

PHS School Behaviour Support and Management Plan

Overview

At Pittwater High School, our purpose and vision are to continue building a learning culture based on high expectations where all students are challenged, enriched, and engaged. All students will have the opportunity to excel as they develop key capabilities such as self regulation, critical and creative thinking, collaboration, communication, and resilience that will equip them as successful contemporary global citizens.

To achieve our mission, key approaches and programs prioritised and valued by the school community. Pittwater High School prides itself on working towards being a centre of excellence in resilience through the RIOT! Program. Resilience in our teens.

Through our programs and initiatives RIOT!, and a culture of high expectations focusing on the development of key capabilities Pittwater High School prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying. The focus on 'Have a Go' culture building all students capacity to develop resilience is critical to a positive, proactive and restorative approach to supporting wellbeing in our school.

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 wrong doing occur.

Partnership with parents and carers

Pittwater High School works with families to communicate school and department based policy, procedures and processors ensuring the culture of High Expectations and resilience. This includes; bullying behaviour by:

- inviting families and student feedback through formal and informal means, for example, through Tell Them From Me Surveys, school surveys and consulting with the school's P & C Association
- parent and community information evenings term 1
- parent and teacher interviews Terms 1 and 2
- parent and community information events for transition Years 6, 7, 8, 10 and 12.
- collaborative partnerships through communicating department and school based behaviour policy and procedure, behaviour and risk management plans, transition meetings, learning and support plans, through consultation with a number of stake holders
- using concerns raised through complaints procedures to review school systems, data and practices.

Pittwater High School communicates these expectations to parents/carers through the school newsletter, website , social media and school information evenings.

School-wide expectations and rules

Pittwater High School has the following school-wide expectations of behaviour communicated through Pittwater High School Student Behaviour Procedures.

Expectation - Responsible	Expectations - Respectful	Expectations - Aspire
Be responsible for your choices and behaviours	Be respectful of peers and school staff	Demonstrate resilience and grit
Cooperate and be an active and engaged learner.	Contribute to a positive school environment	Be aspirational, do your best
Be safe; and acknowledge the personal space of others.	Work co-operatively	Seek help, accept advice
	Mobile phone off and away	

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](#).

Pittwater High School expectations are communicated to parents and students using;

[Pittwater High School Student Behaviour Procedures](#)

[Pittwater High School Anti Bullying](#)

[Pittwater High School Expectations](#)

[Pittwater High School Digital Device and Online Services Procedures](#)

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 High Expectations, engagement with learning and respectful relationships. Classroom practice is supported through professional learning referring to programs, documents and policy 'What works best', 'RIOT'. 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	Transition Year 6 into 7	Supporting students with a safe and successful movement from primary to high school.	Incoming Year 7 students, Wellbeing Team, LS Team
Prevention	Peer Support	Builds resilience by helping students develop strong relationships and skills to manage challenges including the transition to High School.	Students 7 and 10, and co-ordinators
Prevention	RIOT	Builds resilience through a whole-school program focused on building students' capacity to manage 'everyday' challenges.	Whole school community Targeted years 7 and 8
Prevention/Early/Targeted	Rock and Water	Develops student confidence and self-reflection. Students learn about resilience and managing conflict. Small group and individual sessions provided for students in Years 8 as required.	Year 7 students, and co-ordinators Identified Yar 8 students or peer groups
Prevention	PDHPE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7-10
Prevention	Year 12 Mentoring	Provides individualised support and guidance for senior students in managing the HSC.	Year 12 students
Prevention/ Early / Targeted / & Individual intervention	Restorative Practice	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships.	Staff, students 7-12, families
Prevention / Early intervention	PHS Wellbeing Program	Developing students' skills and knowledge in a range of areas such as mental health, consent and the law.	Students 6 -12
Prevention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, students 6 -12, families
Early / Targeted / Individual intervention	Student support officer	Supports the implementation of the school's approach to wellbeing through targeted and proactive interventions.	Student 7 - 12

Care Continuum	Strategy or Program	Details	Audience
Early intervention	Raise Mentoring	Proactively supports at-risk students in developing resilience and problem solving skills.	Students 8-9
Early Intervention	International Student	Proactively support students who are international students, refugees and or on business visas.	Students 7 -1
Early intervention/Targeted	Student Support Team Meeting	Key stakeholders (Deputies, Head Teacher Wellbeing, Head Teacher Cabrananga, Learning and Support Teachers, School Counsellor, Anti-Racism Contact Officer and Student Support Officer meet to discuss and implement strategies of support for students identified at risk or potential risk. Collaboratively work together to complete access requests including IFS funding.	Students 6-12
Early Intervention/Targeted Intervention	Deputies and Home School liaison Officer	Meet fortnightly to discuss attendance and develop strategies of support.	Students 7-12
Targeted intervention	Student leadership programs	These include Student Representative Council, Prefect Team including School Captains who lead a team of Prefects responsible for identified portfolios; Social Justice, Sport, CAPA,	Students 7-12
Targeted / individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	Staff, individual students 7-12, families
Targeted/individual	Cabrananaga	Head Teacher Cabrananga (inclusion and Support) works with a range of stakeholders (teachers, parents, Wellbeing Support Officer, DCJ, NSW Allied Health, etc) to develop plans and initiatives to support groups of and individual students.	Teachers Individual students Specific families stakeholders
Targeted/Individual	Attendance monitoring	Address barriers to improve attendance and set growth goals.	Students, PHS Attendance Team
Individual intervention	Individual behaviour support planning and or risk	This may include developing, implementing monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Students, parent/carer, LaST, Head Teacher Cabrananga

Care Continuum	Strategy or Program	Details	Audience
	<u>management plans</u>		HT Wellbeing, Deputies Counsellor Youth Support Officer Wellbeing Officer HSLO Support around Schools External Providers
Individual Intervention	Referral to school counsellor	This may include one off, regular sessions, working with stakeholders to support students	Students Deputies Counsellors

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

Responses to serious behaviours of concern

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.

Pittwater High School staff identify inappropriate behaviour and behaviours of concern, including harassment and 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 students, a parent, community member or agency.

Students and/or parents can report bullying or equity concerns 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 advisor, student support officer or school counsellor.

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

- All staff refer to the Pittwater Student Behaviour Procedures to explicitly respond to student behaviours of concern. All new staff to the school are inducted to school procedures ([new staff induction process](#) and [casual teacher induction booklet](#)). Expectations for staff in regards to student behaviours are explicitly outlined as part of the [Code of Conduct process](#).
- Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff refer to the Pittwater High School Student Behaviour Procedures 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 by teachers may include:

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

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
1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice.	1. Refer to school-wide expectations and Pittwater High School Student Behaviour Procedures.	1. 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.

Students are acknowledged for meeting school-wide expectations and rules.		
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 e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. 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.
3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Good Vibes and/or Sentral.	3. 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.	3. 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.
4. Social-emotional learning lessons are taught through PHS Wellbeing program .	4. 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), Boys/Girls Adviser or other member of the Student Wellbeing Team.	4. Refer to the school's Wellbeing Team and Learning Support Team considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Parents are notified (phone or email) once students reach 'Level 1' . Issue and contact recorded on Sentral. Student awards for positive behaviour are given at commendation assemblies.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Student may be placed on the Level system . Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by HT/DP/P to discuss any support and behaviour responses, including referral to the LST, school counsellor, members of the Student Wellbeing Team or outside agencies.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral. 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's Student Wellbeing and/or Learning and Support teams
- 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](#).

Detention, reflection and restorative practices

Toilet and food breaks are always included when students are withdrawn from the playground as a planned response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student and the student's individual needs.

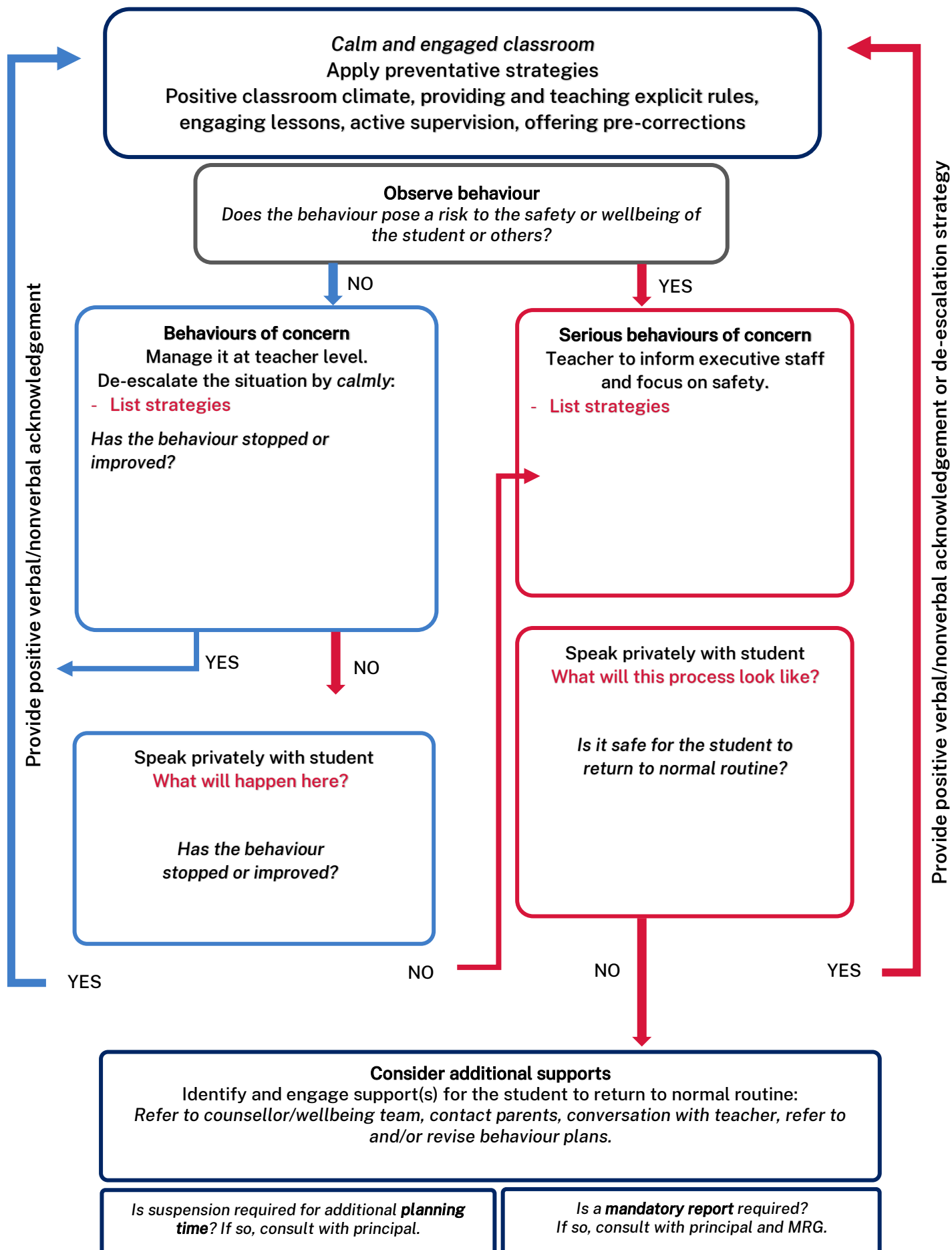
Strategy	When and how long?	Who coordinates?	How are these recorded?
Senior class placement – student provided with appropriate learning activity and placed in alternate classroom under senior teacher supervision.	In specific subject for up to 3 lessons	Classroom teacher in consultation with faculty head teacher	Sentral
Restorative practices within classroom teacher monitored detention – student withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention).	During lunch for up to 15 minutes	Classroom teacher	Sentral
Uniform detention procedures – student withdrawal from playground during Lunch 2 and re-allocation to B7 for supervised breaktime following documented uniform breach. Student engages in reflection as part of restorative practices.	During lunch for up to 15 minutes	Classroom teacher and teacher on detention duty	Sentral

Review dates

Last review date: [INSERT DATE: Day 1, Term 1, 202X]

Next review date: [INSERT DATE: Day 1, Term 1, 202X]

Appendix 1: Behaviour management flowchart (Alternative example)



Appendix 2: Bullying Response Flowchart (Optional)

