



ERSKINE PARK HIGH SCHOOL

Behaviour Support and Management Plan

Overview

Erskine Park High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are its Choice Theory, Restorative Practice and Raising Responsibility platforms.

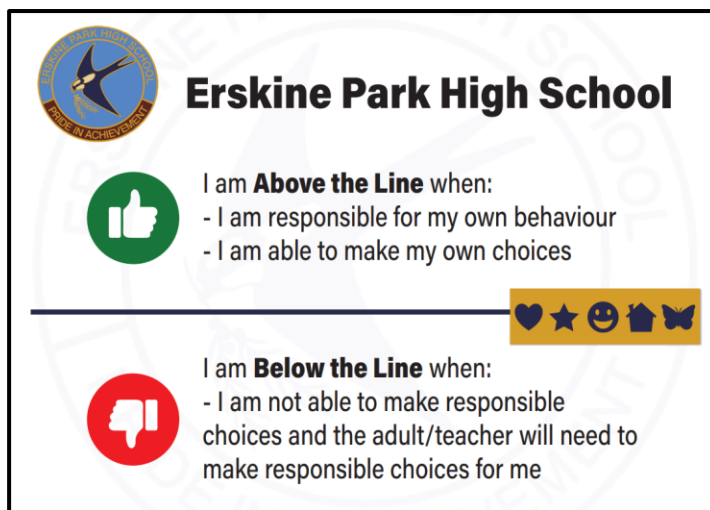
Promoting and reinforcing positive student behaviour and school-wide expectations

Erskine Park High School has the following values framework:



Erskine Park High School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Choice Theory and restorative practices are modelled and taught through targeted wellbeing days.
- All students at the beginning of each term go through 'above and below the line' expectations in each classroom with their teacher; above and below the line behaviours are talked about daily and entries into the school's Learning Management System (LMS) are tagged as above or below the line.
- Multiple 'above the line' entries into the LMS trigger an award.
- We thank and congratulate positive behaviour every day.



Partnership with parents/carers

Erskine Park High School partners with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies. Ensuring community and student involvement proactively builds collaborative relationships to create a shared understanding in support of student learning, safety and wellbeing.

Erskine Park High School communicates these expectations to parents/carers by regular updates through the school newsletter, parent meetings and parent forums. Families and students are regularly invited to give feedback through formal and informal means, for example, through NSW Public Schools Surveys, school surveys, suggestions and consultation with the local Aboriginal Education Consultative Group (AECG). Concerns raised to the school are managed through the Departmental complaints procedure whereby school systems, data and practices may be reviewed.

Parents/carers can access additional information and resources via the link:

<https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-parents>

The NSW Department of Education's Behaviour Code for Students sets the standard for behaviour in all public schools. NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone.

NSW Department of Education Behaviour Code for Students

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.

Audience

All school staff, student and parents or carers.

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 NSW 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.

Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

This document translated into multiple languages is available here:

<https://education.nsw.gov.au/schooling/translated-documents/behaviour-code-for-students>

At Erskine Park High School, high expectations for student behaviour are established and maintained through staff creating positive classroom environments, effectively modelling behaviour, nurturing student-teacher relationships, explicit teaching and helpful supportive feedback.

Whole School Approach

This section outlines Erskine Park High School's strategies to support positive behaviour, using a multi-tiered approach across prevention, early intervention, targeted intervention and individual intervention.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Classroom Management	• Strong teacher/student relationships. • Explicit teaching and modelling of respectful behavioural expectations and social skills. • Communication with parents around school expectations.	All students and staff

Care Continuum	Strategy or Program	Details	Audience
		- Class based system of expectations and positive reinforcement through 'above and below the line' behaviours and restorative practices. - Consistent implementation of school wide expectations, routines, modelling, and responses to behaviour.	
Prevention	Transition	Years 6-7: - Focusing on a safe and successful movement from primary to high school, liaison with previous teachers, pre-schools, external paraprofessionals through transition processes. - Clear communications of expectations and available supports - Encourage students to get involved in extracurricular activities, including leadership programs. From junior to senior school: - Build academic confidence - Set students up for success as they move towards their HSC - Address the social and emotional challenges that arise as part of transition including building resilience - Engage parents in the transition process to ensure students have support at home Pathways exiting school: - Transition Adviser ensures students have opportunities to engage in activities and programs to prepare them for successful transitions to further education or training and/or the workplace. - Provides disengaged students with work-related skills through different work-experience settings, preparing them for life after school and aiding their transition into the workforce.	All students, staff, parents and external agencies
Prevention	Curriculum	- Curriculum links, including respectful relationships, particularly in PDHPE, and personal and social capabilities from all syllabuses. - High quality differentiated teaching that addresses individual learning needs of all students and where appropriate learning adjustments as documented in Individual Education Plans (IEPs) and/or Personal Learning Pathways (PLPs).	All staff
Prevention	Professional Learning	Including training programs such as: - Child Protection. - Aboriginal Cultural Education. - Disability and additional learning and support. - Choice Theory. - Evaluating data from Check-in assessments, in NAPLAN, HSC and NSW Public Schools surveys. - School identified areas such as, cyber-safety,	All Staff

Care Continuum	Strategy or Program	Details	Audience
		anti-bullying.	
Prevention	Crime Prevention Workshops	In line with DoE/ NSW Police procedures, and targeted to specific student cohorts, topics include: bullying, harassment and cyber bullying, graffiti and vandalism, alcohol and drugs, "keeping yourself safe".	All students
Prevention	Australian eSafety Commissioner Toolkit for schools	The Toolkit for schools resources are categorised into four elements: Prepare, Engage, Educate and Respond. These are used to engage with the school community about creating and maintaining safe online environments to prevent cyber-bullying incidents.	All students, families and staff
Prevention	Interest Groups: AUSLAN, UNO, school band, agricultural farm	Clubs and activities based on student interests to help build friendships, develop hobbies, and engage positively during school breaks.	All students
Prevention	Social Media / school communication	- Principal's weekly newsletter including school-based information and positive stories. - End of semester celebration newsletter. - Facebook posts.	All students, families and staff
Prevention	Formal Assemblies	Whole school assemblies held each fortnight, celebrate student achievements and success, and offer appropriate models of individual and group achievements upholding school values.	All students and staff
Prevention	Peer Support	Builds resilience by helping students develop strong relationships and skills to manage adolescent personal and social challenges.	Students 7 and 10, and staff
Prevention	In League In Harmony	Aims to promote social cohesion and harmony by addressing issues such as social disengagement, racism, gender inequality and bullying; empowering youth to be agents of change for a more cohesive society.	Year 10 Students
Prevention	Brilliant Ersko Alumni Team (BEAT)	Senior students have the opportunity to work with Erskine Park High School alumni to project themselves into post-school pathways.	Years 10-12 Students
Prevention	Careers Education	- Timetabled classes to develop students' skills for the workforce. Additional programs such as: - YES (Youth Engagement Strategy) - EVET (Externally delivered VET program) - SBAT (School-based Traineeship) - White Card Training.	Years 9-12 Students
Prevention	Personalised Learning Pathways (PLP)	Developed in genuine partnership with Aboriginal students, their parents/carers and teachers to support improved learning outcomes and educational aspirations.	Aboriginal students and parents, Aboriginal Community Liaison Officer (ACLO)
Prevention	Breakfast Club	Provides students with a nutritious meal to be better	All students

Care Continuum	Strategy or Program	Details	Audience
		prepared for learning.	
Prevention/ Early intervention	Aboriginal Community Liaison Officer and Pacifica Community Liaison Officer (PCLO)	Encourage and support students, parents and the wider community to be actively involved in school activities and student progress. Students are supported to build their cultural identity whilst excelling in their educational pathway.	Aboriginal and Pacifica students, parents, wider community
Prevention/ Early Intervention	Student Support Officer	Works collaboratively with students, parents and external agencies to develop referral pathways to support student success at school.	All students
Early Intervention	Parent/Carer contact	Communication with parents/carers via calls, communication books or face-to-face interviews to address emerging student concerns, identifying and resolving issues early.	All students
Early Intervention	Externally sourced wellbeing programs	Evidence-based mental health and wellbeing programs targeted to address specific cohort needs identified through school data analysis.	All students
Early Intervention/ Targeted intervention	Learning and Support Team	Developing, implementing and reviewing Individualised Education Plans (IEP) and/or Behaviour Management Plans (BMP) to accommodate individual skills, capabilities, expectations and goals.	Identified students, families, LST, HTs, DPs, SC
Targeted intervention	Team Around a School	Delivers support through non-school based and school-based staff with a range of specialist skills and expertise in learning and wellbeing, disability and inclusion, mental health, behaviour, attendance, Aboriginal student support and transition.	Identified students, families, school-based and non-school based staff.
Targeted Intervention	Sista Speak	Increasing wellbeing and self-esteem. This small group program for Aboriginal female students is aimed at promoting cultural awareness through building positive relationships and addressing issues such as bullying.	Aboriginal female students, ACLO
Targeted Intervention	Bro Speak	Increasing wellbeing and self-esteem. This small group program for Aboriginal male students is aimed at promoting cultural awareness through building positive relationships and addressing issues such as bullying.	Aboriginal male students, PCLO
Targeted Intervention	Top Blokes	Focusing on and building resilience, empathy, and respect through small group programs for male students. A mentoring program that builds boys' decision-making and critical-thinking skills.	Male students
Targeted Intervention	School Counselling Service	- One-on-one counselling for students and small group work. - Supporting students returning from long suspension. - Providing support to students and families by referring and/or communicating with specialist	All students and those referred by P, DP or HT

Care Continuum	Strategy or Program	Details	Audience
		medical staff. • Coordinating and producing extensive reports on students.	
Targeted Intervention	Mt Druitt Learning Ground – Chain Reaction Foundations	Offered to non-Indigenous and Indigenous students experiencing difficulties in school retention. Learning is based on Aboriginal traditional and contemporary knowledge.	Years 8-9 identified students
Targeted Intervention	Rock and Water	The program offers students the opportunity to develop self-confidence and self-reflection through a series of exercises around negotiation, alternative choices, verbal responses and self-awareness.	Identified students, PCLO
Individual Intervention	Attendance	Improving student attendance by addressing barriers and setting growth goals.	Students, families, HT, HSLO
Individual Intervention	Complex Case Management	Working collaboratively with the student, families and external services to plan and support, for student and family success.	Identified students, families, P, DPs, HT
Individual Intervention	Part Day Exemption Plans (PDEP)	Supports student transition to or from school for a short or extended period of time. PDEP are only considered in consultation with student, families and delegated education officers and approved by the Director Educational Leadership.	Identified students, families, P, DPs, HT

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

To effectively support student behaviour, Erskine Park High School employs a range of strategies tailored to recognise and reinforce positive, inclusive, and safe behaviour, address minor inappropriate behaviour, and respond to more serious behaviours of concern.ⁱ Erskine Park High 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. In addition 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, through their year advisor or 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 clear and close connection between the school and students' conduct.

The following table outlines our school's approach across the continuum of prevention, early intervention, and targeted/individualised responses.

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
Positive Reinforcement - Behaviour expectations are taught, referred to regularly and acknowledged when noted. - Teachers model behaviours and provide opportunities for practise. - Students are acknowledged for meeting school-wide expectations and rules through a school merit system.	Restorative conversation Engage in brief restorative conversations with students to address minor behavioural issues before they escalate. This could be done in conjunction with: - reflection time - staying in at break to discuss and/or complete work - detention - warning of a possible future communication with parent/carer	Teacher, Head Teacher or Deputy Principal, monitoring cards - Students placed in a behaviour monitoring process for a set period of time. - Conferences held with students to set goals and reflect on behaviour throughout the card duration
Restorative Practices Conduct classroom circle or peer mediation to build relationships and create a supportive school climate. Regular use of verbal and non-verbal specific positive feedback is paired with positive, tangible reinforcers such as: - rule reminders - re-direction - offer choice or error correction - prompts - reteach expectations - a seat change, a play or playground re-direction	Use of ENVOY Non-verbal strategies can be used to influence student behaviour and foster positive relationships. Strategies may include: - re-stating classroom routines - using non-verbal signals, variations in voice - other indirect responses may include: proximity, signals, ignore, attend, praise, and redirect with specific corrective feedback	Specific school wellbeing supports - Student Year Adviser - HT Junior School and HT Senior School - Students can be referred to the Referral Centre for academic and/or behavioural support - Referral to the Learning and Support Team or one or more of its individual members, considering current and previous behaviour data. - ACLO - PCLO - Student Support Officer (SSO) - Student Learning and Support Officers (SLSO) - School Counsellor
Morning Check-in As part of lesson introductions, monitor students' readiness for learning each day to pre-emptively address potential issues.	Use of Choice Theory direct responses Teacher initiated conversations about <i>Above and Below the Line</i> and <i>Responsibility and Respect</i> as part of the school's PRIDE values. Strategies may include: - rule reminders - choices for behaviour and consequences - scripted interventions that help students to own their behaviour and recognise the impact it has on others	Parent and student conferences with Head Teacher or Deputy Principal Executive member facilitates conference to address serious incident, repair harm and develop strategies for future positive behaviour
Student awards for positive behaviour Awards are given at regular year group assemblies, full school assemblies or other significant	Use of other school personnel Drawing on assistance from: - a school counsellor - the school's anti-racism contact officer (ARCO)	Student Support Plans Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.

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
school recognition events.	- the Year Advisor - or other student support teams	
	Parental contact Either by phone or in person, work directly with the parent/carer to resolve the issues.	External Referrals Learning and Support Team refers students to external agencies for additional support if needed, e.g. Team Around a School

RESPONSES TO SERIOUS BEHAVIOURS OF CONCERN

1. Incident management

- Classroom teacher works to immediately de-escalate the situation to ensure safety and return to calm by using appropriate strategies.
- Assess the student's needs and provide support to help them regain control. This may involve removing the student to a safe, supervised area for reflection and calming.
- Involve executive or senior executive support as required, particularly if the incident involves risk of harm.

2. Communication

- Document the incident using Sentral.
- Parent/carer contacted by appropriate member of staff. DP/P may consider further action.
- Staff involved will participate in a debriefing session to review the incident, identify triggers and plan for future support.
- Inform Director Educational Leadership

3. Intervention

- Develop or review individual student support planning, and making learning and environmental adjustments.
- Refer/monitor the student through the school learning and support team.

4. External support and referral

- Liaise with Team Around a School for additional support or advice.

5. Compliance

- Follow the NSW Department of Education [Student Behaviour policy](#) and [Suspension and expulsion procedures](#)
- Where appropriate police assistance may be sought.

6. Review and follow-up

- Information is collected from multiple perspectives to determine the next steps.
- Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.
- Detention, reflection and restorative practices are employed.
- Formal caution to suspend, suspension or expulsion may be issued.
- Determine appropriate response/s, including supports for staff or other students impacted.

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

Erskine Park High School uses a variety of strategies to support students in reflecting on their behaviour and repairing relationships. These practices are designed to be age-appropriate and ensure the wellbeing of the student, including regular food and toilet breaks as needed.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection time / Restorative Conversation	Immediately or soon after the inappropriate behaviour has occurred. Typically 10-20 minutes per conversation.	Classroom Teacher or Head Teacher	On SENTRAL by relevant staff
Self-directed time-out	A planned strategy that is actioned by the student when the student believes it is required. Length of time as per student behaviour plan.	Year Adviser HT Junior or Senior School DP	On SENTRAL by the class teacher
Teacher directed time-out	As needed in accordance with student behaviour plan and teacher judgement. Negotiated time – dependant on the behaviour.	Classroom Teacher or Head Teacher.	On SENTRAL by the class teacher
Withdrawal from playground privileges	As negotiated between teacher and student.	Classroom Teacher Head Teacher Any other Executive	On SENTRAL by relevant staff

Refer to the NSW Department [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

REVIEWING DATES

Last review date: Day 1, Term 3, 2025

Next review date: Day 1, Term 1, 2027

A behaviour of concern is a 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.