A red and white logo

Description automatically generated with low confidence**Eastwood Heights Public School**

**School Behaviour Support**

**and**

**Management Plan**

## Overview

Eastwood Heights Public School is committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe behaviours we value in our students. We continue to implement programs such as **You Can Do It, Second Step, Peer Support, Backflip Against Bullying and Buddies to** foster social and emotional capabilities.

**Student behaviour includes behaviour that occurs:**

### at school

### on the way to and from school

### on school-endorsed activities that are off-site

### outside school hours and off school premises where there is a clear and close connection between the school and students’ conduct

### when using social media, mobile devices and/or other technology involving another student or staff member, where there is a clear and close connection between the school and students’ conduct.

### **Promoting and reinforcing positive student behaviour and school-wide expectations**

### Eastwood Heights Public School has the following school-wide rules and expectations:

### show respect to other students, their teachers and school staff and community members

### follow school and class rules and follow the directions of their teachers

### strive for the highest standards in learning

### act in a courteous and respectful way that makes all members of the school community feel valued, included and supported

### resolve conflict respectfully, calmly and fairly

### meet the school’s agreed uniform policy or dress code

### attend school every day (unless legally excused)

### respect all property

### be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools

### not bully, harass, intimidate, or discriminate against anyone in our schools.

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

***Preventative strategies are proactive and encourage students to be on-task, motivated to learn, and prosocial.*** Effective preventative strategies include:

* positive classroom climates, with high quality student-teacher relationships
* and explicit teaching of social and emotional skills
* structured instruction to engage students in learning
* providing and explicitly teaching rules and routines
* offering pre-corrections to remind students of expectations
* using active supervision to help students stay on task.

***Responsive strategies provide corrective responses to inappropriate behaviours and support students to re-engage in learning.*** Effective corrective responses:

* identify why the student is disengaged or being disruptive
* ensure the student understands the corrective response- (Restorative practice is a whole-school teaching and learning approach that encourages behaviour that is supportive and respectful behaviour.)
* are consistent and expected
* are given calmly
* are proportionate to the level of behaviour displayed.

### **Behaviour Code for Students**

### The Behaviour Code for Students can be found at <https://education.nsw.gov.au/content/dam/main-education/policy-library/public/supporting-documents/behaviourcodestudents.pdf>

### High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

**All students have a right to:**

* safety at school
* access and fully participate in their learning
* be treated with respect by other students, teachers and school staff
* express their views, set goals and selfadvocate.

### **Whole School Approach**

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| --- | --- | --- | --- |
| Care Continuum | Strategy or Program | Details | Audience |
| Prevention | * Backflips Against Bullying | Backflips Against Bullying is a series of evidence-based anti-bullying shows. The program features high-energy 1 Hour performances by acrobats. (2023-2025) | Term 1  K-6 students  Classroom teachers  SLSOs |
| Early intervention | * Second Step program | Second Step Early Learning improves young students’ executive-function skills—like attention, memory, and self-control—which are not only predictive of kindergarten readiness but are essential for success in and outside the classroom. | Term 1  Kindergarten students  Families  Classroom teachers +SLSOs |
| Early intervention | * You Can Do It program | YCDI! Program Achieve (Yr1-Yr6) is a socio-emotional learning program that teaches children positive attitudes, socio-emotional skills and character strengths which influence both wellbeing and achievement outcomes. | Whole school |
| Targeted  intervention | * Learning and Support | The Learning and Support teamwork with teachers, students and families to support those students who require personalised learning and support. Including instructional leadership, development of risk assessments  and the development of short- and long-term goals. | Individual students Families  Classroom Teachers  SLSOs |
| Individual  intervention | * Personalised Learning Pathways | Personalised Learning Pathways for Aboriginal students are developed in a  consultation process between the student, parents/carers and teachers, to identify, organise and apply personal approaches to learning and engagement. | Aboriginal school coordinator  Aboriginal Education Advisor (AECG)  Aboriginal students  Families  Classroom teachers  Staff  SLSO |
|  |  |  |  |

### **Detention, reflection and restorative practices**

Restorative practice focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur. Restorative practices are high in accountability and high in support as they draw out what harm has been caused and about being able to repair that harm.

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| Action | When and how long? | Who coordinates? | How are these recorded? |
| EHPS BEHAVIOUR STEP CHART  embedding inclusion and equity in all aspects of student behaviour support and management, including within relationships and wider programs, to meet the diverse needs of all students; | Students will be assisted in reflecting more deeply on their behaviour with reference to the YCDI Keys to Success and YCDI Habits of Mind.  The reflection | Classroom teachers | Sentral notifications |
| Reflection  Balancing proactive prevention-focused, relationship-based and restorative practices with appropriate behaviour management practices | 40 min Lunchtime | Stage Assistant Principals  Wellbeing Leader | K-2 and 3-6 student Reflection Sheets – uploaded to Sentral. |
| Team around the school  A collaborative approach with support personnel who are part of the department’s Student Support and Specialist Programs Directorate coordinating multidisciplinary support for students with additional wellbeing needs. | Consultation when required | DoE members  Wellbeing Leader  Principal | Meeting minutes |
| Suspension |  |  |  |
| Suspension is to allow the school to implement appropriate supports during the student’s absence to address the student’s complex and challenging behaviour or behaviours. This is to ensure a successful return to school, and mitigate any unacceptable risks posed to teaching and learning, and the health, safety and wellbeing of staff and/or students. | The duration can be:   * up to **5** consecutive school days for students in Kindergarten to Year 2 * up to 10 consecutive school days for students in Year 3 to Year 12 | Principal  Director Educational Leadership  Team Around the School  Student  Guardians | * Principal will attempt to resolve the suspension and return the student to school on or before the concluding date of the suspension. * Wherever possible, a face-to-face meeting will be held to resolve the suspension and return the student to school   **A successful return to school will involve:**   * documenting outcomes from the meeting, with a copy provided to the student and parent or carer, to support the student’s ongoing wellbeing and learning needs, including regular monitoring and mentoring, with clear goals and explicit strategies * where required, a risk assessment to minimise and manage the physical and psychological hazards that the student may pose to themselves, students, staff, or other persons.   **A successful return to school may involve:**   * referral to and assessments by the school’s learning and support team * referral to and ongoing support from the school counselling service staff. |
| Students may also attend an alternate program, as outlined below:   * Suspension centres provide structured programs to help students successfully return to school as soon as possible. Principals will need to decide if students placed on suspension would benefit from such a program. * Tutorial centres provide an age-appropriate short-term intervention for students who have difficulty managing their behaviour in a mainstream setting. Tutorial centres/programs must be attached to a base school, which is generally a high school. * Behaviour schools are educational settings established to provide intensive behavioural and educational support for students who have exhausted all other behaviour support provisions available to the school, and/or for whom a risk assessment indicates a behaviour school placement is appropriate. Behaviour schools will involve a shared enrolment with the home school with a view to gradually return the student back to the home school full time. | | | |

### **Partnership with parents/carers**

Eastwood Heights Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies that strive for

* your 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 you about their behaviour and the behaviour of others.
* you to have better access to information, tools and resources through a Parents and Carers hub on the Department’s website and strengthened communication with your school.
* you to participate in a safe and respectful school community
* you to be increasingly clear about how you can help your child improve based on a strengthened partnership with your child's school as part of the public education system.

Eastwood Heights Public School will communicate these expectations to parents/carers by providing information via the school newsletter, school website and P&C reports, ensuring community and student involvement proactively builds collaborative relationships to create a shared understanding of how to support student learning, safety and wellbeing.

### **School Anti-bullying Plan**

The 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.

Our school Anti-bullying Plan is updated annually and can be accessed on our school website at <https://eastwoodht-p.schools.nsw.gov.au/supporting-our-students/student-wellbeing/anti-bullying-.html>

### **Reviewing dates**

**Last review date: Term 1, 2024**

**Next review date: Term 3, 2024**