

Pendle Hill High School Behaviour Support and Management Plan

Overview

Pendle Hill High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged in their learning.

Our goal is to inspire every child to participate positively in society. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

The 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.

Our school values of Respect, Responsibility, Resilience and Learning are prioritised and valued by the school community.

Our processes are founded on the idea that students must learn to take responsibility for their own actions and to ensure all staff respond to these challenges consistently to support students to acknowledge harm and learn from their behaviour.

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

- Positive Behaviour for Learning (PBL), including Steps 2 Success Program
- Restorative Practice
- Resilience in Our Teens (RIOT)
- Stepped Care Wellbeing Model
- Tiers for Intervention

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

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

Partnership with parents and carers

Pendle Hill High School values our partnership with families and the community, working in collaboration to build a strong culture of inclusion that reflects the richness and diversity of the wider school community. A shared commitment to school priorities enables the success of every student.

In partnering with families and in establishing expectations for parent engagement, in developing and implementing student behaviour management strategies, including for bullying behaviour by:

- Inviting families and student feedback through formal and informal means, for example, Secondary Schools Survey, internal school surveys, consulting with the school P&C and local AECG.

- Using concerns raised through complaints procedures to review school priorities, systems, data and practices.

Pendle Hill High School communicates these expectations to parents/carers through:

- School social media platforms
- School website
- School Bytes
- P&C
- Parent Teacher Interviews
- School events
- Complaints handling processes
- PLP & IEP Collaboration Meetings

Pendle Hill High School will also provide links to information and resources in the Department of Education's [Behaviour support toolkit](#).

School-wide expectations and rules

Pendle Hill High School has the following school-wide expectations and rules:

To be respectful, responsible and resilient learners.

Respect	Responsibility	Resilience	Learning
Treat people with kindness	Follow instructions and be accountable for your choices	Walk away from conflict and report concerns as they arise	Attend school and every class, every day
Listen to others and value their opinions	Be in the right place at the right time and ready to learn	Seek and accept help and advice	Complete tasks to the best of your ability and submit all work for marking
Use polite and positive language and respect personal boundaries	Keep your environment clean and safe and take care of belongings	Overcome challenges - set goals and work towards them	Contribute positively to all learning activities
Include others and accept differences	Bring the correct equipment for learning and your phone in its pouch	Have high expectations, always be your best and take up opportunities	Respect others' right to learn

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 is available in multiple languages.

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies across the care continuum and responds to behaviours of concern, including bullying and cyberbullying behaviour. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents.

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:

- 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
- actively supervising 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 Strategies	Positive Behaviour for Learning	Repeated and ongoing communication of school expectations in school assemblies, every lesson and across communication methods. Explicit teaching of school expectations including specific lessons such as mobile phone use, hands off etc are taught as part of the Steps 2 Success Program. Rewards excursions for students who demonstrate school values in a consistent and ongoing manner.	All students
	Strong Teacher and Student Relationships	All students are known, valued and cared for within our school. Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.	Whole school
	Class Expectations	Created collaboratively with teachers and student voice. Displayed in all classrooms Links to school PBL values/Above the Line-Below the Line behaviours and responsibilities framework	Whole school
	Australian eSafety Commissioner Toolkit for Schools	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 cyber-bullying incidents.	Students 7-12, staff, families
	PDHPE curriculum	Focus on development of self-management skills to enable students to take personal responsibility for their actions and emotions	Students 7-10

Care Continuum	Strategy or Program	Details	Audience
Prevention Strategies	Parent connections & communication	To increase parent's understanding of how our school addresses all forms of behaviour. Includes social media, phone calls, letters, emails, parent meetings and workshops	Staff, students 7-12, families
	<u>National Week of Action Against Bullying and Violence (NWA)</u>	Our school participates in the annual (NWA) – Term 3 each year.	Staff, students 7-12
	<u>Do It For Dolly Day</u>	Our school participates in this event, raising awareness of the impacts of bullying.	Staff, students 7-12
	Motiv8 Team Building	Activities designed to build positive relationships and team building skills linked with the school's PBL values.	Year 7
	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school. - Multiple opportunities for students to visit and engage in learning activities - Primary school athletic carnivals - Staff work together for students requiring accelerated learning Visits to partner primary schools for information sessions/parent workshops	Incoming Year 7 students PHHS staff Primary school staff
	<u>Peer support program</u>	Builds resilience by helping students develop strong relationships and skills to manage life's challenges.	Year 7 Year 10 Peer Support Leaders
	Girl's Club	Provides a safe space for conversation and wellbeing activities for girls.	Female students Girl's advisor
	Whole School Wellbeing presentations	Presentations by external providers such as NSW Police, Headspace, on youth related issues such as mental health, anti-bullying, consent etc	Students 7-12
	Year Advisors	Provide daily support for student wellbeing, building relationships orientating students to the school and providing social / emotional support.	Students 7-12
	Staff Professional Learning	Whole staff High Impact Evidence-based professional learning: Tiers for Intervention School Level Behaviour System Resilience in Our Teens Training (RIOT) Explicit Teaching	All staff
	Counselling Team	Proactive and reactive support for the implementation of the school's wellbeing framework and initiatives and triaging student caseload. WSU Counsellors and Social Worker students facilitating wellbeing programs	Students 7-12

Care Continuum	Strategy or Program	Details	Audience
Early intervention	Quality Differentiated Teaching Practice	Quality differentiated teaching practice (QDTP) involves teachers making minor, yet targeted, adjustments to their teaching and school practices to support students' access to learning on the same basis as their peers.	Students 7-12
	Classroom Behaviour Management	Implementation of the PHHS Behaviour Management Model, inclusive of classroom teacher and Head Teacher levels of investigation, action and intervention.	Classroom teachers Head Teachers
	Student Support Officer	Supports the implementation of initiatives to improve the wellbeing, resilience and pro-social behaviours of students, working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies.	Students 7-12
	Time-out and Monitoring Cards	Time out Cards issued to students for time out of class to reflect and self-regulate. Monitoring Cards involve a period on a daily achievement card to change a pattern of behaviour. Includes attendance in class, behaviour and academic achievement.	Targeted students
	Transition Year 6 into 7	Orientation sessions specific for students with additional needs, facilitated by LST and DP	Targeted mainstream and special education students
	Attendance Intervention	Daily text messages for student absences Daily attendance data review – Sentral, SCOUT Phone calls to parents of students who have been absent for 2 or more consecutive days.	Targeted students
	Peer Mediation and Conferencing	Restorative mediation to build relationships, repair harm and create a supportive school climate	Targeted students
	Time Out Cards	Issued to students for time out of class to reflect and regulate. Implement strategies to self-regulate	Targeted students
Targeted intervention	Targeted Wellbeing Programs	• Top Blokes • Top Blokes Junior • RAGE • Peer Support • Rock and Water • Love Bites • Life Ready and Transition programs Year 11 and 12 • STAARTS • Cool, Calm & Collected • Me Myself and I • Fit for Life	Targeted students
	Targeted High Level Case Management – Attendance, Behaviour, Wellbeing	Implementation of Stepped Care Model and Tiers for Intervention: LST meetings and review processes to identify and support Tier 2 and Tier 3 students. Senior executive review processes and engagement of external supports and processes.	Targeted students

Care Continuum	Strategy or Program	Details	Audience
	Targeted transition Year 6 into 7	Regular planned visits to primary schools to meet with staff and targeted students. This allows for appropriate planning and adjustments, and the development of positive relationships and self-esteem.	DP, Yr Advisor and LST
Individual intervention	Level Behaviour System & Processes	Level 2 & 3 Behaviour Monitoring and implementation of Tiers for Intervention in identifying, managing and supporting student needs.	Senior Executive
	Attendance Individual Attendance Plan and improvement measures	Address barriers to improve attendance and set growth goals. Parent/carers conferences, Attendance Improvement Plan, HSLO referral and intervention Post school pathways planning	Targeted individual students
	Behaviour Management Plan	Used when a student's behaviour escalates to a crisis point and interferes with the safety of staff, the student themselves and those around them. Guide actions of others to respond consistently, to reduce the distress of the individual and to keep everybody safe	Targeted individual students
	Educational Pathways Program	Referrals for disengaged students to engage in meaningful post school pathways and initiatives	Targeted individual students
	Collaboration with External Agencies	School leaders engage and work alongside external agencies to support student wellbeing as needed (Network Behaviour Facilitators, psychologists)	Targeted individual students
	Monitoring Cards	A period of time on a daily achievement card to change a pattern of behaviour. Includes attendance in class, behaviour and academic achievement plans for underperforming students	Students 7-12
	Individual behaviour support planning	This may include developing, implementing monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Students, parent/carers, LaST, DP
	External Agencies	Refers students and their families to external agencies and resources for additional support beyond what the school providing, ensuring comprehensive wrap-around care. School leaders engage and work alongside external agencies to support student wellbeing as needed (Network Behaviour Facilitators, psychologists)	Targeted individual students Students and families requiring specialised support
	Functional Behavioural Assessment (FBA)	Comprehensive assessments to identify the function of challenging behaviours, followed by developing and implementing tailored intervention strategies.	Students with significant behavioural challenges
	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support. Includes Individual Education Plans and Personalised Learning Pathways.	Staff, individual students 7-12, families

Care Continuum	Strategy or Program	Details	Audience
	Referral to external agencies	Refers students and their families to external agencies and resources for additional support beyond what the school providing, ensuring comprehensive wrap-around care.	Students and families requiring specialised support
	Student support officer	Supports the implementation of the school's approach to wellbeing.	Students 7-12
	Restorative Practice	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations.	Staff, students 7-12, families

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

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. See Appendix 1. Pendle Hill 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. 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 their year adviser, student support officer 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 member, where there is a clear and close connection between the school and students' conduct.

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 behaviours of concern are managed by teachers in the classroom and the playground.
- Executive managed – behaviour of concern is managed by school executive.

Corrective responses by teachers may include:

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

Behaviours that meet school expectations are acknowledged through various means, including but not limited to:

- Direct praise
- PBL awards
- Positive phone calls home
- Positive letters home

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
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.	Refer to school-wide expectations.	Contact office to seek help from HT/DP straight away if there is a risk. Otherwise notify executive ASAP and before the end of the school day.
Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback. Bill Rodgers Least to Most Intrusive strategies	HT/DP/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.
Tangible reinforcers include those that are: • free and frequent • moderate and intermittent • significant and infrequent Intermittent and infrequent reinforcers are recorded on Sentral .	Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.	HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP/CT to record incident on Sentral and contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension.
Social-emotional learning lessons are taught: Wellbeing lessons taught to all Stage 4 students covering topics such as Bullying, Healthy Relationships, Racism Resilience in Our Teens (RIOT) delivered to cohorts throughout the year.	Teacher records on Sentral by the end of the school day. Monitor and inform the family if repeated. For some incidents, a referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	Refer to the school's Learning Support and Wellbeing Team considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral Wellbeing. 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.

- 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.

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

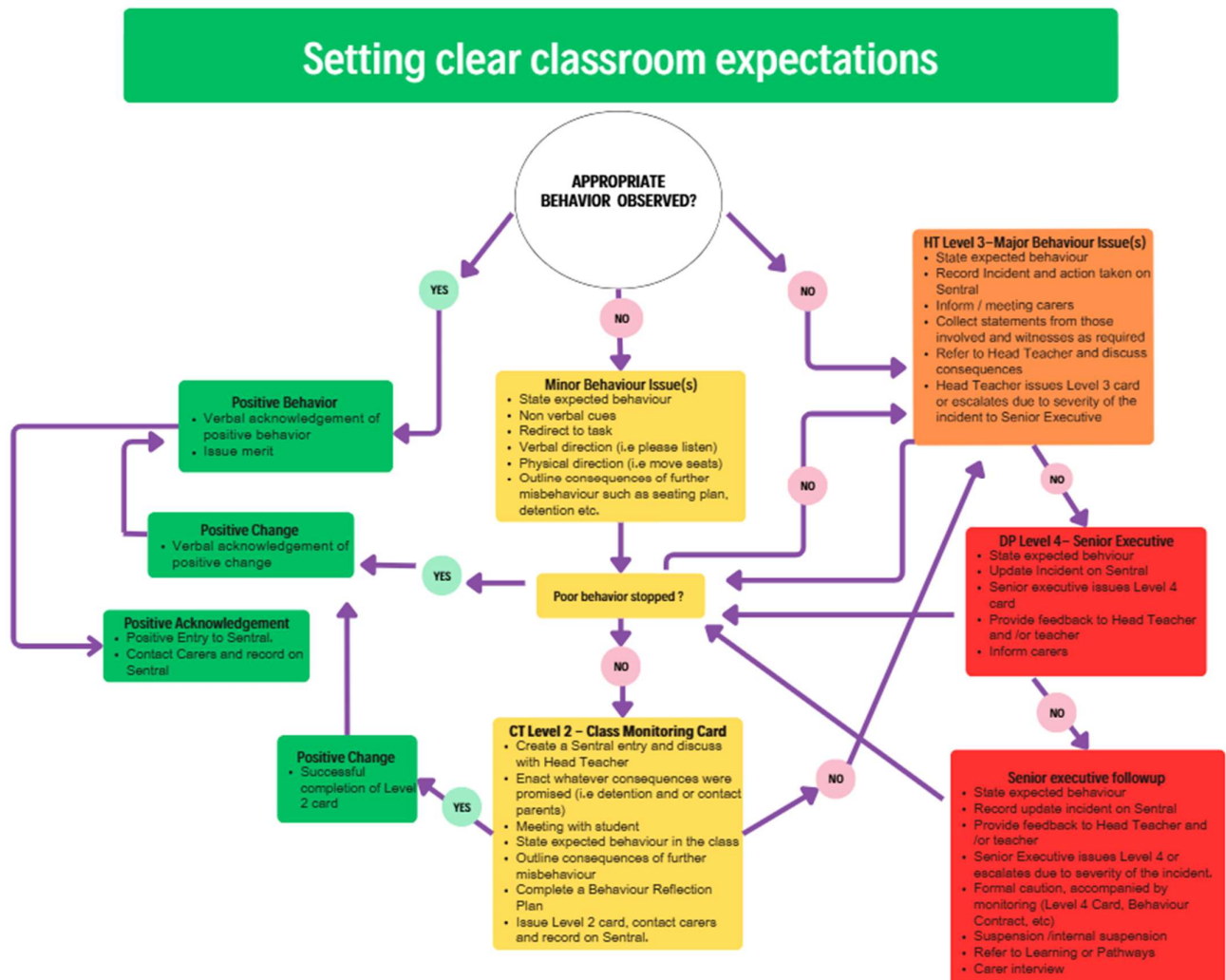
Strategy	When and how long?	Who coordinates?	How are these recorded?
Student Reflection Activity - Student to complete questions (with guidance as required)	To occur as soon as possible after identifying behaviour of concern	Level 1 – CT Level 2 – HT Level 3 - DP	Scanned and uploaded to Sentral incident.
Time out cards – Permission to leave class for 5 -15 minutes and report to designated staff member. During this time student focuses on regulating emotions. Based on individual student plans.	Designated on need's basis. Duration negotiated based on need and appropriate usage	Snr Executive	Sentral entries Emails to teachers Notify parent/carers
Monitoring Cards	To occur as soon as possible after identifying behaviour of concern. Duration based on student improvement demonstrated	Level 2 – Classroom Teacher Level 3 – Head Teacher Level 4 – Deputy Principal	Levels recorded in Sentral Wellbeing – Levels. Notification made to all staff. Parent/carers notified
Restorative Practice – Peer mediation or restorative conversation in groups	Scheduled as soon as all involved are available.	Year Advisor/SSO/DP	Sentral
Community Service Opportunities - For specific behaviour issues, students engage in supervised school community service, such as assisting in the library or helping set up for school events. This provides a positive, productive outlet for making amends.	Timely manner after identification of behaviour.	Faculty Head Teachers/ Senior Executive Staff	Sentral entries Phone contact Parent/carers

Review dates

Last review date: Friday 19th Sept, Term 3, 2025

Next review date: Week 10, Term 2, 2026

Appendix 1: Behaviour Management Flowchart



Appendix 2: Bullying Response Flowchart

