



# Singleton Heights Public School Behaviour Support And Management Plan

Plan created in 2023 and updated in 2024 in conjunction with the Department of Education Inclusive Education Policy for students with Disability (2022) and the Student Behaviour Policy (2023). This plan complies with the Work, Health and Safety Act (2011), Education Act NSW (1990) and the Disability Standards for Education (2005).

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## OVERVIEW

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

Our goal is to inspire every child to participate positively in the school community and beyond. 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.

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 which is critical to promoting engaging and effective classrooms and lifting student performance. We know positive behaviour support plays a critical role in a student's education. Supporting positive student behaviour requires a proactive, preventive, student-centred approach.

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

- [Positive Behaviour for Learning](#)
- [Visible Wellbeing](#)
- Brospeak
- Sistaspeak

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

Singleton Heights 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.

# PARTNERSHIPS WITH PARENTS/CARERS

Singleton Heights 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.

Singleton Heights Public School will communicate these expectations to parents/carers through established channels, including but not limited to scheduled parent/carer information sessions and assemblies, SHPS Facebook page, School Newsletters, Sentral Parent Portal, and targeted communication relating to specific student behaviours. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

Singleton Heights Public School also utilises our local **AECG** and **P&C** meetings to partner with parents/caregivers in the development and implementation of student behaviour management strategies.

The **School Community Charter** is used to inform parents and carers on how to engage with Singleton Heights P.S.

Singleton Heights Public School have multiple ways by which parents can work with staff to benefit their child. Our Community Liaison Officer, Aboriginal Education SLSO and Learning and Support Team are also in place to **support, guide and advocate for families**.



# SCHOOL - WIDE EXPECTATIONS AND RULES

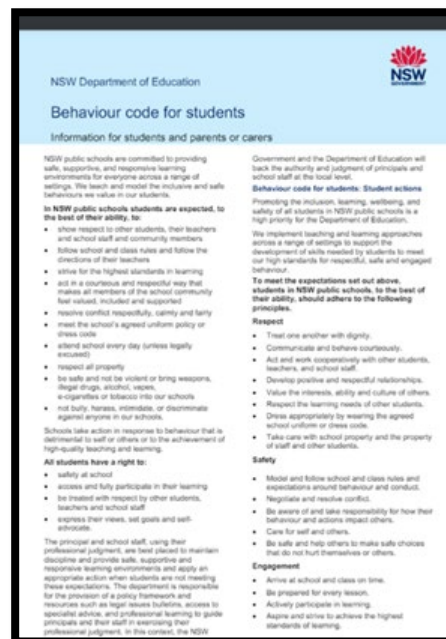
Singleton Heights Public School Public School has the following school-wide expectations and rules:  
**To be respectful, responsible and strive for excellence**

Respectful	Responsible	Excellence
Speak nicely	Make smart choices	Work towards your goals
Be kind to everyone	Be ready to learn	Try your best
Care for your environment	Be safe	Believe in yourself

## 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](#).



## 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.

Singleton Heights Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Students may require different types of intervention delivered in different ways along a care continuum - from prevention to intensive individual support to best meet their needs.



Care Continuum	Strategy or Program	Details	Audience
Prevention	<a href="#">Positive Behaviour for Learning</a>	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	<a href="#">National Day of Action (NDA)</a>	Our school participates in the annual National Day of Action against Bullying and Violence (NDA) in August each year.	Staff, students 3 - 6
Prevention	<a href="#">Child Protection</a>	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner <a href="#">Toolkit for Schools</a> 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	<a href="#">Peaceful kids</a>	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	<a href="#">Learning and Support</a>	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	<a href="#">Attendance</a> support	Attendance co-ordinator and class teachers monitors attendance for students and initiates strategies with students, families and teachers to address barriers to improved attendance and set growth goals, including phone calls, letters and meetings.	Individual students, class teachers, attendance co-ordinator
Individual intervention	<a href="#">Individual behaviour support planning</a>	This may include developing, implementing, monitoring and reviewing: behaviour support strategies and responses, Individual Behaviour Support Plans and Student Tailored Risk Management Plans.	Individual students, parent/carer, LAST, AP, DP, Principal, APLAS, Behaviour Support Specialist

Key programs/initiatives prioritized and valued by the school community are:

Early Interventions for all or some students	Targeted Intervention for some students	Individual Intervention for students
<ul style="list-style-type: none"> <li>• Little Joeys Preschool – Kindergarten 10 Week Transition Program</li> <li>• Communication with parents/carers</li> <li>• Daily check ins and check outs in classroom</li> <li>• Restorative practices and circle time</li> <li>• Drama and role play</li> <li>• Self-regulation training – brain breaks, calm down areas, yoga, heavy work, weighted blankets</li> <li>• PBL Weekly Lessons</li> <li>• School Counselling Services</li> <li>• Support programs aimed at connection to Country and community for Aboriginal and Torres Strait Islander young people with Aboriginal SLSO and staff</li> <li>• Referral to school Learning and Support Team</li> </ul>	<ul style="list-style-type: none"> <li>• Communication with parents/carers</li> <li>• Restorative practices and circle time</li> <li>• Modified individual expectations and goals</li> <li>• Transition strategies – class to playground, lesson to lesson, grade to grade, school to school</li> <li>• PBL</li> <li>• LST Referral</li> <li>• School Counsellor Services</li> <li>• Allied Health providers</li> </ul>	<ul style="list-style-type: none"> <li>• Communication with parent/carers</li> <li>• Check-in/check-out card system</li> <li>• Sensory assessment and supports</li> <li>• Programs to explicitly teach social competence and interpersonal skills, and social-emotional skill development</li> <li>• Negotiated classroom/playground incentive programs</li> <li>• Attendance programs</li> <li>• LST Referral</li> <li>• School Counsellor Services</li> <li>• Allied Health providers</li> </ul>



# TIER I – PREVENTATIVE INTERVENTIONS AND UNIVERSALS

ALL STUDENTS

CARE CONTINUUM	INTERVENTION	DETAILS	AUDIENC E
PREVENTION	UNIVERSAL LANGUAGE AND EXPECTATIONS	<ul style="list-style-type: none"> <li>✓ The <b>PBL matrix framework</b> of consistent language and expectations in all settings (classroom, playground and transitions).</li> <li>✓ The school language and expectations are built around the DoE student behaviour code - <b>Respect, Responsibility and Excellence.</b></li> </ul>	Whole School
	EXPLICIT TEACHING OF EXPECTED BEHAVIOURS	<ul style="list-style-type: none"> <li>✓ School expectations are reinforced through the delivery of the <b>SHPS PBL Lessons</b> delivered weekly to students.</li> <li>✓ School-wide consistent signage and language scripts reinforce the expected behaviours each lesson and across all settings.</li> <li>✓ Staff model school values and reinforce student behaviour expectations each lesson through consistent routines and language.</li> <li>✓ Staff reinforce the school anti-bullying policy in collaboration with wellbeing staff and educational programs that are designed to empower students in a supportive learning environment.</li> <li>✓ Anti-Racism Contact Officers (ARCO) promote anti-racism education, support complaint handling and monitor racism incidents.</li> </ul>	Whole School
	POSITIVE REINFORCEMENT, PROGRAMS AND ACKNOWLEDGMENT	<ul style="list-style-type: none"> <li>✓ A variety of positive behaviour programs and strategies are promoted to encourage and acknowledge student excellence and commitment to our core values (individual, group, year or whole school).</li> <li>✓ Staff actively communicate with parent/caregivers using methods such as phone calls, meetings and interviews.</li> <li>✓ Students are acknowledged for excellence and commitment to learning during school assemblies throughout the year with awards, such as raffle tickets, Mari Awards, Merit Certificates, STAR Awards and Principal's Awards.</li> </ul>	Whole School

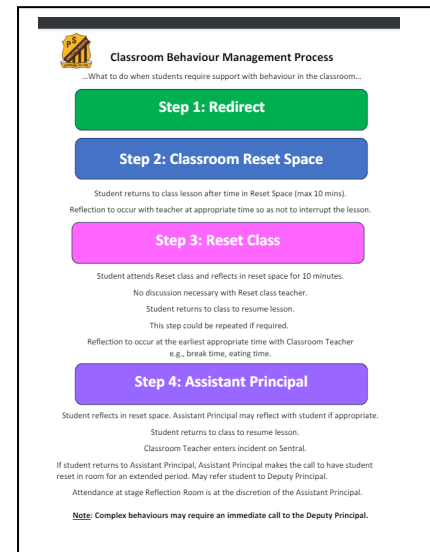
EARLY INTERVENTION

CLASSROOM MANAGEMENT STRATEGIES AND ROUTINES

**Staff and Classroom Teachers have high Expectations of student behaviour across all school settings. Teachers:**

- ✓ Actively communicate with parents/carers using a variety of methods inclusive of logging using Sentral
- ✓ Trained in positive behaviour support practices that are aligned with PBL, Trauma Informed Practices, Safety Intervention training and restorative practices that provide an effective blend of strategies, routines and interventions that address age-appropriate misbehaviour and encourage student positive behaviours.
- ✓ Implement behaviour monitoring
- ✓ Provide individualised space for students/calming reset areas
- ✓ Implement differentiation and learning adjustments
- ✓ Contact parents/carers for meetings and interviews
- ✓ Initiate Reset class and AP support
- ✓ Communicate behaviour concern to AP/DP
- ✓ Refer to Learning and Support Team

All Staff



**Classroom Behaviour Management Process**  
...What to do when students require support with behaviour in the classroom...

**Step 1: Redirect**

**Step 2: Classroom Reset Space**  
Student returns to class lesson after time in Reset Space (max 10 mins).  
Reflection to occur with teacher at appropriate time so as not to interrupt the lesson.

**Step 3: Reset Class**  
Student attends Reset class and reflects in reset space for 10 minutes.  
No discussion necessary with Reset class teacher.  
Student returns to class to resume lesson.  
This step could be repeated if required.  
Reflection to occur at the earliest appropriate time with Classroom Teacher e.g., break time, waiting time.

**Step 4: Assistant Principal**  
Student reflects in reset space. Assistant Principal may reflect with student if appropriate.  
Student returns to class to resume lesson.  
Classroom Teacher enters incident on Sentral.  
If student returns to Assistant Principal, Assistant Principal makes the call to have student reset in room for an extended period. May refer student to Deputy Principal.  
Attendance at stage Reflection Room is at the discretion of the Assistant Principal.

Note: Complex behaviours may require an immediate call to the Deputy Principal.

## TIER II – EARLY OR TARGETED INTERVENTIONS

**SOME STUDENTS**

CARE CONTINUUM	INTERVENTION	DETAILS	AUDIENCE
EARLY INTERVENTION	<b>TRANSITION</b>	<p>Interventions begin at a student transition phase through strong and effective partnerships with pre-schools/childcare centres that feed into SHPS and our local high school.</p> <p>Transition programs are designed for universal, all student support, early intervention group support and targeted individual student support. Our transition program includes but is not limited to:</p> <ul style="list-style-type: none"> <li>✓ P-K Transition (Little Joeys – 10 week program in Term 3)</li> <li>✓ Year 6 Kindergarten Buddy Program</li> <li>✓ High School Transition</li> </ul>	<p><b>Pre-school students</b></p> <p><b>Kindergarten staff</b></p>
	<b>BEHAVIOUR, LEARNING AND SUPPORT</b>	<p>Some students require <b>early and targeted interventions</b> to support their behaviour and educational progress. The school’s application of the care continuum ensures that proactive interventions are utilised responsively by teaching and learning staff. The school’s <b>Tiered Wellbeing framework</b> organises these interventions into the <b>Tier II level</b>.</p> <p>The <b>Learning and Support Team (LST)</b> is composed of the following key stakeholders – Principal, Deputy Principal, Learning and Support Teacher, School Counsellor, APCI, APs (optional) and Classroom teacher representatives from their stage.</p> <p>Following a referral to the school’s <b>Learning and Support Team</b>, interventions are aligned to student needs which may include:</p> <ul style="list-style-type: none"> <li>- Behaviour modification and restorative programs</li> <li>- Disability provisions</li> <li>- Intervention Teacher Support</li> <li>- Student Learning and Support Officer (SLSO)</li> <li>- Student planning (PLAN creation on SENTRAL), Individual Education Plan (IEP), Individual Behaviour Support Plan, Student Tailored Risk Management Plan</li> <li>- Referral to Wellbeing programs</li> <li>- Referral to APLAS</li> <li>- Referral to Team Around The School / Behaviour Specialist Team</li> <li>- Liaison with Singleton Youth Centre, Sista Speak, Bro Speak, Ungooroo staff and services, Aboriginal Education Officer</li> </ul>	<p><b>Learning and Support Team</b></p>

CARE CONTINUUM	INTERVENTION	DETAILS	AUDIENCE
TARGETED INTERVENTION			
	<p><b>SCHOOL / EXTERNAL WELLBEING PROGRAMS</b></p>	<p>The school has developed a range of programs to mentor, guide and build the capacity of students to manage and regulate their behaviour and wellbeing. Examples of these programs include:</p> <ul style="list-style-type: none"> <li>✓ Meeting Place (cultural activities at break times with Aboriginal class teacher)</li> <li>✓ Activities Space – including social skills and Didgeridoo cultural groups with our Aboriginal SLSO</li> <li>✓ External presentations, such as Sista Speak, BroSpeak, NSW Youth Liaison Officer</li> <li>✓ Student mediation and social and emotional skill capacity building.</li> </ul>	<p><b>Students/APs/ DP/Principal</b></p>
	<p><b>EXTERNAL AGENCY AND CONTACT SUPPORT</b></p>	<p>The <b>Learning and Support Team</b> plays an active role in linking students and families to services and agencies that with education professionals, form a layered support around the student. The school wellbeing staff liaises regularly with medical professionals and health agencies, government services and community organisations to facilitate this essential partnership.</p>	<p><b>LST/ DP Principal</b></p>

**EXECUTIVE  
TEACHER  
INTERVENTIONS**

**Executive staff support student behaviour and educational progress. They ensure proactive interventions are utilised responsively. Assistant Principals:**

- ✓ Support teachers to implement preventative behaviour strategies and support
- ✓ Communicate with parents/carers on a regular basis regarding behaviour
- ✓ Encourage referral to the learning and support team for support
- ✓ Provide professional learning and behaviour support interventions to provide a wholistic educational experience that is inclusive of DoE wellbeing and Schools Excellence Frameworks.
- ✓ Implement classroom and playground monitoring plans
- ✓ Initiate and support teachers conducting behaviour support plan meetings and interviews
- ✓ Referral to the Anti-Racism Contact Officer
- ✓ Triage minor and major incidents and logging follow up actions on Sentral and communicate with classroom teachers
- ✓ Complete restorative practices, no blame conferencing and refer students to structured play and reflection room
- ✓ Initiate the need for an Individual Behaviour Support Plan and Student-Tailored Risk Management Plan to support a student
- ✓ Communicate with AP/DP/Principal when behaviours escalate (Persistent occasions of the same behaviour within a reasonable timeframe)

**Assistant  
Principals**

## TIER III – INDIVIDUAL INTERVENTIONS

**FEW  
STUDENTS**

CARE CONTINUUM	INTERVENTION	DETAILS	AUDIENCE
INDIVIDUAL INTERVENTION	<b>ATTENDANCE ADMINISTRATION</b>	<ul style="list-style-type: none"> <li>✓ Student attendance is NSW public schools <b>is mandatory for all children under the age of 17</b>. The school utilises a variety of strategies, programs, and procedures to encourage and support strong student attendance.</li> <li>✓ It is the <b>responsibility of the parent/caregiver</b> to ensure that their child attends school each day unless reasonably excused and must notify the school of the absence within seven school days. Some interventions may include:               <ul style="list-style-type: none"> <li>- Incentive Initiatives</li> <li>- Support from SLSO/Aboriginal SLSO</li> <li>- Daily attendance SMS</li> <li>- 2-day absence call</li> <li>- Deputy Principal involvement</li> <li>- Unexplained whole day/partial Absence letters sent home when needed each week</li> <li>- Monitoring cards and short-term incentives</li> <li>- Attendance Concern letters sent home</li> <li>- Attendance meetings with class teacher and parent/carer</li> <li>- Outside services engaged</li> <li>- Welfare checks or MRG reports</li> <li>- Home School Liaison Officer (HSLO) caseload</li> </ul> </li> <li>✓ From time to time, a student may be unable to attend school for a <b>medical /mental health or cultural reason</b> and require individualised intervention that may include:               <ul style="list-style-type: none"> <li>- Attendance administration parent/caregiver contact, meetings and interviews</li> <li>- <b>Part-Day Exemption</b> (up to 5 weeks) and <b>Exemption</b> from school attendance (up to 100 days)</li> </ul> </li> </ul>	<p><b>Parents/ caregivers</b></p> <p><b>Class Teachers</b></p> <p><b>Senior Executive</b></p> <p><b>Learning and Support Team</b></p>

## TIER III – INDIVIDUAL INTERVENTIONS Continued

**FEW  
STUDENTS**

**BEHAVIOUR,  
LEARNING AND  
SUPPORT**

**AP's/Deputy Principal/Principal will support student education and behaviour progress. They may:**

- ✓ Support teachers to triage behaviour concerns inclusive of the DoE Premiers Priorities, Student Behaviour Policy and School Excellence Frameworks.
- ✓ Implement behaviour monitoring
- ✓ Implement restorative conversations (structured play, interviews, mediations and student agreements)
- ✓ Contact parents/carers for support with a student's behaviour which may include:
  - A courtesy call regarding unsettled behaviour being exhibited by a student (information only call)
  - An additional phone call regarding management of behaviour with an option for parent to attend school site to assist with their child's behaviour.

NOTE: Parents will not be called and asked to collect their child due to their behaviour unless their behaviour is in relation to a suspension. Parents may choose to take their child home at their own discretion as a way of supporting their child's behaviour. This will be recorded as an explained partial absence.

- ✓ Liaise with Learning and Support Team
- ✓ Communicate with Services to ensure Child safety is paramount (MRG-E Reports, Child Wellbeing Unit, Police etc)
- ✓ Referral to
- ✓ Initiate AP/DP Letters, Formal Cautions and Suspensions in line with DoE policies.
- ✓ Referral to external agencies
- ✓ Communicate with Learning and Wellbeing Officer at District Office and Director of Educational Leadership

**Executive**

## PROMOTING AND REINFORCING POSITIVE STUDENT BEHAVIOUR AND SCHOOL-WIDE EXPECTATIONS

Singleton Heights Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. 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 teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks, improve social, emotional, behavioural and academic outcomes for children and young people.

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
<p>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.</p>	<p>1. Refer to school-wide PBL expectations and/or emotional regulation visuals and/or supports (see below) so that the student can self-regulate.</p>	<p>1. Contact DP/Principal to seek help from Senior Executive straight away if there is a risk. Otherwise notify student's Stage Assistant Principal.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>2. CT/Executive 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.</p>
<p>3. Tangible reinforcers include those that are:</p> <ul style="list-style-type: none"> <li>• free and frequent</li> <li>• moderate and intermittent</li> <li>• significant and infrequent</li> <li>• Intermittent and infrequent reinforcers are recorded on Sentral Wellbeing-Behaviour system.</li> </ul>	<p>3. Use direct responses e.g. rule reminder, re-teach, provide choice, student able to use reset spaces, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.</p>	<p>3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Sentral Wellbeing -behaviour system and contact parent/carer by phone. Principal/DP/AP may consider further action e.g., AP/DP letter, formal caution or suspension.</p>
<p>4. Social emotional learning lessons are taught (PBL) weekly.</p>	<p>4. Teacher records on Sentral Wellbeing-Behaviour system during the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.</p>	<p>4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a Individual Behaviour Support Plan and Student-Tailored Risk Management Plan.</p>
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
<p>Teacher contact through phone calls home or face to face conversations are used to communicate student effort to meet expectations. Recognition awards e.g Mari tickets/Mari certificates/PBL Star Awards given to students for positive individual and class behaviour.</p>	<p>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.</p>	<p>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.</p>

## **High Expectations for student behaviour**

***Singleton Heights PS Students will maintain High Expectations for student behaviour by:***

- ❖ Understanding what is expected of them in school and in the classroom.
- ❖ Participating in and benefitting from learning activities to build their social, emotional, cultural, relationship and behaviour management and self-regulation skills.
- ❖ Learning in a safe and respectful environment; making a positive contribution to that environment.
- ❖ Being protected from bullying and discrimination.
- ❖ Knowing where they can go to for help.
- ❖ Feeling empowered to use their voice and know that it is heard and respected.
- ❖ Being confident their teacher is clear about what students need to do to improve in and outside of the classroom, how they know what great work looks like and that teachers give students clear feedback to help stretch their thinking.

***Singleton Heights PS Staff will establish High Expectations for student behaviour by:***

- ❖ Encouraging students to take responsibility for their own learning and behaviour.
- ❖ Supporting and promoting positive and respectful student behaviour through an evidence-informed positive behaviour support approach across the Care Continuum.
- ❖ Safely including students so they can engage positively in learning and have respectful relationships with other students and staff
- ❖ Engaging in respectful relationships with students and parents and carers to model inclusivity for students and reflect appropriate behaviour, mindful of cultural and personal diversity and individual student and family needs.
- ❖ Providing quality learning environments that are inclusive, safe and secure, and minimise disruption, bullying, harassment, discrimination, violence, intimidation and victimisation.
- ❖ Actively seeking and engaging in professional learning that will support positive student behaviour and the implementation of the School Behaviour Support and Management Plan.

***Singleton Heights PS Parents/carers will establish High Expectations for student behaviour by:***

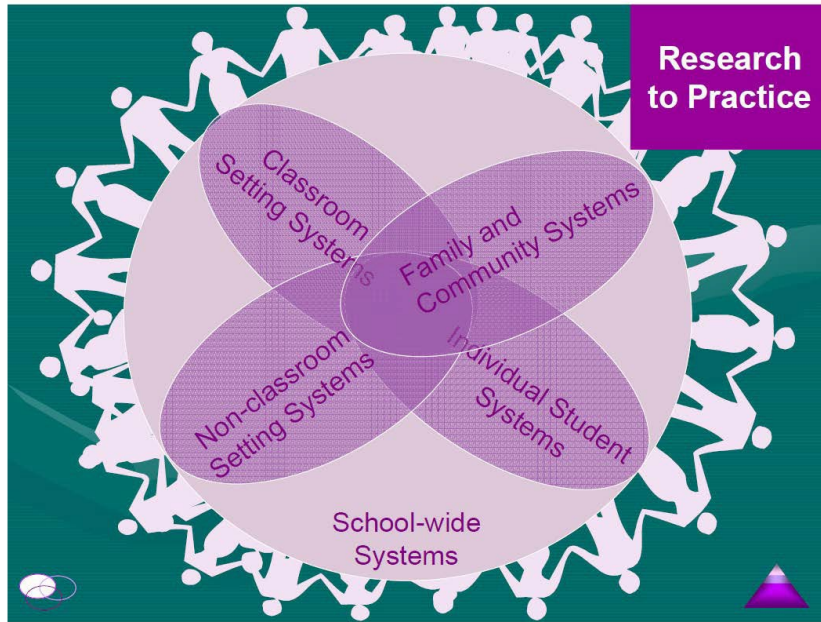
- ❖ Encouraging their child to be able to say what they can do well and what they need to do to improve; to be able to have constructive conversations with staff about their child's behaviour and the behaviour of others.
- ❖ Better access to information, tools and resources through a Parents and Carers hub on the Department's website and strengthened communication with your school.
- ❖ Participating in a safe and respectful school community.
- ❖ Increasingly clear about how they can help their child improve based on a strengthened partnership with their child's school.

**Singleton Heights Public School** has a range of proactive and responsive strategies and approaches to prevent and respond to student behaviours. Our strategies are consistent with departmental policies and procedures. Singleton Heights Public School employs tiered strategies and interventions that support students to learn and practice expected behaviours using explicit teaching and feedback. Our preventative interventions and universal expectations aim to develop safe, engaging and respectful behaviours. The interventions support the following behaviour tiers:

- The Care Continuum can guide the following interventions with an emphasis on prevention.
- Universal Positive Behaviour Strategies (PBL)
- Student Incentives derived from the PBL Team, Student Representative Council and Aboriginal Education Team
- Early interventions for some students.
- Targeted intervention for some students.
- Intensive and individual intervention for few students.

The Whole School matrix incorporates whole school expectations applied across all settings to promote **safe, engaging, and respectful** student behaviour. This strategy utilises elements of the evidence-based Positive Behaviour for Learning framework with effective visual reminders and universal school language. The explicit teaching of behavioural expectations **Respect, Responsibility and Excellence** are delivered to students during their weekly wellbeing lesson and are reinforced by staff in alignment with the Student Behaviour Code. Our expectations are adapted to suit specific locations within the school, such as the **classroom, playground, and cola settings**. These expectations form a key component of the **school Behaviour Support and Management Plan** Tier I level that is aligned with the DoE Continuum of Care. At Singleton Heights Public School we use a research-based approach to student behaviour management. This approach is called Positive Behaviour for Learning (PBL). PBL ensures a consistent and equitable approach to behaviour management and encourages positive behaviour in all areas of school life. PBL provides students and staff at Singleton Heights Public School with a set of 'values' which underpin a positive and proactive system for defining, teaching and supporting appropriate student behaviours. Singleton Heights Public School's values are **Respect, Responsibility and Excellence**. These values are supported by clearly defined 'expectations. Expectations replace 'rules'. Expectations are applied across all school environments. Through explicit instruction and teaching of these expectations, students gain a thorough understanding of the behaviours they should display in each environment. Our values and expectations provide a consistent and fair approach to behaviour management for students and staff. Students who adhere to expectations will be rewarded regularly and acknowledged through our school merit system and positive incentives in the classroom and playground. Students whose behaviour does not meet expectations will be encouraged to reflect on their behaviour and support to establish strategies to assist students and prepare them to live rewarding lives as engaged citizens. Students will use the school values to underpin their reflection and modify their behaviour.

At Singleton Heights Public School we acknowledge that students come to school with a wide variety of individual differences, abilities, and special needs. These are considered when implementing our behaviour.



# Positive Reward Systems

At Singleton Heights Public School the recognition of student achievement is an integral part of our Student Behaviour Support

## Outcomes for Students

Students will:

- ✓ be respected and supported in all aspects of their schooling.
- ✓ feel that their efforts are appreciated.
- ✓ develop a positive self-esteem.
- ✓ feel valued.
- ✓ make responsible choices.
- ✓ accept the consequences of their behaviour.

## Mari Tickets

Green Mari Tickets can be handed out in the classroom and white Mari Raffle tickets can be handed out in the playground by ALL staff, including SLSO's, admin, canteen, and visiting staff for students showing Respect, Responsibility and Excellence. Students write their name and class on the ticket and place it in their designated Stage PBL mailbox. There is a draw each Monday where students' tickets are drawn out and they choose a prize from the PBL prize box.

Students can also receive golden PBL tickets for displaying Respect, Responsibility and Excellence in the community. These tickets are handed out at the Singleton Heights shopping complex on Blaxland Ave. Students write their name and class and place them in the box in the office. These tickets are drawn out once a term for a prize.

Mari Poster for Class



Mari Playground Ticket



Mari Classroom Ticket



Community PBL Ticket



## School Award System

The Award System is an integral part of the Student Welfare program in the school.

Mari Awards need to be highly valued and must be earned rather than readily available. It is designed to complement classroom reinforcement strategies, which may include stickers, stamps, lucky dips, praise etc. It is recommended that behaviour management systems be consistent across the grades.

## The Structure

Mari Awards and Badges will be handed out at Stage assemblies by the Principal or Principal's delegate.

The awards will operate as follows:

*Every 3 Maris = 1 Prize from Principal's Prize Box      6 Maris = Certificate    9 Maris =Certificate    12 Maris = Certificate  
15 Maris = Certificate and Mari Badge and lunch with Principal.*

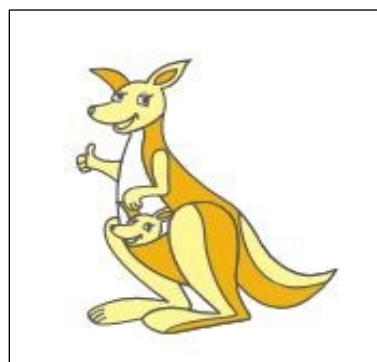
*Students progress from their first Mari badge to then being awarded with Bronze, Silver and Gold Mari Badges with each new collection of 15 Mari Award Certificates.*

Mari Awards will carry over from year to year and be recorded by our Community Liaison Officer. Once recorded, they are signed on the reverse side by the Principal and returned to the student.

A Little Joeys Mari badge is presented to all preschool to Kindergarten who participate in the 10 week Little Joeys Program before they start school.



Mari Certificate



Little Joeys Mari Badge



Mari badges

## School Assemblies

Students who achieve quality results in academic, attendance, sporting or cultural areas are recognised at school or stage assemblies and in the school newsletter.

### Merit Award Procedures

Merit Awards are handed out in the K-2 or Primary assemblies. At the Primary assembly each class gives out three Merit Awards and one Star Award and the Principal gives out two Principal Awards – one for each stage level. In the K-2 assembly each class gives out two Merit Awards and one Star Award and the Principal gives out two Principal Awards – one for each Stage level.



## Student Voice

**Student leadership** and student voice at Singleton Heights Public School is in the form of our Student Representative Council (SRC) and our Aboriginal Education Team. Our Student Representative Council is a group of students consisting of two School Captains and 4 Vice-Captains (6 students), Sports Captains and Sports Vice-Captains (16 students), and Class Representatives (22 students). The SRC are elected by their fellow students to represent all students in the school which meets once a week and works democratically to represent the student body in school decision-making and organise ways for students to participate positively in school life. Student representatives are part of different

committees (including, sport, fundraising, Health and Safety, Extra Curricular and Environment) and advocate for their peers and consult with the School Principal on new school projects and developments.

Our Aboriginal Education Team (AET) is a group of 4 Aboriginal and/or Torres Strait Islander students elected by their fellow Aboriginal and/or Torres Strait Islander students. The leadership team consists of a President, Vice-President, Secretary and Assistant. Through regular meetings, it provides a voice for Aboriginal and Torres Strait Islander students and represents their opinions and perspectives. The AET ensures that Aboriginal culture is embedded, respected and valued at Singleton Heights Public School. In collaboration with the local community, they explore opportunities to strengthen connections between the students in the school and the local Aboriginal community.

We also have our Year 6 students supporting all of our students in the playground through our Term 2 and Term 3 Positive Playground Program. Year 6 students also support our Kindergarten students throughout the whole year with our Kinder Buddies Program.



# Singleton Heights Public School Mascot

*Mari*



Singleton Heights PBL Values Poster



**RESPECT**



**Speak nicely**  
**Be kind to everyone**  
**Care for your environment**

**RESPONSIBILITY**

**Make smart choices**  
**Be ready to learn**  
**Be safe**



**EXCELLENCE**



**Work towards your goals**  
**Try your best**  
**Believe in yourself**



## Singleton Heights Public School – PBL Classroom Settings Matrix



RESPECT	RESPONSIBILITY	EXCELLENCE
Speak nicely	Make smart choices	Work towards your goals
Be kind to everyone	Be ready to learn	Try your best
Care for your environment	Be safe	Believe in yourself

SETTING	RESPECT	RESPONSIBILITY	EXCELLENCE
Bags	Right place Right time	Only open your own bag	Tidy, zipped and in a safe place
Entering the Room	Straight and settled	Hands and feet to self	Listen for instructions
Greeting People	Kind words and voices	How are you?	Use your manners
Teaching Time	Stay on task	Track the speaker	Ready to learn
Working in Groups	Listen to your peers	Contribute equally	Encourage and support
Working Independently	Calm and quiet	Three before me	Have a go
Fast Finishers	Allow others to learn	On task	Check your work
Sitting at Desks	Feel flat on the floor	Equipment ready	Try your best
Asking Questions	Respect the opinions of others	Raise your hand and wait your turn	Stay on topic

SETTING	RESPECT	RESPONSIBILITY	EXCELLENCE
Class Discussions	Respect the opinions of others	Actively listen Find the gap	Encourage others to have a go
Sitting on the Floor	Show SLs	Allow others to learn	Focused, ready to learn
Equipment	Care for equipment	Use safely and calmly	Use it properly
Transitions	Safe and settled	Quickly and calmly	Ready to learn
Reflection Spaces	Right place, right time	Own your actions	Try your best
Leaving and Entering Rooms	Safe and settled	Quickly, calmly and quietly	Use your manners
PE and Sport	Teamwork	Use equipment correctly	Have a go Encourage others
Visitors to Classroom	Use your manners	Keep working hard	Be helpful
End of Day Routine	Walk respectfully	Tidy spaces	What went well? (WWW)



## Singleton Heights Public School – PBL Playground Settings Matrix



RESPECT	RESPONSIBILITY	EXCELLENCE
Speak nicely	Make smart choices	Work towards your goals
Be kind to everyone	Be ready to learn	Try your best
Care for your environment	Be safe	Believe in yourself

SETTING	RESPECT	RESPONSIBILITY	EXCELLENCE
Assembly Behaviour	Track the speaker	Move safely and quietly	Engaged and encouraging
Moving around the school	Move quietly Walk on hard surfaces	Follow teacher instructions Be considerate of others	Right place, right time
Toilet Behaviour	Respect privacy	Use, wash, leave	Keep toilet area tidy
Canteen Behaviour	Use your manners Keep it clean	Line up quietly Be organised	Polite and positive
Using the stairs	Walk on the left Move quietly	Consider others	Right place, right time
Handball Court	Share equipment Takes turns	Look after your equipment	Fair and friendly
Office area	Use your manners	Line up quietly and be organised	Be polite and positive
Playground Indoor Spaces	Speaking quietly Share equipment	Leave area tidy Move and sit safely	Fair and friendly

## Singleton Heights PBL Values Pamphlet

### PBL Lessons

Each week students engage in PBL focuses where they learn more about our expectations, character strengths, growth mindset and belonging. PBL lessons are provided to teachers, where students work through scenarios and role play examples of how to be respectful, responsible and strive for excellence at S.H.P.S.

### PBL Signs

Around the school you will notice our PBL signs that display our school's values and expectations. These are a great tool to use with students and allow them to reflect on their behaviour, whilst using consistent language.

### School Vision

At S.H.P.S our school's vision statement is:

**POSITIVE RELATIONSHIPS  
HIGH EXPECTATIONS  
AUTHENTIC LEARNING**

Our PBL values link with our school vision to ensure that all students are valued and provided with a quality learning environment.



### PBL Tickets

Students can receive white PBL tickets in the playground and also green PBL tickets in the classroom if they are displaying our school's values of:

#### **Respect, Responsibility and Excellence.**

Students write their name and class on the ticket and place it in their designated mailbox. There is a draw each Monday where students' tickets are drawn out and they choose a prize from the PBL prize box.

All tickets are placed in the PBL prize tub. When the tub is full, there is a whole school reward. This reward is voted on by the students.

Students can also receive golden PBL tickets for displaying Respect, Responsibility and Excellence in the community. These tickets are handed out at the Singleton Heights shopping complex on Blaxland Ave. Students write their name and class and place them in the box in the office. These tickets are drawn out once a term for a prize.

### PBL Bingo

Each term, the school plays a whole school game of PBL Bingo. Each class has a bingo card and listens to the school values being called out over the intercom system. This is a great way for students to increase their knowledge of our school values.

### PBL Rewards Day

Towards the end of each term, the school holds a PBL Rewards Day. This is for students who have consistently displayed our school values all term. Students participate in the rotation-style activities for one session of the day.



# PBL Positive Behaviour for Learning at S.H.P.S



**RESPECT RESPONSIBILITY EXCELLENCE**

# WELCOME TO SINGLETON HEIGHTS PUBLIC SCHOOL

Singleton Heights Public School (S.H.P.S) proudly embraces the Positive Behaviour for Learning (PBL) framework.

Our school has three core values of:

## Respect, Responsibility and Excellence.

These values apply to all members of the school community including students, staff, parents and guests.

Within our core values, there are three 'expectations'.

These provide a common language for all students, staff, parents and guests and allows everyone to understand what is expected at S.H.P.S. The images on the next page outline the values and expectations at S.H.P.S.

## Mari

This is our school PBL mascot, Mari.



Mari was chosen after a school-wide voting process in 2016. The name Mari came from the Indigenous word meaning kangaroo.

## RESPECT

Speak nicely

Be kind to everyone

Care for your environment



## RESPONSIBILITY

Make smart choices

Be ready to learn

Be safe



## EXCELLENCE

Work towards your goals

Try your best

Believe in yourself



## Mari Awards

Each day a Mari Award is given out to one student in each class who has shown **Respect, Responsibility and Excellence**. This is taken home by the student to show their family members. Students collect these Mari Awards using their PBL magnetic clip and can see the Principal when they have 3, 6, 9, 12 and 15 Mari Awards as seen in the table below.

Number of Mari Awards	Reward
3	1 prize from the Principal
6	Small certificate on assembly + prize
9	Small certificate on assembly + prize
12	Large certificate on assembly + prize
15	Large certificate on assembly + Mari badge and a special pizza lunch with the Principal.

Mari awards continue to accumulate. After the first badge is received, students can continue to work towards a bronze, silver and gold badge, ending with attaining a Mari Medallion.

## Assembly Awards

As a part of our awards at assembly, students can receive a PBL 'Star Award'. This is given to one person from each class to acknowledge a student who has displayed the school values.



# Singleton Heights Public School – PBL Weekly Lessons

## Scope and Sequence



Term 1	Term 2	Term 3	Term 4
<p><b>W1:</b> Values at SHPS/Award Systems</p> <p><b>W2:</b> Coming back to School/Making Friends</p> <p><b>W3:</b> PBL in the Community/Belonging</p> <p><b>W4:</b> Teamwork</p> <p><b>W5:</b> Kindness Week</p> <p><b>W6:</b> Character Strengths Overview</p> <p><b>W7:</b> Being Respectful in the classroom and playground</p> <p><b>W8:</b> Resilience</p> <p><b>W9:</b> Growth Mindset – The Power of Yet</p> <p><b>W10:</b> Taking Responsibility</p>	<p><b>W1:</b> Responsibility in the class and playground</p> <p><b>W2:</b> How can we use our strengths?</p> <p><b>W3:</b> Identifying Emotions</p> <p><b>W4:</b> Social Intelligence</p> <p><b>W5:</b> Kindness Week</p> <p><b>W6:</b> Perspective and Judgement</p> <p><b>W7:</b> Resilience</p> <p><b>W8:</b> Excellence in the classroom and playground</p> <p><b>W9:</b> Belonging</p> <p><b>W10:</b> Areas in our school</p>	<p><b>W1:</b> Love of learning</p> <p><b>W2:</b> Coping at school</p> <p><b>W3:</b> 3Ps coping</p> <p><b>W4:</b> ANTs into PETs</p> <p><b>W5:</b> Kindness Week</p> <p><b>W6:</b> Emotions Thermometer</p> <p><b>W7:</b> Catastrophe Scale</p> <p><b>W8:</b> Supporting others</p> <p><b>W9:</b> Seeking help and calling out</p> <p><b>W10:</b> Striving for excellence</p>	<p><b>W1:</b> Being Kind to everyone</p> <p><b>W2:</b> Growth Mindset – The Magic of Mistakes</p> <p><b>W3:</b> What is resilience?</p> <p><b>W4:</b> Body Signals (de-escalating)</p> <p><b>W5:</b> Kindness Week</p> <p><b>W6:</b> How can we be resilient?</p> <p><b>W7:</b> Self-regulation</p> <p><b>W8:</b> Friendships grow and change</p> <p><b>W9:</b> Creativity and Appreciation of Beauty</p>

**Whole School Events and Systems**


Infants Strengths Carnival, Primary Strengths Carnival, Mothers’ Day, Fathers’ Day, PBL Ticket Tub rewards, PBL Rewards and Bingo, classroom tickets (green), playground tickets (white), community tickets (gold), Mari awards, Mari badges.

# Examples of some PBL Focus Lesson Powerpoint Slides

**At Singleton Heights Public School, our values are...**



**Respect**

**Responsibility**

**Excellence** 

I wonder what those words mean?



Hi, my name is Mari! I can help you out.

**Respect**

Which of the pictures below show respect?

Respect means that you act in a way that shows you care about other people and their feelings.





**How can you show respect at school?**

Some ways you can show respect include:

- Speaking nicely to others
- Listening to your teachers and friends
- Using your 5Ls
- Care for the environment
- Moving quietly around the school



I listen to lots of students and teachers. Tell me how you show respect at school.



**Responsibility**

Which of the pictures below show responsibility?

Responsibility means making good choices and taking ownership for your actions.





**How can you show responsibility at school?**

Some ways you can show responsibility include:

- Making smart choices
- Lining up for class quietly
- Be ready to learn
- Follow teachers' instructions
- Having my equipment ready

I walk on the concrete and only hop on the grass. Tell me how you show responsibility.



**Excellence**

Which of the pictures below show excellence?

Showing excellence means trying your best and working hard.

Yes please!

Be Kind

No, thanks!





**How can you show excellence at school?**

Some ways you can show excellence include:

- Trying your best
- Being fair and friendly
- Encouraging others
- Being kind to others
- Believe in yourself

I make sure that I'm polite and positive. Tell me how you show excellence at school.





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

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.

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. See Appendix 1.

**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 are used by all staff. These include:

Classroom	Non-classroom setting
rule reminder	rule reminder
re-direct	re-direct
offer choice	offer choice
error correction	error correction
prompts	prompts
reteach	reteach
seat change	play or playground re-direction
stay in at break to discuss/ complete work	walk with teacher
conference	structured play
reflection and restorative practices	reflection and restorative practices
communication with parent/carer.	communication with parent/carer.

At Singleton Heights Public School, we are committed to providing an engaging, safe and respectful learning environment for everyone. We teach and model the behaviours we value in our students. We take strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning. Our Behaviour Support and Management Plan has strong and explicit links to the Department of Education Behaviour code for students, School Community Charter and Anti-Bullying Plan.

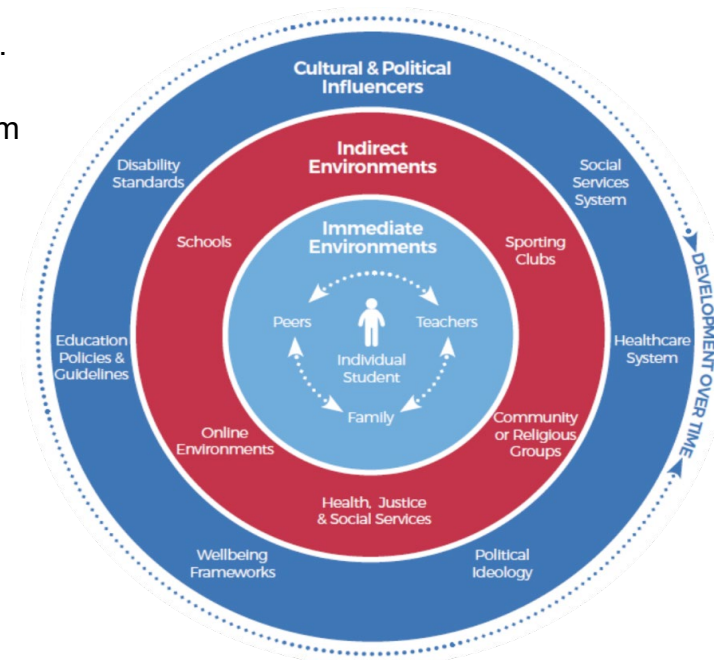
Essential elements of **procedural fairness** include an **individual's right** to be heard and to a fair and impartial decision, which also includes the right to:

- Know why the action is happening.
- Know how issues and decisions will be determined.
- Know the allegations in the matter and any other information the decision maker considers.
- Respond to any allegations made against an individual.
- Appeal the decision to suspend or expel and be informed of their right to do so.
- Impartiality and an absence of bias in the investigation and decision-making processes.

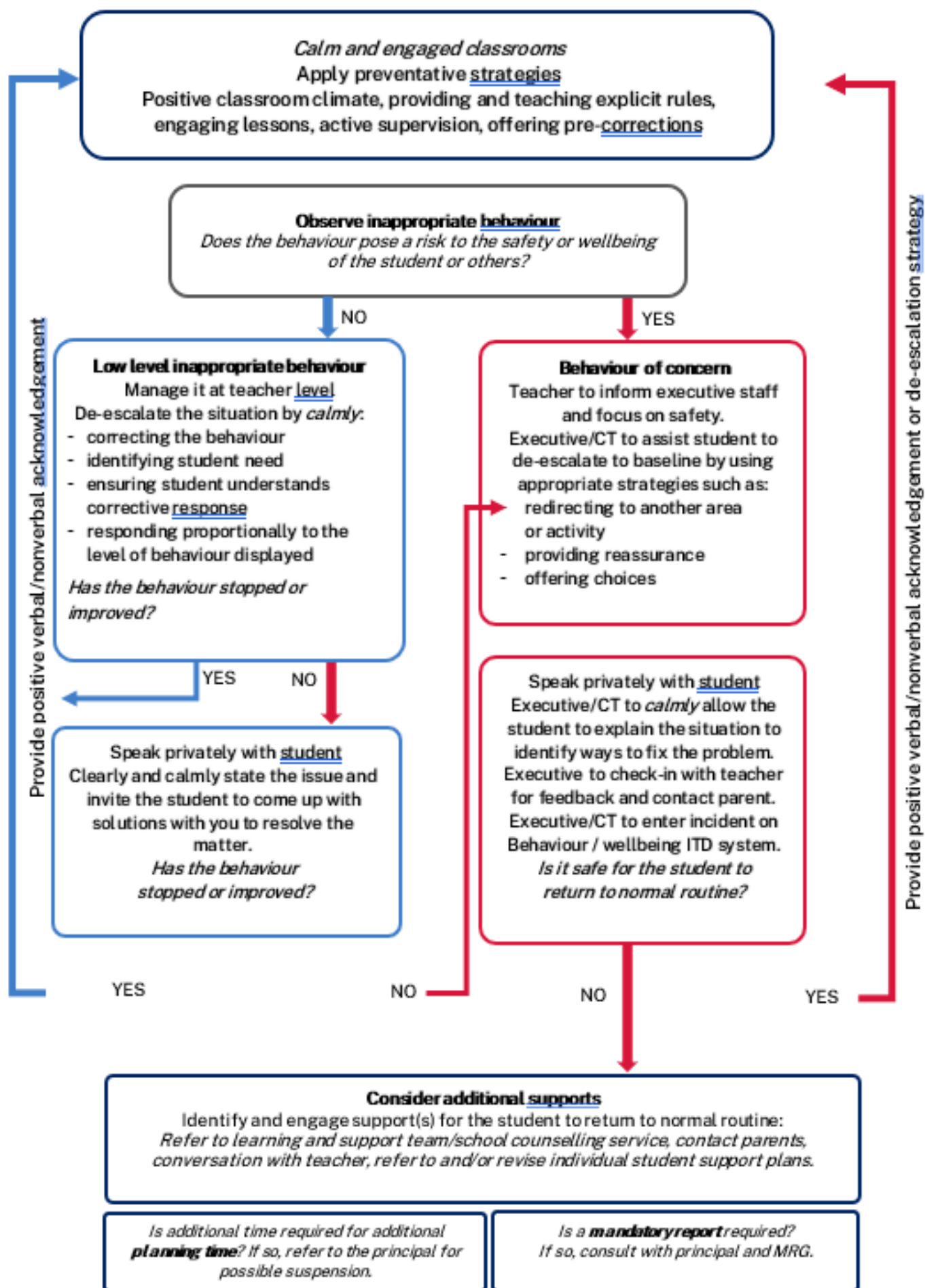
**Effective planning for behaviour support** is undertaken through Learning and Support Team Meetings.

A student's immediate environment, indirect environment and cultural and political influence provide a lens with which our team can:

- **Identify** - The issue and cause.
- **Assess** - Gather evidence and function of the behaviour.
- **Plan** - develop strategies to support the desired behaviour.
- **Implement** - Ensure consistent implementation of staff.
- **Monitor** - regularly review implementation of the plan.
- **Evaluate** - Analyse data and the monitoring review.



## Behaviour Management Flowchart



# Respect, Responsibility & Excellence in the Classroom

Green	Minor	Major	Complex
<ul style="list-style-type: none"> <li>▪ Following class rules</li> <li>▪ Using 5L's</li> <li>▪ Friendly to others</li> <li>▪ Completing all tasks</li> <li>▪ Using manners</li> <li>▪ Being organised</li> <li>▪ Speaking politely</li> <li>▪ Looking after belongings</li> <li>▪ Following instructions</li> <li>▪ Kind to everyone</li> <li>▪ Active listening</li> <li>▪ Tolerant of others</li> <li>▪ Being a responsible learner</li> <li>▪ Striving for excellence across all KLA's</li> </ul>	<ul style="list-style-type: none"> <li>▪ Non-compliance</li> <li>▪ Absconding</li> <li>▪ Misuse of school/personal equipment</li> <li>▪ Disrupting others/inciting problems</li> <li>▪ Inappropriate language</li> <li>▪ Late to lines</li> <li>▪ Repeated inappropriate dress (out of uniform e.g. caps, hoodies)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continual defiance/disruption</li> <li>▪ Repeated absconding from class</li> <li>▪ Repeated misuse of school/personal equipment</li> <li>▪ Aggressive behaviour</li> <li>▪ Verbal abuse directed at teacher/<u>student</u></li> <li>▪ Inappropriate use of technology/devices e.g. mobile phones</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consistent misbehaviour</li> <li>▪ Absconding from school grounds</li> <li>▪ Persistent misuse of personal/school property/technology/devices</li> <li>▪ Physical violence</li> <li>▪ Possession of prohibited devices and substances</li> <li>▪ Theft</li> <li>▪ Serious behaviours of concern (including bullying)</li> </ul>
Options for Rewards:	Options for: Teachers	Options for: Teacher/AP/DP/P	Options for: Teacher/AP/DP/P
<ul style="list-style-type: none"> <li>▪ Teacher reward systems</li> <li>▪ PBL green tickets</li> <li>▪ Mari Award</li> <li>▪ STAR Award</li> <li>▪ PBL Rewards Session once a term</li> <li>▪ PBL Bingo</li> <li>▪ Pizza Lunch with Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom teacher manages minor incidents and enters incident in Sentral Wellbeing (same as written on referral card)</li> <li>• Redirect to class <u>expectations</u></li> <li>• Student sent to Reset Class (Reset Kit can be used)</li> <li>• Phone call home</li> </ul>	<ul style="list-style-type: none"> <li>▪ Classroom teacher notifies Stage AP and AP supports with <u>incident</u></li> <li>▪ Phone call home</li> <li>▪ Reflection Room (AP Approval)</li> <li>▪ AP or DP Letter sent <u>home</u></li> </ul>	<p><b>Walkie Talkies or Phone for Support</b></p> <ul style="list-style-type: none"> <li>▪ Teacher/AP contacts DP/Principal for support with incident</li> <li>▪ AP/DP/Principal enters incident in <u>Sentral</u></li> <li>▪ AP or DP Letter sent <u>home</u></li> </ul>

# Respect, Responsibility & Excellence in the Playground

Green	Minor	Major	Complex
<ul style="list-style-type: none"> <li>• Be kind to everyone</li> <li>• Follow school rules</li> <li>• Safe behaviour</li> <li>• Walk away from a problem and get help from a teacher</li> <li>• Respect staff, peers and visitors</li> <li>• Support others</li> <li>• Look after school property</li> <li>• Follow directions from teachers</li> <li>• Encourage others to do the right thing</li> <li>• Being honest</li> <li>• Stay in the correct play areas</li> </ul>	<ul style="list-style-type: none"> <li>• Non-compliance</li> <li>• Out of bounds</li> <li>• Inappropriate language</li> <li>• Inappropriate physical contact e.g. poking</li> <li>• Misuse of school equipment</li> <li>• Inciting problems</li> </ul>	<ul style="list-style-type: none"> <li>• Defiance</li> <li>• Out of bounds (repeatedly)</li> <li>• Verbal abuse/threats</li> <li>• Aggressive behaviour</li> <li>• Property damage</li> <li>• Inciting problems repeatedly with others</li> <li>• Theft</li> <li>• Harassment -verbal or gestural (including racism or discrimination)</li> </ul>	<ul style="list-style-type: none"> <li>• Absconding from school grounds</li> <li>• Abusive language/threats to other students/staff</li> <li>• Physical violence towards students/staff</li> <li>• Vandalism – intentionally damaging school property repeatedly</li> <li>• Possession of prohibited devices and substances</li> <li>• Serious behaviours of concern (including bullying)</li> </ul>
Options for Rewards:	Options for: Teachers	Options for: Teacher/AP/DP/P	Options for: Teacher/AP/DP/P
<ul style="list-style-type: none"> <li>• PBL Rewards Session once a term</li> <li>• PBL white tickets</li> <li>• Positive Playground Program</li> <li>• Structured Round Robin Sport Competitions</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher on duty manages minor incidents with immediate follow up and consequences e.g. walk and talk</li> <li>• Phone call home</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher on duty refers incident to Stage AP of student/students <u>involved</u></li> <li>• AP supports with incident and enters incident in <u>Sentral</u></li> <li>• Phone call home (where applicable or as directed by AP)</li> <li>• Reflection Room (AP Approval)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher/AP on duty contacts DP/Principal to support with <u>incident</u></li> <li>• AP/DP/Principal enters incident in Sentral</li> <li>• Phone call home from AP/DP/Principal</li> </ul> <p><b>Call for support with Walkie Talkie stating “Complex behaviour support needed in Area __”</b></p>

## SHPS Behaviour Referral Procedures - Classroom

<b>CLASSROOM</b>		<b>SHPS Behaviour Referral</b>	
<b>Name:</b>		<b>Class:</b>	
<b>Date:</b>		<b>Where:</b>	
<b>When:</b> Session Time: Morning / Middle/ Afternoon		<b>Area:</b> In class/Tech Room/Library/Hall/Sport/Toilets	
<b>Classroom Behaviours</b>		<b>Outcomes (tick at least one option)</b>	
<b>Minor Classroom Incidents: Please tick one only</b> <input type="checkbox"/> Non-compliance <input type="checkbox"/> Absconding <input type="checkbox"/> Misuse of school/personal equipment <input type="checkbox"/> Disrupting others/inciting problems <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Late to lines <input type="checkbox"/> Repeated Inappropriate dress (out of uniform e.g. caps, hoodies)		<input type="checkbox"/> Classroom teacher manages minor incidents and enters incident in Sentral Wellbeing (same as written on referral card) <input type="checkbox"/> Redirect to class expectations <input type="checkbox"/> Student sent to Buddy Class (can use Reset Kit) <input type="checkbox"/> Phone call home	
<b>Major Classroom Incidents: Please tick one only</b> <input type="checkbox"/> Continual defiance/disruption <input type="checkbox"/> Repeated absconding from class <input type="checkbox"/> Repeated misuse of school/personal equipment <input type="checkbox"/> Aggressive behaviour <input type="checkbox"/> Verbal abuse directed at teacher/student <input type="checkbox"/> Inappropriate use of technology/devices e.g. mobile phones		<input type="checkbox"/> Classroom teacher notifies Stage AP and AP supports with incident <input type="checkbox"/> Phone call home <input type="checkbox"/> Reflection Room (AP Approval) <input type="checkbox"/> AP or DP letter sent home	
<b>Complex Classroom Incidents: Please tick one only</b> <input type="checkbox"/> Consistent misbehaviour - previous AP intervention <input type="checkbox"/> Absconding from school grounds <input type="checkbox"/> Persistent misuse of personal/school property/technology/devices <input type="checkbox"/> Physical violence <input type="checkbox"/> Possession of prohibited devices and substances <input type="checkbox"/> Theft <input type="checkbox"/> Serious behaviours of concern (including bullying)		<input type="checkbox"/> Teacher/AP contacts DP/Principal for support with incident <input type="checkbox"/> DP/Principal enters incident in Sentral <input type="checkbox"/> AP or DP letter sent home	
<b>Teacher Comment: (Please include triggers, behaviours witnessed and follow up actions)</b>			
<b>Witness/es:</b>		<b>Teacher:</b>	

## SHPS Behaviour Referral Procedures - playground

<b>PLAYGROUND</b>		<b>SHPS Behaviour Referral</b>	
<b>Name:</b>		<b>Class:</b>	
<b>When:</b> Session Time: Before School/ Break 1 / Break 1 Eating Time / Break 2 / Break 2 Eating Time / After School / Bus Lines / On the bus		<b>Date:</b>	
<b>Where:</b> Area: A / B / C / D / E / Canteen / Stage 2 Area / Stage 3 Area / Tech Room / Library / Hall / Toilets/		<b>Where:</b>	
<b>Playground Behaviours</b>		<b>Outcomes (tick at least one option)</b>	
<b>Minor Playground Incidents: Please tick one only</b> <input type="checkbox"/> Non-compliance <input type="checkbox"/> Out of bounds <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Inappropriate physical contact <input type="checkbox"/> Misuse of school equipment <input type="checkbox"/> Inciting problems		<input type="checkbox"/> Teacher on duty manages minor incidents with immediate follow up and consequences e.g. walk and talk <input type="checkbox"/> Phone call home	
<b>Major Playground Incidents: Please tick one only</b> <input type="checkbox"/> Defiance <input type="checkbox"/> Out of bounds (repeatedly) <input type="checkbox"/> Verbal abuse/threats <input type="checkbox"/> Aggressive behaviour <input type="checkbox"/> Property damage <input type="checkbox"/> Inciting problems repeatedly with others <input type="checkbox"/> Theft <input type="checkbox"/> Harassment – verbal or gestural (including racism or discrimination)		<input type="checkbox"/> Teacher on duty refers incident to Stage AP of student/students involved <input type="checkbox"/> AP supports with incident and enters incident in Sentral <input type="checkbox"/> Phone call home (where applicable or as directed by AP) <input type="checkbox"/> Reflection Room (AP Approval) <input type="checkbox"/> AP or DP letter sent home	
<b>Complex Playground Incidents: Please tick one only</b> <input type="checkbox"/> Absconding from school grounds <input type="checkbox"/> Abusive language/ threats to other students/staff <input type="checkbox"/> Physical violence towards students/staff <input type="checkbox"/> Vandalism - intentionally damaging school property repeatedly <input type="checkbox"/> Possession of prohibited devices and substances <input type="checkbox"/> Serious behaviours of concern (including bullying)		<input type="checkbox"/> Teacher/AP on duty contacts DP/Principal to support with incident. <input type="checkbox"/> AP/DP/Principal enters incident in Sentral <input type="checkbox"/> Phone call home from AP/DP/Principal <input type="checkbox"/> AP or DP letter sent home	
<b>Teacher Comment: (Please include triggers, behaviours witnessed and follow up actions)</b>			
<b>Witness/es:</b>		<b>Teacher:</b>	

# **ANTI-BULLYING PLAN**

## **What Is Bullying?**

Bullying has three key features. It:

- involves a misuse of power in a relationship
- is ongoing and repeated, and
- involves behaviours that can cause harm.

Bullying can also occur online. This is known as cyber - bullying which is using technology such as the internet or mobile devices to bully someone. It can include sending abusive texts and emails, posting hurtful messages and putting inappropriate comments on pictures of others.

Bullying of any kind is not acceptable in NSW schools, whatever the reason. Schools are committed to working with parents, staff and students to prevent bullying and respond quickly and effectively if it does occur.

Our 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. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

## **Outcomes**

- To raise the school community's awareness of bullying.
- To outline the responsibilities of students, parents and staff in reducing bullying.
- To empower students with strategies for resolving conflict in a non threatening way.
- To promote a culture of positive behaviour and citizenship.

As a staff and school community we have a responsibility to take a positive and consistent action to deal effectively with bullying

## **Resources**

The Complete Parent and Carer Guide to Anti-Bullying <https://education.nsw.gov.au/schooling/parents-and-carers/going-to-school/learning-resources/student-support/the-complete-parent-and-carer-guide-to-anti-bullying>

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students.



## School culture and inclusion

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 will actively respond to student bullying behaviour. Our school engages in the following practices to promote a positive school culture.

## ANTI- BULLYING PROGRAMS

Throughout the school year all classes K-6 will discuss bullying and strategies to cope with bullying behaviours. Students will cover a range of topics in the term, exploring different themes including:

**What is bullying?**

**Power in relationships**

**Types of bullying**

**Strategies to cope with bullying**

**Being an Upstander rather than a Bystander so as to deter bullying in the school.**

Teachers will develop lessons based upon class and school need each year. Various resources will be utilized to develop the lesson to develop an understanding of bullying and a shared commitment to eliminating all forms of bullying. The Bullying. No Way! website will be a key point of lesson development.

<https://bullyingnoway.gov.au/>



The Bullying. No Way! website was developed by the Safe and Supportive School Communities (SSSC) Project, which is made up of representatives from all Australian education jurisdictions – all state, territory and federal education departments. Members are working together to create learning environments where every student and school community member is safe, supported, respected, valued – and free from bullying.

Singleton Heights Public School is also committed to establishing a safe and harmonious school environment through our **Positive Behaviour for Learning Program** and the Department of Education **Student Wellbeing** framework. Lessons in these two areas will be ongoing throughout the year as well.

## Student assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Timeframe	Communication topics
Month/Term	Behaviour code for students
Weekly	Positive Behaviour for Learning Focus for the week

## Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

Timeframe	Communication topics and Professional learning
Throughout the year	Teaching and reinforcing respectful relationships
Term 1	Positive Behaviour For Learning Professional Learning
Term 2	Classroom Management Fundamentals
Term 3	Understanding Behaviour Support Learning
Term 4	Trauma Informed Practice for Improved Learning and Wellbeing

## **New and casual staff**

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

- information is provided in a handout to staff when they enter on duty at the school
- the Principal/Deputy Principal speaks to new executive staff when they enter on duty at the school, as part of the induction process.

## **School Website**

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

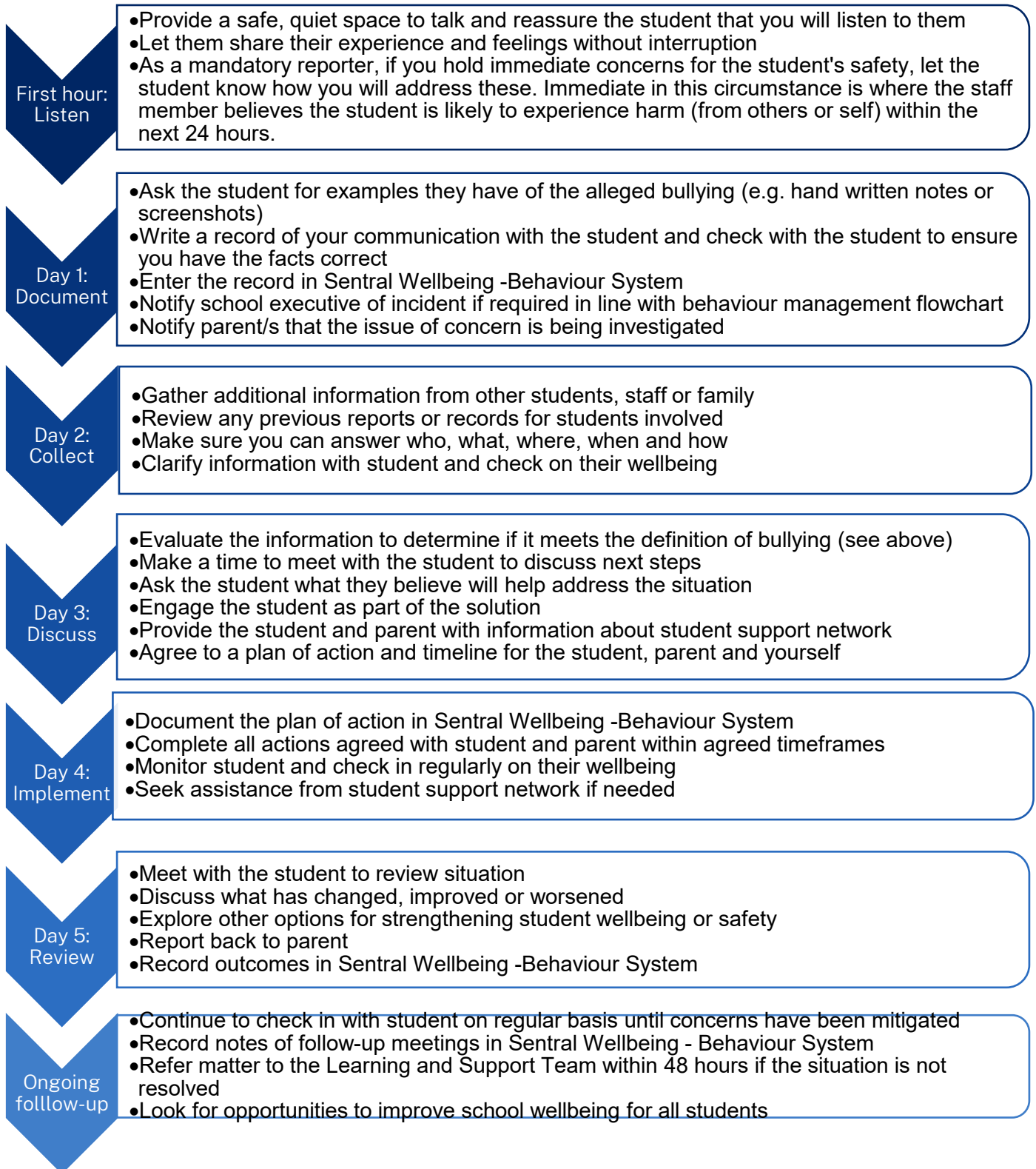
The following are published on our school's website.

✓ NSW Anti-bullying  
website

✓ Behaviour Code for  
Students

# **Bullying Response Flowchart**

The following flowchart explains the actions Singleton Heights Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.



## REFLECTION AND RESTORATIVE PRACTICES

PROGRAM	DETAILS				AUDIENCE
<b>GUIDELINES FOR REFLECTION ROOMS</b>	<ul style="list-style-type: none"> <li>● To ensure the <b>safety and wellbeing of all students and staff</b>, as well as provide <b>an educational environment where all students can achieve and succeed</b>, it is essential that behaviour is managed appropriately. Where students do not respond positively to the standards and expectations of the school, it may be necessary <b>to apply a fair, reasonable and proportionate action</b>.</li> <li>● Structured Play and Reflection Rooms are a planned reset space that involves a single student, or group of students, generally being in a designated area or class. The purpose of these is to support the student to <b>reflect on their behaviour and make positive goals and choices with restorative conversations</b>.</li> <li>● The student is always supervised in the room by at least one adult and the student is not left alone at any time.</li> <li>● Reflection Room practices <b>will not</b> prevent a student from freely leaving the space. <b>Principals</b>, in consultation with the school community, will make informed decisions about the use of the Reflection Room as a response to student behaviour.</li> </ul>				<p><b>Parents and caregivers</b></p> <p><b>All Staff</b></p>
<b>RESTORATIVE CONVERSATIONS/ REFLECTION ROOMS</b>	DETAILS	APPLICATION	DURATION AND GUIDELINES	APPROVED STAFF	<p><b>Students</b></p> <p><b>Parent and caregivers</b></p> <p><b>All Staff</b></p>
	<ul style="list-style-type: none"> <li>● The school utilises <b>restorative interviews in Reflection Rooms or office area</b> to discuss student behaviours of concern.</li> <li>● Restorative interviews are conducted using <b>restorative practices</b> in a calm, supportive manner that:                             <ul style="list-style-type: none"> <li>- Provide a <b>clear focus</b> and an <b>agreed understanding</b> on the behaviour(s) of concern.</li> <li>- <b>Mediate and repair</b> the student / teacher relationship.</li> <li>- Establish <b>attainable behavioural goals</b> for the student.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Restorative conversations will be utilised by approved staff:                             <ul style="list-style-type: none"> <li>- <b>Before school</b> (in negotiation with parent/caregivers).</li> <li>- <b>During breaks</b></li> <li>- During <b>timetabled lessons</b> (non-sport).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Restorative conversations will vary depending on the student, setting, behaviour(s) of concern and context.</li> <li>● Restorative conversations can usually be completed within a <b>5-15-minute timeframe depending on the behaviour of concern</b>.</li> <li>● Restorative conversations for a <b>particular activity or event</b>, such as non-sport or a school assembly will last for the duration of the activity.</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom teacher</li> <li>● Assistant Principal</li> <li>● Deputy Principal</li> <li>● Principal</li> </ul>	

	<ul style="list-style-type: none"> <li>- <b>Communicate</b> the strategies and interventions that will be implemented to support the student.</li> <li>• Make clear the <b>potential consequences and implications</b> of continued behaviour(s) of concern.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>After school</b> (in negotiation with parent /caregivers).</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative conversations are recorded on <b>Sentral Wellbeing -behaviour system</b>.</li> <li>• Students will be <b>permitted</b> to use toilet breaks during restorative conversations.</li> <li>• Students <b>may be permitted</b> to consume food and drink by negotiation with the facilitator of the restorative conversation.</li> </ul>		
PROGRAM	DETAILS				AUDIENCE
<p style="text-align: center;"><b>RESTORATIVE PRACTICES</b></p>	<ul style="list-style-type: none"> <li>• Staff are trained in behaviour management practices that are aligned with <b>Positive Behaviour for Learning (PBL), Trauma Informed Practices</b> and <b>Restorative Practices</b> that provide an effective blend of strategies, routines and interventions that address age-appropriate misbehaviour and encourage positive student behaviours in all school settings.</li> <li>• Staff use <b>restorative language, phrasing and questioning</b> when addressing a student exhibiting behaviour(s) of concern in a calm, understanding and supportive demeanour that reinforces the <b>Behaviour Code for Students</b>.</li> </ul>				<p style="text-align: center;"><b>All Staff</b></p>
<p style="text-align: center;"><b>REFLECTION ROOM</b></p>	<ul style="list-style-type: none"> <li>• Occasionally, students who display behaviour(s) of concern may require more <b>individualised and targeted support interventions</b>. The school has developed a <b>Tier 2 and 3 Reflection Rooms</b> which operates during Break 2 each day by an Assistant Principal and/or Deputy Principal.</li> <li>• The purpose of this intervention is to formalise regular behaviour monitoring with a classroom teacher/Assistant Principal or Deputy Principal. This added layer of support compliments existing Tier II and III interventions whilst reinforcing school expectations and the <b>Student Behaviour Code</b>.</li> <li>• Along with behaviour monitoring, the <b>Reflection Rooms</b> may support: <ul style="list-style-type: none"> <li>- <b>Restorative interviews and conversations</b> with the classroom teacher, Assistant Principal and Deputy Principal.</li> <li>- Participation in school <b>learning, behaviour and wellbeing</b> programs.</li> <li>-</li> </ul> </li> </ul>				<p style="text-align: center;"><b>Students</b></p> <p style="text-align: center;"><b>Parent and caregivers</b></p> <p style="text-align: center;"><b>All Staff</b></p>

RESET SPACES STUDENT-DIRECTED RESET	DETAILS	APPLICATION	DURATION AND GUIDELINES	APPROVED STAFF	Students  Parent and caregivers  All Staff
	<ul style="list-style-type: none"> <li>● Student-directed reset time in a designated reset space is a <b>planned behaviour intervention</b> that is implemented as part of our Behaviour Support Process and as a strategy included in an <b>Individual Behaviour Support Plan (IBSP), or Student Tailored Risk Management Plan</b> based on an assessment of the behaviour.</li> <li>● It is used to prevent an escalation of behaviour and supports the teaching of appropriate behaviour and skills, such as self-regulation.</li> <li>● Student-directed reset time in a reset space enables a student to remove themselves from a situation or environment causing distress.</li> <li>● The student can move themselves to the designated reset area within the classroom.</li> <li>● Student-directed reset time is not: <ul style="list-style-type: none"> <li>- <b>Abconding</b> from school grounds.</li> <li>- <b>Class avoidance</b> behaviours, such as refusing to enter or remain within the classroom or learning activity.</li> <li>- <b>Fight or Flight responses</b> – a physiological reaction to an event that is perceived as stressful or frightening.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Student-directed reset time will be utilised during: <ul style="list-style-type: none"> <li>- <b>timetabled lessons.</b></li> <li>- <b>school assemblies, presentations or events.</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Student-directed reset time will be used: <ul style="list-style-type: none"> <li>- <b>within the classroom in a designated reset space with reset box (including tools and strategies to help student reset).</b></li> <li>- A <b>space</b> outside the classroom or learning space, visible to the teacher or designated member of staff.</li> <li>- To a <b>designated reset class and staff member</b>, such as another classroom teacher, AP, Deputy Principal, Principal.</li> </ul> </li> <li>● For a duration appropriate to the student <ul style="list-style-type: none"> <li>- until the <b>student has de-escalated and is safe</b> to return to the classroom or learning space.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Classroom teacher</li> <li>● Assistant Principal</li> <li>● Deputy Principal</li> <li>● Principal</li> <li>● Student nominated support person</li> </ul>	

	<ul style="list-style-type: none"> <li>- <b>Truancy</b> (including late arrival or early leaver).</li> </ul>				
<p style="text-align: center;"><b>RESET SPACES TEACHER-DIRECTED TIME-OUT</b></p>	<p><b>DETAILS</b></p>	<p><b>APPLICATION</b></p>	<p><b>DURATION AND GUIDELINES</b></p>	<p><b>APPROVED STAFF</b></p>	<p style="text-align: center;"><b>Students</b></p> <p style="text-align: center;"><b>Parent and caregivers</b></p> <p style="text-align: center;"><b>All Staff</b></p>
	<ul style="list-style-type: none"> <li>• Teacher-directed reset time is a planned behaviour intervention that is implemented as part of an Individual Behaviour Support Plan (IBSP), Safety Plan or Risk Management Plan based on an assessment of the behaviour.</li> <li>• It is used to prevent an escalation of behaviour and support the teaching of appropriate behaviour and skills, such as self-regulation.</li> <li>• This strategy is often paired with a brief restorative interview or conversation.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-directed reset time will be utilised by approved staff during: <ul style="list-style-type: none"> <li>- timetabled lessons.</li> <li>- Break 1 and Break 2</li> <li>- School assemblies, presentations or events.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-directed reset time will be used: <ul style="list-style-type: none"> <li>- Within the classroom.</li> <li>- Outside the classroom or learning space, visible to the teacher or another designated member of staff.</li> <li>- To a designated staff member, such as another classroom teacher, AP, Deputy Principal or Principal.</li> </ul> </li> <li>• For a duration appropriate to the student <ul style="list-style-type: none"> <li>- Until the student has de-escalated and is safe to return to the classroom or learning space.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Classroom teacher</li> <li>• Assistant Principal</li> <li>• Deputy Principal</li> <li>• Principal</li> </ul>	



## REVIEWING THE SCHOOL BEHAVIOUR SUPPORT AND MANAGEMENT PLAN

PROGRAM	DETAILS	AUDIENCE
<b>STUDENT CONSULTATION</b>	<ul style="list-style-type: none"> <li>● <b>Students are consulted throughout the survey and student voice process</b> – Tell Them From Me (TTFM), Student Representative Council (SRC), Aboriginal Education Team (AET), and Positive Playground Program. Exit surveys will be completed following the completion of TIER II and III learning, behaviour and wellbeing programs which are then reviewed periodically by the <b>Learning and Support Team</b>.</li> <li>● The <b>Learning and Support Team</b> are best placed to review and evaluate the behaviour support and management plan as key stakeholders within the school. They lead student, teacher and community consultation and actively seek ways to strengthen interventions and actions to support student needs.</li> </ul>	<p style="text-align: center;">Students</p> <p style="text-align: center;">Learning and Support Team</p> <p style="text-align: center;">Senior Executive</p>
<b>TEACHING AND LEARNING STAFF CONSULTATION</b>	<ul style="list-style-type: none"> <li>● <b>Teachers are consulted throughout the survey and teacher voice process</b> – Tell Them From Me (TTFM), consultation and advocacy (staff and executive meetings, staff surveys). Exit surveys will be completed following the completion of TIER II and III learning, behaviour and wellbeing programs which are then reviewed periodically by the <b>Learning and Support Team</b>.</li> <li>● The <b>Learning and Support Team</b> are best placed to review and evaluate the behaviour support and management plan as key stakeholders within the school. They lead student, teacher and community consultation and actively seek ways to strengthen interventions and actions to support student needs.</li> </ul>	<p style="text-align: center;">All Staff</p> <p style="text-align: center;">Learning and Support Team</p> <p style="text-align: center;">Senior Executive</p>
<b>COMMUNITY CONSULTATION</b>	<ul style="list-style-type: none"> <li>● The community is consulted throughout the survey and community voice process - Tell Them From Me (TTFM), the <b>SHPS Parents and Citizens group and the Aboriginal Education Consultative Group</b>. The P&amp;C and AECG will review the Behaviour Support and Management Plan School Week 5 of Term 4 annually.</li> <li>● The <b>Learning and Support Team</b> are best placed to review and evaluate the behaviour support and management plan as key stakeholders within the school. They lead student, teacher and community consultation and actively seek ways to strengthen interventions and actions to support student needs.</li> </ul>	<p style="text-align: center;">Parents and caregivers</p> <p style="text-align: center;">Learning and Support Team</p> <p style="text-align: center;">Senior Executive</p>
<b>MID- YEAR REVIEW</b>	<ul style="list-style-type: none"> <li>● The <b>Learning and Support Team</b> undertake a mid-year review of the behaviour support and management plan interventions and strategies.</li> <li>● Data sources included in this review include but are not limited to:                             <ul style="list-style-type: none"> <li>- Academic and attendance data</li> <li>- Current school behaviour procedures, systems and practices</li> <li>- Referrals to executive, the school learning and support team, and Delivery Support teams</li> <li>- Current department policies and procedures</li> </ul> </li> </ul>	<p style="text-align: center;">Learning and Support Team</p> <p style="text-align: center;">Senior Executive</p>

<b>YEARLY REVIEW</b>	<ul style="list-style-type: none"> <li>• The <b>Learning and Support Team</b> will undertake a yearly review of the behaviour support and management plan interventions and strategies.</li> <li>• Data sources included in this review include but are not limited to: <ul style="list-style-type: none"> <li>- Academic and attendance data</li> <li>- Current school behaviour procedures, systems and practices</li> <li>- Referrals to executive, the school learning and support team, and Delivery Support teams</li> <li>- Current department policies and procedures</li> </ul> </li> </ul>	<b>Learning and Support Team</b>  <b>Senior Executive</b>
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PARENT/CAREGIVER IMPORTANT DOCUMENT LINKS	SHPS STAFF RESOURCE AND DOCUMENT SUPPORT LINKS
<ol style="list-style-type: none"> <li>1. <a href="#">DoE Student Behaviour Policy</a></li> <li>2. <a href="#">DoE Behaviour Code for Students</a> and <a href="#">School Community Charter</a></li> <li>3. <a href="#">DoE Care Continuum</a></li> <li>4. <a href="#">DoE Inclusive Education for students with disability</a></li> <li>5. <a href="#">DoE School Behaviour Support and Management Plan</a></li> <li>6. <a href="#">DoE Behaviour Support Toolkit</a></li> <li>7. <a href="#">SHPS Website</a></li> <li>8. <a href="#">SHPS Sentral Portal</a></li> <li>9. <a href="#">SHPS school Facebook page</a></li> </ol>	<ol style="list-style-type: none"> <li>1. <a href="#">DoE Detention and Time-Out Procedures</a></li> <li>2. <a href="#">Wellbeing Framework for Schools</a></li> <li>3. <a href="#">Anti-Bullying - Resources for students, teachers and parents/carers</a></li> </ol>

<b>PLAN DEVELOPED BY:</b>	Sarah Rose		
<b>PLAN ENDORSED:</b>	Kim Cummings	<b>POSITION:</b>	Principal
<b>PLAN APPROVED:</b>	Tony Keevil	<b>POSITION:</b>	Director Educational Leadership
<b>PLAN IMPLEMENTATION DATE:</b>	30/04/2023	<b>PLAN REVIEW DATE:</b>	March 2024 -revised and updated