying (see above)
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day 4: Implement

- Document the plan of action in School Bytes
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day 5: Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in School Bytes

Ongoing follow-up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in School Bytes
- Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students