

Quakers Hill Public School- School Behaviour Support and Management Plan

Overview

Quakers Hill Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged in 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.

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

- **Positive Behaviour for Learning (PBL)**- is a whole school initiative that is based on 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. At Quakers Hill Public School the expectations of being **SAFE, RESPONSIBLE, PROUD LEARNERS** is instilled in all K-6 students in all areas of the school.
- **The Resilience Project (TRP)**- is a whole-school program that provides practical, evidence-based mental health strategies to build resilience and happiness. TRP focuses on three key pillars proven to cultivate positive emotion: **Gratitude, Empathy and Mindfulness (GEM)**. The program also has a strong focus on Connection, Purpose, Kindness, Emotional Literacy and Physical Health.
- **Peer Support** – is a whole school program that build positive relationships, develops social and emotional skills, nurturing a sense of belonging and contributing to a positive school culture. The program explores four key concepts: resilience, sense of self, connectedness, and sense of possibility.
- **K-2 Social Lunchtime Group**- is a K-2 program held each lunchtime, focusing on building positive social skills in the youngest students.
- **3-6 GEM Stars**- is a 3-6 groups held at lunchtime, focusing on resilience through gratitude, empathy and mindfulness.

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

Quakers Hill Public School rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

Partnership with parents and carers

Quakers Hill 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 school communication platforms, school meetings, school events, 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

Quakers Hill Public School will communicate these expectations to parents/carers through the school website, school applications, social media and weekly assemblies. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

Quakers Hill Public School has the following school-wide expectations and rules:

To be safe, responsible, proud learners

SCHOOL WIDE EXPECTATION IN ALL SETTINGS

BE SAFE
Be in the right place at the right time
Work and play safely
Keep your hands and feet to yourself
Report unsafe behaviours
Consider others
Follow teachers instructions at all times

BE RESPONSIBLE
Be considerate of others
Actively listen to peers and teacher
Take turns and include others
Listen while others are speaking
Follow the school expectations at all times
Follow teachers instructions at all times

BE PROUD
Take care of the school environment
Be friendly towards others
Be positive and make the best of every situation
Be polite
Take care school's and your own property
Respect others' cultural beliefs and backgrounds
Be proud of your efforts in work and play

BE A LEARNER
Be the best you can be in everything you do
Be a good role model
Listen to learn
Seek help when needed
Accept new challenges and learn from mistakes
Be the best you can be in everything you do

Our school mascots 'Splish' and 'Splash' is a visual representation of the pride we encourage in all our students in upholding our school-wide expectations. K-2 Splish and 3-6 Splash were designed by one of our teachers and a school-wide competition for students was run to name each mascot. Splish and Splash are used to continually promote our school, school values, school expectations and are featured and referenced within our whole school reward system.

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

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](#).

NSW Department of Education



Behaviour code for students

Information for students and parents or carers

NSW public schools are 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.

In NSW public schools students are expected, to the best of their ability, to:

- 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.

Schools take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

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 self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context, the NSW

Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Behaviour code for students: Student actions

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the Department of Education.

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

To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.

Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

Whole school approach across the care continuum

Our school embed 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.

Student wellbeing at Quakers Hill Public School is underpinned by the NSW Department of Education Wellbeing Framework. The NSW DoE is committed to creating quality learning opportunities for children and young people. This included strengthening their cognitive, physical, social, emotional and spiritual development.

To ensure teachers and school staff at Quakers Hill Public School deliver on this commitment, we have developed our Behaviour Support Management Plan and Anti-Bullying Plan to reflect this directive which incorporates the following:

- Quakers Hill Public School Positive Behaviour for Learning expectations matrix
- strategies and practices to promote positive appropriate student behaviour
- strategies and practices to recognise and reinforce student achievement
- strategies and practices to manage student inappropriate behaviours and behaviours of concern (including bullying and cyber-bullying)
- Quakers Hill Public School Behaviour Management Step Chart and Framework
- Quakers Hill Public School Anti-Bullying Plan

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 behaviours/behaviours of concern
- 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

The care-continuum is a whole-school system that assists to put in place a positive and prevention focused approach to meet the needs of all students. The care continuum includes interventions for:



- **Prevention** - Whole-school proactive and prevention approaches aim to establish and maintain safe, respectful learning environments for all students. Proactive approaches include [explicit teaching](#) of the expected behaviours. These learning environments include classrooms, playgrounds, online and any other school endorsed events and should encourage prosocial behaviour. These interventions underpin effective teaching and will reduce minor behaviours of concern when applied consistently.
- **Early Intervention** - Some students require early intervention to deal with emerging, low-level behaviours of concern. Early interventions provide early support for students or groups of students who are identified as being at risk of developing behaviours of concern. Schools need to develop a range of initial responses

and approaches to work with students displaying emerging, low-level behaviours of concern. Early responses to behaviours of concern include preventive strategies, explicit teaching of expected behaviours, logical consequences, and consultation.

- **Targeted Intervention** - Some students may require targeted support to encourage positive behaviours, particularly if they exhibit more complex and challenging behaviours, or where the frequency of the behaviour of concern may put students’ learning and social success at risk if it is not addressed quickly. School staff should facilitate positive behavioural supports, including explicit teaching of expected behaviours as well as making targeted and reasonable adjustments in the classroom to support effective teaching and learning practices.
- **Individual Intervention** - Students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents, Team within a school and Team Around a School. Strategies for these students require individual assessment, planning, implementation, monitoring and evaluation. Schools need to build capacity of school teams and teaching staff to be able to undertake functional behaviour assessments (FBA), develop individual student support plans and risk management plans for individual students.

Types of Behaviour along The Care Continuum

Prevention	Early Intervention	Targeted	Individual
<p>Students engage in developmentally appropriate behaviour, including appropriate risk-taking behaviour</p> <p>Students respond positively to explicit teaching of expectations</p> <p>Students accept correction and feedback</p> <p>Students acquire new interpersonal and social skills that support engagement with learning</p> <p>Low-level behaviours easily managed by the teacher</p>	<p>Difficulties with concentration</p> <p>Continuous low-level disruptive behaviour, also known as minor behaviours in PBL, may include:</p> <ul style="list-style-type: none"> • calling out • out of seat • low-level teasing • out of bounds • lack of personal space/boundaries • not following instructions • under-developed learning behaviours • incomplete tasks • off task behaviour • lateness • unprepared for learning. 	<p>Under-developed social skills:</p> <ul style="list-style-type: none"> • sharing and turn-taking • friendship skills • conversational skills. <p>Language and communication difficulties</p> <p>Self-regulation difficulties</p> <p>Poor conflict resolution skills</p> <p>Bullying others or being bullied</p> <p>Poor attendance</p>	<p>Behaviours of concern, also known as major behaviours in PBL, are defined as challenging, complex or unsafe behaviour that requires more persistent or intensive interventions. This may include:</p> <ul style="list-style-type: none"> • continued / persistent disobedient and/or disruptive behaviour • verbal abuse • physical aggression • severe self-injurious behaviour • malicious damage to or theft of property • severe risk-taking behaviour • shut down response • bullying and cyber-bullying • <u>mis-use</u> of technology • discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Developing strong positive teacher/student relationships	<ul style="list-style-type: none"> • Students are known, valued and cared for and can identify their support systems 	All
Prevention	Addressing Individual Student Needs	<ul style="list-style-type: none"> • Strategies for students with highly complex and challenging behaviours require individual assessment, implementation, monitoring and review. The school’s Learning and Support team undertake functional behaviour assessments, support the development of individual support plans, personalised learning plans and risk management plans for individual students in 	Individual students Families Staff

Care Continuum	Strategy or Program	Details	Audience
		collaboration with parents and other department staff such as wellbeing Officer, Behaviour Specialist and Assistant Principal- Learning and Support.	
Prevention	PBL Class Expectations	<ul style="list-style-type: none"> Each class co-develops (with students) a set of school-based expectations aligned to PBL expectations of Safe, Responsible, Proud Learner 	Staff and students K-6
Prevention	<u>Peer Support</u>	<ul style="list-style-type: none"> Peer Support program is weekly opportunity (10 weeks) for Year 6 students to take on leadership roles, empowering pairs or triples of Year 6 students to lead small groups of students across K-5. 	Students K-6
Prevention	Professional Learning	<ul style="list-style-type: none"> Teachers engage in ongoing professional learning aimed at student social and emotional development 	Staff
Prevention	The Resilience Project	<ul style="list-style-type: none"> The Resilience Project is an emotionally engaging program providing practical, evidence-based mental health strategies to build resilience and happiness. Students learn the about the benefits of Gratitude, Empathy and Mindfulness, and easy ways to practise these in everyday life. They also incorporate Emotional Literacy, Connection and Physical Health education and activities using them as foundational contributors to positive mental health. 	Students K-6
Prevention	Smiling Mind	<ul style="list-style-type: none"> Smiling Mind id recognised as an effective preventative approach for building children’s ability to succeed and thrive, Smiling Mind in the classroom helps build critical life skills to boost overall mental health and wellbeing. 	Students K-6 Staff
Prevention	<u>Attendance</u>	<ul style="list-style-type: none"> Regular attendance is promoted and encouraged through regular school communication – School Bytes, social media 	Students K-6 Staff
Prevention	PDHPE- <u>Child protection</u>	<ul style="list-style-type: none"> Teaching Child Protection is a mandatory part of the PDHPE syllabus 	Students K-6
Prevention	Barnodos Family Service	<ul style="list-style-type: none"> Counselling and support services for families 	Identified students and families
Prevention/Targeted Intervention	Aboriginal Cultural Group	<ul style="list-style-type: none"> Once a week cultural group, focusing on building cultural links, understanding. Giving Aboriginal students the opportunity to share culture with wider school community 	Identified students
Prevention/Early Intervention/Targeted /Individual	Australian eSafety Commissioner <u>Toolkit for</u>	<ul style="list-style-type: none"> The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with he school community about creating and maintaining on 	Students K-6 Staff Community

Care Continuum	Strategy or Program	Details	Audience
	<u>Schools</u> to prevent and respond to cyberbullying	<p>safe online environments to prevent cyberbullying incidents.</p> <p>The toolkit includes explicit teaching of actions to report and manage cyberbullying incidents.</p>	
Early intervention	Attendance Case Management	<ul style="list-style-type: none"> Students are regularly reviewed and monitored by DP welfare and shared with whole staff and Learning and Support Team 	DP Welfare Staff
Early intervention	School Bytes Behaviour data/trends-communication	<ul style="list-style-type: none"> Behaviour trends are regularly shared with staff at whole school and stage meetings to target certain behaviours or areas of school. Discussion takes place about effective strategies that could be employed for certain behaviours. 	Students K-6 Staff
Prevention/Early Intervention/Targeted	K-2 Social Skills Lunchtime Group	<ul style="list-style-type: none"> Identified K-2 students attend daily lunchtime social skills groups. Different social skills are focused on through targeted lessons by LAST. Students then have opportunity to use skills in planned play activities, 	Targeted K-2 students
Prevention/Early Intervention/Targeted	<u>Transition Programs</u> Kindergarten Orientation	<ul style="list-style-type: none"> Identification of student needs as early intervention. Meeting with each new Kindergarten student and family, asking targeted questions about social, emotional and academic development. Little Library takes place twice a term available to all pre-school children. The school provides a 3-week orientation in Term 4 to support pre-school aged children to transition to school. There is also a school readiness session for parents and Kindergarten Expo for parents and carers. Identification of individual student during interview and orientation allows supports to be set up before student's commencement at primary school 	K-2 Deputy Principal Early Stage One Assistant Principal Pre- K students Families
Prevention/Early Intervention/Targeted	<u>Transition Programs</u> <u>Year 6 to High School</u>	<ul style="list-style-type: none"> Identification of student needs as early intervention. The school holds a high school taster day for all Stage 3 students to become familiar with high school expectations 	Stage 3 students
	Pre-enrolment Meetings	<ul style="list-style-type: none"> All new students K-6 are invited to a pre-enrolment meeting with Deputy Principal. Opportunity to discuss academic, social and emotional needs of each student. 	New K-6 students Families
Targeted /Individual intervention	<u>Attendance support</u>	<ul style="list-style-type: none"> The Deputy Principal will refer students with attendance concerns to the LS Team. A planning meeting will be convened with student, families and teacher/s to address barriers to improved attendance, behaviour or academic concerns, 	Identified students Staff Families

Care Continuum	Strategy or Program	Details	Audience
Targeted /Individual intervention	<u>Learning and Support</u>	<ul style="list-style-type: none"> Teachers will refer students with behaviour, social or academic concerns to the LS team. Strategies are discussed. If needed behaviour plans, risk management plans, personalised learning plans and individual education plans are designed to be implemented for identified students. 	Identified students Staff Families

Planned responses to positive appropriate behaviour, 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 for definitions.

- 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 executives. Ongoing disrespect, physical outbursts, truancy, cyber bullying are all examples of executive managed behaviour.

Behaviours are recorded on School Bytes for internal tracking purposes

Teacher Strategies for teacher managed behaviours of students

Classroom	Non-classroom setting
<ul style="list-style-type: none"> • Expectation reminder • Re-direct • Offer choice • Error correction • Prompts • Re-teach • Seat change • Time out • Complete work at break, discuss behaviour at break • Conference • Reflection • Communication with parent/carer 	<ul style="list-style-type: none"> • Expectation reminder • Re-direct • Offer choice • Prompts • Re-teach • Play or playground re-direction • Time off playground • Time out/ walk with teacher • Reflection • Communication with parent/carer

At Quakers Hill Public School staff model, explicitly teach, recognize and reinforce positive student behaviour and behavioural expectations. PBL is used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer relationships.

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 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 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 internal focus of control

Strategies and practices to promote positive student behaviour

Awards System

Students who display behaviour that exemplifies our school values will be recognised through a range of awards.

A **Blue Award** is issued to students for following our school rules or displaying behaviour that embodies the school's values. These awards can be given in the classroom, playground, assembly, bus lines or wherever appropriate. Each child is issued an Award booklet on enrolment in our school.

An **Assistant Principal Award** is issued when a child has received 15 Blue Awards. The child places their 15 Blue Awards in their Award booklet which they present to their class teacher who signs the front of the Blue Awards and issues an Assistant Principal Award and Quakers 45 badge with the dark blue "Imagine" sticker. The award is presented by the Assistant Principal at the following Principal's Assembly.

Principal assemblies are generally held twice a term in weeks 5 and 10 (usually the last week of term). Parents will be notified when their child is receiving an award.

A **Deputy Principal's Award** is issued when a child has received a further 15 Blue Awards. The child places their 15 Blue Awards in their Award booklet and presents it to their class teacher who signs the front of the Blue Awards and issues a Deputy Principal's Award and green 'Believe' sticker for their Quakers 45 badge. This is presented by the Deputy Principal at the following Principal's Assembly.

A **Principal's Award** is issued when a child has received a further 15 Blue Awards. The child presents their completed Award booklet to the class teacher who signs the front of the Blue Awards and issues a Principal's Award and the final light blue 'Create' sticker for their Quakers 45 badge. An invitation is sent home for the child's parents to attend our next Principal's Assembly. This is presented by the Principal at the following Principal's Assembly.

Duck Badge- Splish(K-2 and Splash (3-6) is given when a child receives 3 Principal Awards. The is presented by the Principal at the following Principal's Assembly. Children are also asked to attend a morning tea with the Principal for all duck recipients only.


CAUGHT YOU BEING GOOD PROGRAM (CYBG)

As part of the school's Positive Behaviour for Learning, the school implemented a caught you being good program in the playground and classroom. Supervising teachers can issue as many CYBG slips to students throughout their duty and in the classroom. These students will be demonstrating expected non-classroom and classroom behaviours. Students write their names and class on the slips and place them in the yellow letterbox near the canteen. On a Wednesday morning whole school assembly, a draw of four names will occur with each of these

students receiving a reward from the canteen. Pictures of the students who were chosen for the reward are shared with community to celebrate achievements


All teachers will have their own strategies and practices in place for dealing with students who display inappropriate behaviour. Underpinning these strategies are the schools Positive Behaviours for Learning (PBL) strategies.

Quakers Hill Public School
CAUGHT YOU BEING GOOD
 We are:
SAFE-RESPONSIBLE-PROUD-LEARNERS



Name: _____

Class : _____



All classrooms embed the school’s PBL system into their classroom practice and management procedures. At the start of each school day all students, regardless of the previous day’s behaviour, commence the day on the class duck. Students then move up the school’s behaviour steps as necessary.

K-2 Daily Behaviour- Whole class

3-6 Daily Behaviour- Whole class



Behaviour	
Step 4	
Step 3	
Step 2	
Step 1	
Step 0	



Behaviour	
Step 4	
Step 3	
Step 2	
Step 1	
Step 0	

Behaviour Management

Green	Yellow Slip	Orange Slip	Red Slip
Classroom Teacher	Classroom Teacher	Assistant Principal	Senior Executive
- Verbal Warning to student - Name on class chart	- minor behavior - 3 in 2-week period will move to orange = detention	- major behavior - 3 in 5-week period will move to red	- critical behaviour

BEHAVIOUR SLIP

Student's Name: _____ Class: _____
 Referring Teacher: _____ Date: _____

REFERRING TEACHER:
 The following inappropriate student behaviour/s have been identified with a ✓

In Class Playground

Inappropriate Language Cheating
 Disruption Property misuse
 Late to Class Out of Bounds
 Non-compliance Area specific expectations
 Physical Contact

Specific details: _____

Consequence issued:
 Shadow teacher (on the playground or during activity)
 Reflection space (supervised area on playground / in classroom)
 Time away (another class)
 Classroom teacher to sign this Behaviour Slip, discuss with student & display.

Teacher signature _____ Date _____

ORANGE BEHAVIOUR SLIP

Student's Name: _____ Class: _____
 Assistant Principal: _____ Date: _____

The following inappropriate student behaviour/s have been identified with a ✓

In Class Playground

Abusive Language / Profanity Repeated Cheating
 Purposeful Disruption Repeated Non-Compliance
 Repeated Area Specific Expectations Repeated Property Damage
 Defiance Repeated Out of Bounds
 Physical Aggression / Repeated Repeatedly Late to Assembly or Class
 Physical Contact Theft

Specific details: _____

Please sign this card and return it to the Assistant Principal by the following school day.
 We appreciate you taking the time to talk to your child about our school's expectations and his/her behaviour.

Parent / Caregiver signature _____ Date _____

RED BEHAVIOUR SLIP

Student's Name: _____ Class: _____
 Deputy Principal/Principal: _____ Date: _____

The following inappropriate student behaviour/s have been identified with a ✓

In Class Playground

Abusive Language / Profanity (Or Repeated Abusive Language) Repeated / Purposeful Property Damage / Destruction
 Repeated and Purposeful Disruption Repeated, Intentional Behaviour / Non-Compliance
 Assaulting / Intentional Threats Repeated Physical Aggression
 Forgery or Repeated Theft Coercive Behaviour
 Repeatedly Late to Assembly or Class

Specific details: _____

Please sign this card and return it to the Deputy Principal / Principal by the following school day.
 We appreciate you taking the time to talk to your child about our school's expectations and his/her behaviour.

Parent / Caregiver signature _____ Date _____



Quakers Hill Public School Behaviour Management Step Chart

				Step 4 - Red Slip Senior Executive	
				Step 3 - Orange Slip Assistant Principal	
		Step 2 - Yellow Slip Classroom Teacher		Send to Executive with Major Behaviour Slip	
		Step 1 - Name on Chart Classroom Teacher		Send to Principal with Critical Behaviour Slip	
Step 0 - Verbal Warning Classroom Teacher		Re-Teach then Provide Choice		Conference with student and complete Behaviour Slip	
Prompt then Redirect		3. Re-Teach: State and demonstrate the desired behaviour. Have the student demonstrate and provide immediate feedback.		COMPLETE MINOR BEHAVIOUR SLIP FOR:	
1. Prompt: Provide verbal and/or visual cue		IF THIS DOES NOT WORK, THEN:		<ul style="list-style-type: none"> • Inappropriate Language • Disruption • Late to Class • Non-compliance • Physical Contact • Cheating • Property misuse • Out of bounds • Area specific rules 	
IF THIS DOES NOT WORK, THEN:		4. Provide Choice: Re-engage or have logical consequence applied		IF ANY MINOR BEHAVIOURS OCCUR 3 TIMES IN 2 WEEKS FROM THE INITIAL INCIDENT MOVE TO STEP 3*:	
2. Redirect: Restate positive replacement behaviour		IF NEGATIVE BEHAVIOUR CONTINUES ONCE THE CHOICE HAS BEEN GIVEN, MOVE TO STEP 2:		IF ANY MAJOR BEHAVIOURS OCCUR 3 TIMES IN 5 WEEKS FROM THE INITIAL INCIDENT MOVE TO STEP 4*:	
IF BEHAVIOUR PERSISTS, MOVE TO STEP 1:				COMPLETE MAJOR BEHAVIOUR SLIP FOR: <ul style="list-style-type: none"> • Abusive Language/ Profanity / Inappropriate Language • Purposeful Disruption • Repeatedly Late to Assembly or Class • Defiance • Repeated Non- Compliance • Physical Aggression/ Repeated Physical Contact • Repeated Cheating • Repeated Property Damage • Repeated Out of Bounds • Theft • Repeated Area Specific Rules 	
				COMPLETE CRITICAL BEHAVIOUR SLIP FOR: <ul style="list-style-type: none"> • Abusive Language/ Profanity OR Repeated Abusive Language • Repeated and Purposeful Disruption • Repeatedly Late to Assembly or Class • Repeated, Intentional Defiance/ Non-Compliance • Repeated Physical Aggression • Repeated / Purposeful Property Damage / Destruction • Absconding/ Fractional Truancy • Forgery or Repeated Theft • Criminal Behaviour 	

*Early Stage 1 EXEMPT Term 1. Teacher discretion for new students. Ongoing behaviour concerns – behaviour plan.

Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour	Responses to behaviours of concern
Behaviour expectations are taught and referred to regularly. Teachers explicitly teach, model behaviours and provide practice opportunities. Students are acknowledged for meeting school-wide expectations and rules.	Refer to school-wide expectations and/or supports to the student to enable self-regulation.	If there is a high safety risk to self and/or others contact the office/executive immediately. On the day of the incident, notify the student's stage supervisor and classroom teacher of the incident.
Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer (School merit system) in a school-wide continuum for acknowledging expected behaviour.	Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	Executive/teacher 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 are scheduled later, determined by the context and nature of the incident.
Tangible reinforcers include those that are: ● free and frequent – Caught You Being Goods	Use direct responses, <ul style="list-style-type: none"> ❖ Prompt ❖ Redirect ❖ Reteach ❖ Choice ❖ Consequence <p>Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.</p>	Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive/principal may consider further action e.g., formal caution or suspension.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on School Bytes-Wellbeing.

- These may include:
- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- reflection and restorative practices (listed below)
- liaise with Team Around the School for additional support and guidance
- communication and collaboration with parents/carers (phone, email, seesaw, meeting)
- formal caution to suspend, suspension or expulsion

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds,

including cyber-bullying. Students who have been bullied will be offered appropriate support, for example, through the school counselling service.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response Policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Detention, reflection and restorative practices

Toilet and food breaks are always included when withdrawal from play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/development level of the student.

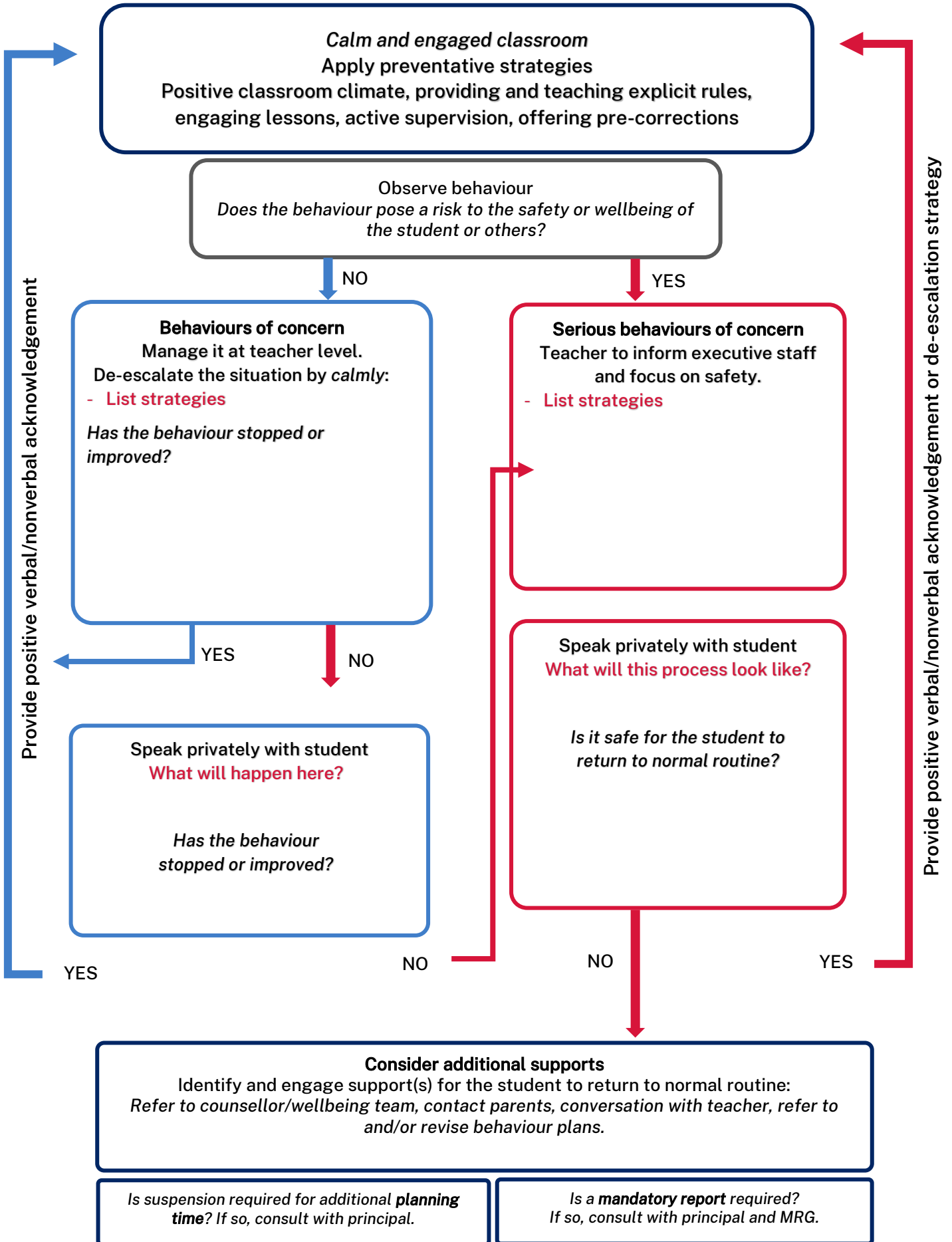
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection time- a structured de-briefing and planning after crisis event or behaviour of concern with an individual student. Individual student is required to discuss behaviour and expectation not followed and fill in reflection sheet. Reflection sheet is sent home for parent/carer to sign. K-2 and 3-6 each have own reflection sheet (Appendix 4)	The maximum length of time will be appropriate to the age/developmental level of the student, approx. 25 minutes	Assistant Principal	School Bytes-Wellbeing Reflection Register
Alternate play plan – is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices- individual or group	The maximum length of time will be appropriate to the age/developmental level of the student,	DP Welfare Assistant Principal Teacher	Play Plan template
Individual behaviour plan- is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices- individual	The maximum length of time will be appropriate to the age/developmental level of the student,	DP Welfare Assistant Principal Teacher	Behaviour Plan template

Review dates

Last review date: 31 January: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026]

Appendix 1: Behaviour management flowchart (Alternative example)



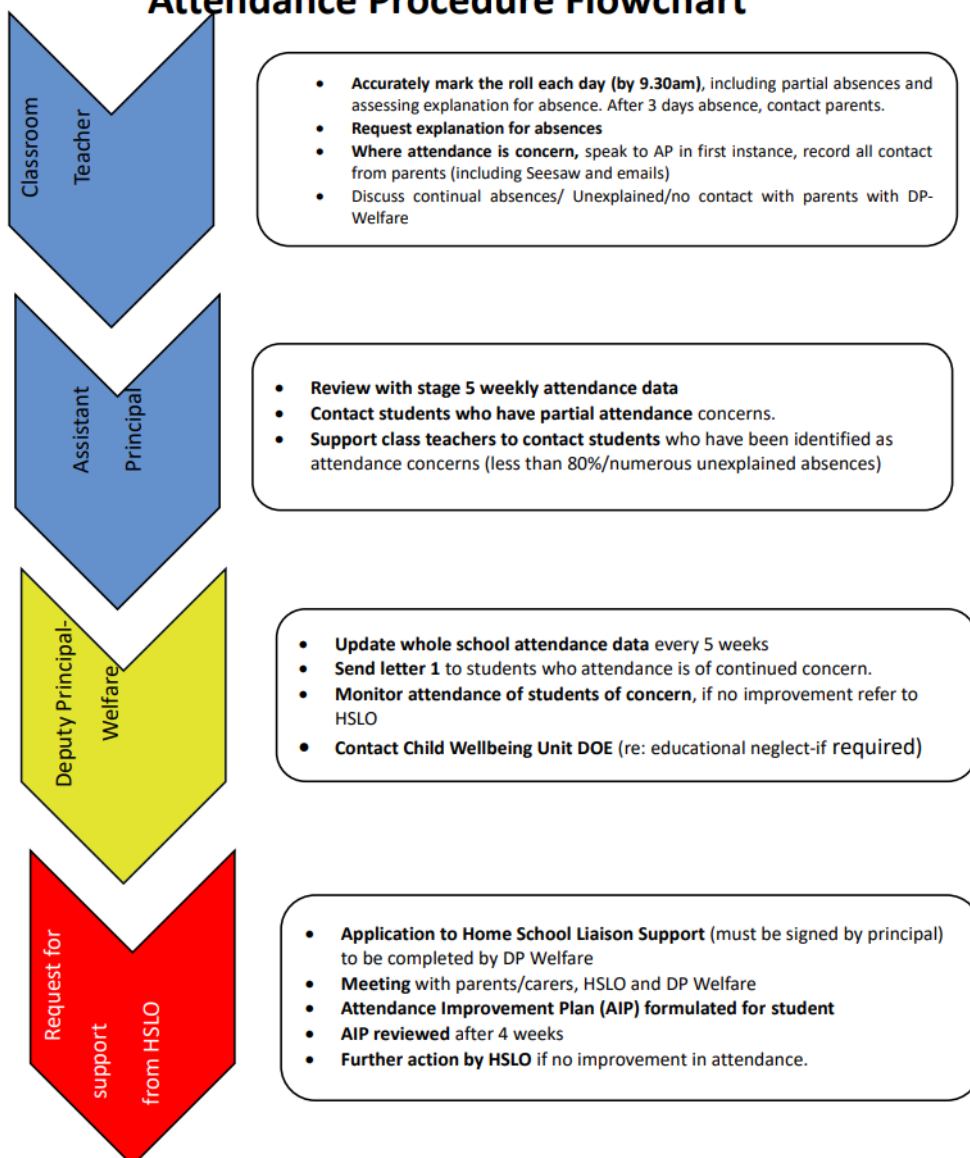
Appendix 2: Quakers Hill Public School Bullying Response Flowchart



Appendix 3: Attendance Procedure Flowchart



Attendance Procedure Flowchart



Note:

- There should be only 5-6 weeks from identification of attendance to point of referral.
- Rolls can be subpoenaed to court; therefore, it is imperative that they are marked according to the school and department polices. Please see DP Welfare if any concerns

Appendix 4: K-2 Reflection Sheet



PBL Reflection and Guidance Sheet K-2

1. What were you doing that could have been done better?

2. How did you feel or what did you want?

3. (With guidance). Which expectation did you not show?

Safe Responsible Proud

4. What should you have done?

5. When you correct the behaviour how will you feel about yourself?

Student's signature: _____ Date : _____

Parent's signature: _____ Date : _____

Appendix 5: 3-6 Reflection Sheet



PBL Reflection and Guidance Sheet 3-6

1. Do you know what the behaviour is that we are here to discuss today? (What were you doing?)

2. Why are you continuing to display this behaviour? (What do you want?) _____

3. Which expectations did you not show? How? _____

4. Can you think of a way to help yourself correct this behaviour? (What will you do next time?)

5. What will you need to do to make things better? _____

6. When you correct this behaviour how will you feel about yourself? _____

7. Is this what you want? Yes No

Student's signature: _____ Date : _____

Parent's signature: _____ Date : _____