

West Pennant Hills Public School Behaviour Support and Management Plan

Overview

West Pennant Hills 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 are:

- Positive Behaviour for Learning (PBL)
- Chaplaincy Program

West Pennant Hills Public School rejects all forms of bullying behaviours, including online (or cyber) bullying 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

West Pennant Hills Public School behaviour expectations have been developed in consultation with students, staff and parents/carers and reflect the values of the school community.

West Pennant Hills Public School communicates these expectations to parents/carers through the school newsletter, school website and shared with parents at the start of the year parent information sessions. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

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](#).

School-wide expectations and rules

West Pennant Hills Public School rules, or expectations, are **Be Safe, Be Respectful and Be a Learner**. The school rules apply to all school settings and may at times apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students.

Staff implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for safe, respectful and engaged behaviour.

Expectation – Be Safe	Expectations – Be Respectful	Expectation – Be a Learner
Modelling school and class rules	Treat others with dignity	Attend school every day
Care for self and others	Speaking and behaving courteously	Arriving at school and class on time
Negotiate and resolve conflict with empathy	Taking care of property	Being prepared and ready to learn
Take personal responsibility for behaviour and actions	Dressing appropriately by wearing school uniform	Actively participating in learning

Whole school approach across the care continuum

West Pennant Hills Public School embeds student wellbeing and positive behaviour strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern as required. These strategies are built on a foundation of evidence-based effective classroom practices that set the tone for student engagement for learning and respectful relationships.

West Pennant Hills PS uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Implementation of the Positive Behaviour for Learning (PBL) framework. PBL is an evidence-based whole school systems approach that includes proactive strategies for defining, teaching and supporting appropriate student behaviours to create positive school environments.
- Explicit teaching of positive behaviours and social skills. Our aim is to provide a quality learning environment in which all students can learn and engage in schooling in a positive way.
- Positive encouragement of expected behaviours through verbal praise and solar tickets, whole school reward system and classroom management systems.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 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
Early Intervention	PBL	Positive Behaviour for Learning Schoolwide and classroom system of support that brings together the whole school community to	All

Care Continuum	Strategy or Program	Details	Audience
		contribute in the development of a positive, safe and supportive learning culture.	
Early Intervention	Chaplaincy Program	Small group intervention to support and increase the coping strategies of students who are feeling anxious, stressed or who have poor resilience in a small group environment at school.	Individual students K – 6
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	Attendance support	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance co-ordinator
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
Individual intervention	School Counsellor / Chaplain support	Supports the academic, social and /or emotional wellbeing of individual students as required.	Individual students, parents and / or staff

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

The West Pennant Hills Public School community recognises that behaviour impacts on learning and achievement. Less time spent disciplining students gives teachers more instructional time. At West Pennant Hills Public School, we focus on the explicit teaching of positive behaviours and social skills. Our aim is to provide a quality learning environment in which all students can learn and engage in schooling in a positive way.

To achieve this, staff implement the Positive Behaviour for Learning (PBL) framework. PBL is an evidence-based, whole school systems approach that includes proactive strategies for defining, teaching and supporting appropriate student behaviours to create positive school environments. Practices that recognise and reinforce student achievement are an essential part of good discipline and effective learning. Encouraging expected behaviour practices can be formal and informal and adapted by the teacher according to the situation and to what is appropriate for the individual student.

Behaviour expectations are clearly identified and displayed in the Behaviour Expectations Matrix. The Behaviour Expectations Matrix (Appendix 1) identifies the behaviours students are expected to display in each setting within the school. This matrix is used by teachers to explicitly teach students the expectations and skills they require to be successful in each of the settings.

The school has developed flow charts to support the consistent management of inappropriate behaviour in the classroom and playground settings. Inappropriate behaviour at the school is managed

by teaching and executive staff, depending on the level of the behaviour. Refer Inappropriate Behaviour Consequences Flowcharts (Appendix 2).

Responses to serious behaviours of concern

- Inappropriate Behaviour Consequences Flowcharts (Appendix 2).
- 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 Policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Minor behaviour consequences as per PBL flowchart for classroom and playground settings	As required	Class teacher	Incident recorded on School Bytes
Major behaviour consequences as per PBL flowchart for classroom and playground settings	As required	Stage supervisor, senior executive	Incident recorded on School Bytes and communicated with parents / carers

Review dates

Last review date: Day 1, Term 1, 2024

Next review date: Day 1, Term 1, 2025

Appendix 1



PBL UNIVERSAL PREVENTION: EXPECTATIONS TEACHING MATRIX

Expectation	All Settings	Non Classroom Settings (E.g. playground, hall, etc.)						
		K-2 Area	Quad	Oval/Courts	Canteen	Passive Play	Toilets	K-2 Hard
Be a Learner	<ul style="list-style-type: none"> Do your best Participate and cooperate Be prepared 	<ul style="list-style-type: none"> Make good choices 	<ul style="list-style-type: none"> Make good choices 	<ul style="list-style-type: none"> Make good choices 	<ul style="list-style-type: none"> Plan your purchase 	<ul style="list-style-type: none"> Make good choices 	<ul style="list-style-type: none"> Make good choices 	<ul style="list-style-type: none"> Make good choices
Be Respectful	<ul style="list-style-type: none"> Follow teacher instructions Take care of your environment Use good manners 	<ul style="list-style-type: none"> Wait for your turn 	<ul style="list-style-type: none"> Be aware of people around you. Share space Play fairly and by the rules 	<ul style="list-style-type: none"> Be aware of people around you. Share space Play fairly and by the rules Return borrowed equipment. 	<ul style="list-style-type: none"> Use good manners Wait calmly in lines. 	<ul style="list-style-type: none"> Take care of your environment 	<ul style="list-style-type: none"> Respect other people's privacy 	<ul style="list-style-type: none"> Be aware of people around you.
Be Safe	<ul style="list-style-type: none"> Be in the right place Keep your hands and feet to yourself Walk on hard surfaces. Wear your hat 	<ul style="list-style-type: none"> Use equipment safely. 	<ul style="list-style-type: none"> Ball games at recess and lunch 	<ul style="list-style-type: none"> Play non-tackling games Leave sticks and stones on the ground 	<ul style="list-style-type: none"> Single line One person at the window, one person waiting at the line. Only buyers in that area. 	<ul style="list-style-type: none"> Walk at all times Be in the right place 	<ul style="list-style-type: none"> Enter and exit safely Wash hands 	<ul style="list-style-type: none"> Play safe games

Appendix 2

