

The Hills School - School Behaviour Support and Management Plan

Overview

The Hills School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. The Hills School uses strategies underpinned by the [CESE Classroom Management: Creating and maintaining positive learning environments](#) research. Key programs prioritised and valued by the school community are Positive Behaviour for Learning and In the Zone for Learning.

Promoting and reinforcing positive student behaviour and school-wide expectations

The Hills School has the following school-wide rules and expectations:

- to be safe
- to be respectful
- to be a learner

SAFE
RESPECTFUL
LEARNERS



The Hills School uses strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- PBL Matrix
- Individual Education Plans
- Visual supports, social narratives
- Individual Behaviour Support Plans
- Sensory profiling / assessments leading to engineering the classroom and school environment or successful engagement in learning.

Behaviour Code for Students

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention Strategies	Individual Education Plans	The IEP is an acknowledgement that collaborative curriculum planning is required to support our students' individual learning needs. More information on collaborative curriculum planning is available from https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/special-education/collaborative-curriculum-planning	Staff, students and parents
Prevention Strategies	Social narratives	A social narrative is a specially written story that explains a social situation to a student. The emphasis is on describing the situation so that the student can better understanding events as well as the thoughts, feelings and actions of other people	Students and parents
Prevention Strategies	Visual supports	A visual support. Refers to using a picture or other visual item to communicate with a child who has difficulty understanding or using language. Visual supports can be photographs, drawings, objects, written words, or lists. Research has shown that visual supports work well to assist receptive and expressive communication?	Staff

Care Continuum	Strategy or Program	Details	Audience
Prevention Strategies	All About Me handover summary document.	Completed annually the document details pertinent information about students behaviour, communication, health care and class supports.	Staff
Prevention Strategies	Annual Student Review	Annual Student Reviews are for the school to confirm that the current placement continues to be appropriate and then to consider the supports and structures that we have in place to help build each student's learning	Staff
Prevention Strategies	Positive Behaviour for Learning Tier 1 School Wide systems of support (underpinned by the NSW DoE Behaviour Code for Students)	Are the universal systems of support that are in place for all students, focusing on explicitly defining, teaching and responding to expected behaviour and preventing inappropriate behaviour in all settings across the school.	Staff
Prevention Strategies	Student Behaviour Data recorded in School Bytes database WHS incident report and support	Staff record individual instances of behaviours of concern, incident or injury. School leadership along with class staff analyse data to develop and refine interventions to both proactively and reactively support student behaviour.	Staff
Prevention Strategies	In The Zone for Learning	The ITZ tools, strategies and information are designed to assist you to support your students to be calm yet alert and ready to learn with individualised learning tools in a supportive environment that is vibrant, safe, relevant, motivating, engaging and academically rigorous.	Staff, students and parents
Early Intervention	Learning and Support Team (LaST)	The LaST is an extension of the school leadership team and seeks to coordinate efforts and expertise in the management and support of complex issues.	Specific teachers and SLSOs
Early Intervention	Executive / Supervisory Support	Class staff based targeted support through observation, data analysis, support planning, assessment etc.	Specific teachers and SLSOs
Early Intervention	Duress Systems - "Action Taken / Support Required" Executive Support	Additional support is provided at point of need with school leadership responding to advise and manage incidents of behaviour that may impact the safety and wellbeing of others.	Specific teachers and SLSOs
Targeted Intervention	De-escalation of Student Behaviour Training	Staff centred training focussing on de-escalation skills to manage crisis situations.	Whole staff Targetted support team
Targeted Intervention	Planned use of Restrictive Practices	Sometimes, to help keep a student, or others, healthy and safe at school, we need to limit or restrict some of their actions. The NSW DoE Restrictive Practices framework is used to underpin all use of restrictive practise in The Hills School.	Staff, parents, students

Care Continuum	Strategy or Program	Details	Audience
Targeted Intervention	Regional Delivery Support Team Consultation	Advice and support is provided to plan and manage targeted interventions as needed.	Class / whole staff as appropriate Parents Individual Students
Targeted Intervention	WHS Advisor	Where required the school will engage the Department WHS to provide guidance and support with the planning and management of student behaviours of concern.	Principal, staff
Individual intervention	Behaviour Support Plan	Individual plans are developed to identify behaviours and response strategies in a continuum of support. These plans include both escalation and de-escalation / recovery planning.	Staff, Parents, Individual Students
Individual intervention	Risk Management Plan	Risk management behaviour support plans are developed for students exhibiting behaviours that present as a risk of harm for themselves or others. The plan is developed in consultation with school leadership and shared with relevant staff.	Staff, Parents Individual Students
Individual intervention	Suspension	Refer to the Student Behaviour Procedures Kindergarten to Year 12	Staff, Parents, Individual Students
Individual intervention	Consultant personnel e.g. therapy, psychology, psychiatry	In collaboration with executive staff and the LaST paraprofessional support may be engaged to advise in development / revision of students' behaviour support plans.	Staff, Parents, Individual Students
Individual intervention	NSW DoE NDIS Coordinator	Schools have an important role to play in supporting families to engage with the NDIS. Schools can assist families to connect with the NDIS and can provide information to support families through the application, initial planning and plan re-assessment process.	Staff, Parents, Individual Students

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Supervised support in alternative environment. As a targeted intervention to support student co-regulation and safety staff may provide support through use of alternative learning spaces to a student's regular classroom. Students must be carefully supervised and seclusion is prohibited.	As needed in response to targeted intervention	Class teacher / executive staff	Sentral database
De-escalation and recovery. Restoration of relationships is key to ongoing positive behaviour support. Where possible, continuity of staff in management of a behaviour cycle is important.	As needed in response to exhibition of behaviours of concern	Class teacher / executive staff	Sentral database



Partnership with parents/carers

The Hills School will partner with parents/carers in establishing expectations for parent/carer engagement in developing and implementing student behaviour management strategies by; providing families access to the School Behaviour Support and Management Plan developed in consultation with The Hills School P&C Association Inc., partnering with families in the development of targeted individual supports, collaborating with para-professionals including but not limited to paediatricians, psychologist, psychiatry, behaviour support clinicians, occupational and speech therapy personnel.

The Hills School will communicate these expectations to parents/carers through the [school website](#), enrolment interviews, parent/carer information sessions and individual planning and consultation meetings.

School Anti-bullying Plan

The Hills School provides a current copy of [The Hills School anti-bullying plan](#) on our school website. This plan incorporates elements of the NSW DoE [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

Reviewing dates

Last review date: 23 October 2024

Next review date: Day 1, Term 1, 2025