

Heathcote Public School Behaviour Support and Management Plan

Overview

Heathcote Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

We have a vibrant blend of experienced and early career teachers who collaborate to provide a dynamic, safe and caring environment in which each student feels valued, nurtured and challenged to achieve individual excellence within a balanced curriculum framework.

A range of well-developed performing arts and sporting opportunities are on offer for the students including an extensive extra-curricular program. The school promotes quality welfare practices and enjoys strong partnerships with parents, carers and the wider community. The school's motto "Success follows effort" and our school expectations of Safe, Respectful and Learner underpin all interactions and achievements.

To achieve our mission, key programs prioritised and valued by the school community are:

- [Positive Behaviour for Learning](#)
- [Rock and Water](#)
- [Peer Support Program](#)

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

Heathcote Public School rejects all forms of bullying behaviours 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

Heathcote 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.

Heathcote 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

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

To be safe, respectful learners.

	Safe	Respectful	Learner
All Settings	<ul style="list-style-type: none"> • Move safely around the school • Be in the right place at the right time • Hands, feet and objects to yourself • Report problems to teachers at appropriate times • Use and return equipment appropriately 	<ul style="list-style-type: none"> • Knock and wait at the door • Wear uniform with pride • Accept consequences • Be an active listener and speaker • Care for the school and community environment • Treat others the way you want to be treated 	<ul style="list-style-type: none"> • Be an active listener • Do your personal best • Have equipment ready to learn • Arrive on time and be prepared

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 [Behaviour code for students](#). 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 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.	All
Prevention	Whole school Award system	School awards reflect our PBL values and is accumulative, culminating in achievement of Bronze, Silver, Gold and Platinum awards.	All
Prevention	Rock and Water	The Rock and Water program is an evidence based program. A series of exercises and games are practised to develop confidence and self-reflection.	All
Prevention	URSTRONG Program	URSTRONG is all about empowering kids with friendship skills! The skills-based strategies provide a host of kid-friendly concepts, skills and language to help them build and maintain healthy friendships.	All
Prevention	Peer Support Program	The Peer Support Program builds resilience by helping students develop strong relationships and the skills and thought patterns to manage life's ups and downs. The program offers a whole-of-school approach to student wellbeing and develops a strong sense of belonging for students. The program involves senior students training as Peer Leaders and mentoring small groups of younger students in structured sessions. Sessions are supervised by a teacher.	All

Care Continuum	Strategy or Program	Details	Audience
Prevention	Buddy System	Year 6 students are buddied up with Kindergarten students to role model school expectations and support transition to school.	K & Year 6
Prevention	Child Protection	Teaching child protection education is a mandatory part of the syllabus.	All
Prevention	National Week of Action	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	All
Prevention	Cronulla Sharks - One Heart	The One Heart program contributes to strength in diversity and social participation. One Heart is an anti-racism program targeting primary school students in Year 5 and 6. The program utilises the diversity of the Cronulla Sharks playing group and the power of sport as a vehicle to promote harmony and social cohesion. One Heart will encourage young people to value diversity as a strength while embracing, and celebrating the differences we have. The program also gives young people valuable insights into the role of an ethical bystander and the tools to be able to categorically reject and address racism in all forms.	Stage 3
Prevention	Student use of Digital Devices and Online Services Policy	This procedure provides a consistent framework for the safe, responsible and respectful use of digital devices and online services by students in our school. The checklist provides a framework to manage potential risks to student safety and wellbeing in regards to digital citizenship, image based abuse and online bullying.	Years 3 - 6
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	All

Care Continuum	Strategy or Program	Details	Audience
Targeted / Individual intervention	Social Thinking Program	The teachings of the Social Thinking Methodology help people understand themselves and others to better navigate the social world, foster relationship development, and improve their performance at school, at home, and at work. The program's unique tools break down complex social executive functioning concepts (like perspective taking) into understandable and doable parts that can be applied in any setting.	Individual students K-6
Targeted / Individual intervention	Learning and Support	The Learning and Support Team (LST) work with teachers, students and families to support students who require personalised learning and support. The LST monitors the attendance of students and may convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students K-6
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

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.

Heathcote 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.
- Behavioural incidents are recorded in School Bytes. Our PBL responses are:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> ● rule reminder ● second reminder ● reflection in classroom ● reflection in buddy classroom ● reflection with Assistant Principal ● record incident in School Bytes ● communication with parent/carer. 	<ul style="list-style-type: none"> ● rule reminder ● second reminder ● walk with teacher ● reflection in designated spot ● sent to office/ call for Executive ● record incident in School Bytes ● communication with parent/carer.

Heathcote Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. PBL, Rock & Water and Peer Support programs 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 Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed	Targeted/Individualised Responses to behaviours of concern are executive managed
1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. 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, 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: fast and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on School Bytes.	3. Use direct responses e.g. rule reminder, re-teach, 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.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Recognition awards for positive individual and class behaviour are given at school assemblies and communicated in the school newsletter.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. 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 Behaviour / wellbeing ITD 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](#).

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 – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student	That or next day at either lunch or recess break	Assistant Principal	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	Next break	Assistant Principal	Documented in School Bytes

Strategy	When and how long?	Who coordinates?	How are these recorded?
on their behaviour and make positive choices – individual or group (detention)			
Restorative practice – peer mediation		Classroom Teacher or Assistant Principal	Documented in School Bytes

Review dates

Last review date: 05.09.2024

Next review date: October 2025