

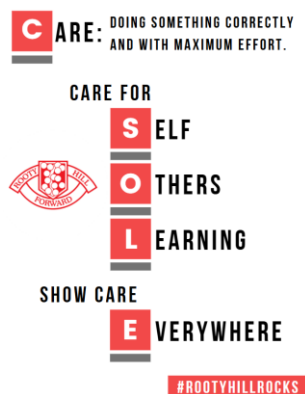
Rooty Hill Public School

Behaviour Support and Management Plan

Overview

Rooty Hill Public 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 include our whole school Positive Behaviour for Learning, URSTRONG Friendology 101 Curriculum, LineWize Pulse Wellbeing survey, Anti-Bullying Plans and Restorative Practices Time Out and Reflection.

Promoting and reinforcing positive student behaviour and school-wide expectations



Rooty Hill Public School has the following school-wide expectations:

- Care for Self
- Care for Others
- Care for Learning
- Show Care Everywhere

Rooty Hill Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

Teach	Recognise	Reinforce
<ul style="list-style-type: none"> - Focus of the Fortnight lessons - URSTRONG Friendology Lessons - Playground Walks and Rockstar Chats. 	<ul style="list-style-type: none"> - All Star Awards System - Rockstar Wheel - Rockstar Achievement Awards - PBL Reward Days - Gold Award Assembly - Presentation Assembly 	<ul style="list-style-type: none"> - PBL Focus of the Fortnight per stage based on student data - Restorative Practice – Responsive to student needs

Behaviour Code for Students

Rooty Hill Public School meets the expectations set out in the [NSW Department of Education Behaviour Code](#). High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention Strategies	Whole School PBL Framework (Tier One) Universal	<ul style="list-style-type: none"> • Strong teacher/student relationships. • Explicit teaching and modelling of specific skills including behaviour expectations and social skills. • Communication with parents around school expectations. • Class based systems of expectations and positive reinforcement. • Consistent teacher expectations, routines, modelling and responses to behaviour. 	Whole School
	Strong Teacher and Student Relationships	<ul style="list-style-type: none"> • 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. They choose 3 success advocates who can support them. 	Whole School
	URSTRONG Friendology 101	<ul style="list-style-type: none"> • Explicit teaching and modelling of specific skills including behaviour expectations and social skills. • Curriculum links, particularly in PDHPE External link • Social skills programs, role play and drama activities, and circle time. 	Whole School
	Class Expectations	<ul style="list-style-type: none"> • Created collaboratively by the teacher and students • Displayed in the classroom 	Whole School

Care Continuum	Strategy or Program	Details	Audience
		<ul style="list-style-type: none"> Link back to our school-wide expectations 	
	Attendance Intervention Model and Strategies (Fine Tuning and Affirmation)	<ul style="list-style-type: none"> Monitor and reinforce importance of regular school attendance with students via class teachers and communication with parents and carers through the Sentral app Regularly promote the importance and benefits of regular attendance at school 	Whole School
	Clubs and Groups	<ul style="list-style-type: none"> Visual Arts Club, Drumming Group, Yoga, Gardening Group and Skipping. Before school, recess and lunch groups to engage students and provide them with opportunities for positive playground experiences 	Whole School
	Leadership Opportunities	<ul style="list-style-type: none"> Leadership opportunities for Years Five and Students Various domains, e.g. SRC, Prefects, House Captains, Library Monitors and Playground Assistants. 	Year Five and Six
Early Intervention	Attendance Tier One: Early Intervention	<ul style="list-style-type: none"> Student Attendance Success Plans for students under 85% attendance created collaboratively by student and class teacher Copy sent home for parent/carer 	Students with 80-89% attendance
	Transition to Kindergarten	<ul style="list-style-type: none"> Rockstar Readers and Sandpit and Sunshine (Familiarisation) Rockstar Recruitment Program (Orientation) 	Incoming Kindergarten Students
	Transition to High School	<ul style="list-style-type: none"> Orientation and Gala Day (All) 	Year Six Students
	Linewize Pulse Wellbeing Survey	<ul style="list-style-type: none"> Linewize Pulse Wellbeing Survey completed 	Targeted Groups of Students (Years 3-6)
	Attendance Tier Two: Individual Attendance Plan	<ul style="list-style-type: none"> Meeting between parent/carer and Assistant Principal Attendance Improvement Plan during meeting LST Referral for under 70% 	Students with 50-79% attendance
	Transition to High School	<ul style="list-style-type: none"> Early Intervention Program (Intensive) Familiarisation Program (Additional) 	Targeted Small Groups of Students
	Transition to Kindergarten	<ul style="list-style-type: none"> Stepping Stone 2 School Program (Intensive Support Program) 	Targeted Small Groups

Care Continuum	Strategy or Program	Details	Audience
			of Students
	Restorative Practice	<ul style="list-style-type: none"> This approach encourages behaviour that is supportive and respectful Puts the onus on individual students to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions 	Targeted Small Groups of Students
	Learning and Support Team	<ul style="list-style-type: none"> Referrals can be made for academic, social/emotional, behavioural, attendance or wellbeing concerns Meetings held twice weekly Executive staff and School Counsellors form the team 	Selected Students
Individual Intervention	Individual Behaviour Support Plans	<ul style="list-style-type: none"> Developed collaboratively with behaviour specialist team Designed to support individual student behaviour planning 	Targeted Individual Students
	Behaviour Response Plan	<ul style="list-style-type: none"> 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
	Attendance Tier Three: High Level Case Management	<ul style="list-style-type: none"> Meeting between parent/carer and Deputy Principal Attendance Improvement Plan updated during meeting Additional supports and strategies as necessary including HSLO referral 	Students with 0-49% attendance
	Check, Connect, Expect	<ul style="list-style-type: none"> Individual check in/monitoring cards for the playground and/or classroom Target behaviours identified 	Targeted Individual Students
	Rockstar Sound Check	<ul style="list-style-type: none"> Individual morning check in addressing sleep, uniform, food, playground, friends and mood 	Targeted Individual Students
	External Agencies	<ul style="list-style-type: none"> School leaders engage and work alongside external agencies to support student wellbeing as needed 	Targeted Individual Students
	Behaviour Specialist Support/Assistant Principal Learning and Support	<ul style="list-style-type: none"> School leaders engage and work alongside Department of Education experts to support student behaviour and wellbeing 	Targeted Individual Students

Care Continuum	Strategy or Program	Details	Audience
	Formal Cautions of Suspension or Suspension Resolution Meetings	<ul style="list-style-type: none"> Principal, Deputy Principal, Assistant Principal, parent/carer and student attend Documentation developed and kept 	Targeted Individual Students

Reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Reflection Room	Daily at lunch time (30 minutes) as needed	Executive Staff	Sentral – Parent/carer receives a letter

Partnership with parents/carers

Rooty Hill Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by:

- Working in partnership to promote student learning.
- Treating each other with respect and fairness.
- Communicating in a positive and constructive manner.
- Professional relationships with all members of our school community are based on transparency, honesty and mutual respect.
- Diversity is respected and we promote tolerance and understanding.
- Aggressive and intimidating actions will not be tolerated by our school staff and community.

Rooty Hill Public School will communicate these expectations to parents/carers by:

- Sentral app alerts
- School meetings
- School events
- Complaints handling process

School Anti-bullying Plan

The [RHPS Anti-bullying Plan 2023](#) outlines the processes for taking reasonable steps to prevent and respond to student bullying in our school and reflects the Bullying: Preventing and Responding to Student Bullying in Schools Policy of the New South Wales Department of Education and Communities.



Reviewing dates

Last review date: 20th February 2025

Next review date: Day 1, Term 1 2026