

Hill Top Public School Behaviour Support and Management Plan

Overview

Hill Top Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are Berry Street Education Model, Positive Behaviours for Learning, Calmer Classrooms and Sustainability for Education.

Promoting and reinforcing positive student behaviour and school-wide expectations

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

Be Safe Respectful Learners:

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

- Awards System – Bronze to Gold, Principal Morning Teas.
- Bounce Days to promote resilience and celebrate learning.

SAFE	RESPECTFUL	LEARNER
Be in the Right Place at the Right Time 	Use Manners 	Be Prepared 
Move Quietly and Calmly 	Play Fair 	Work Together 
Safe Hands and Feet 	Look and listen 	Let others Learn 
Use Equipment Correctly 	Follow Directions 	Try our Best 

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/notes
Prevention	PBL Tier 1	Positive Behaviour for Learning (PBL) Tier 1 Schoolwide and classroom systems of support that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture.	Whole School Community
Prevention	BSEM	Berry Street Education Model provides practical every-day strategies for teachers to integrate trauma-informed practice to support all students, with focus on those most vulnerable.	Teachers Students
Prevention	Tracking	Maintain a track record of all students against both Academic Data and the Wellbeing Domains to ensure every student is well known and cared for.	Teachers Students
Prevention	SLSOs	SLSO program is a school funded program that supports all students social interaction in the playground, meeting them at their point of need.	Whole School Community
Prevention	Social Programs	Anti bullying units, P/D/Health units, Annual Brainstorm Production, Interrelate and School Psychologist Programs (seasons for growth/Resilience building)	Teachers Students
Prevention	Screening	Wellbeing Health Intake Nurse (WHIN) provides a screening service for allied health services.	Teachers
Early Intervention	PLaSPs	Students are identified by their teachers and executives based on tracking data and supported through a PLaSP process that seeks to engage parents and students in their learning.	Supported Students, teachers and their families
Early Intervention	cHillTops	Chilltops is a quiet structured playspace that supports students who struggle with social skills or need quiet reflection time.	School Community
Early Intervention	PPP	Positive Parenting Partnerships (P&C supported) is a structured approach to engaging with parents who would like to engage more deeply in their child's learning or volunteer in the school.	Parents Teachers Local Community

Care Continuum	Strategy or Program	Details	Audience/notes
Targeted	Learning and Support Team	Students are referred to the LaST to access additional support to identify and plan for individual student need. The interventions are recorded in the students' PLaSPs and on a LaST Caseload register. WHIN and School Psychologist.	Teachers Supported Students and Families
Ind	BMP	Individualised Behaviour Management Plan: this establishes prescriptive responses to behavioural patterns for all staff to follow.	School Community
Ind	Risk Assessments	This identifies hazard and triggers for individual students to maximise their chances of a positive school experience whilst also supporting the greater school population.	School Community


Detention, reflection and restorative practices

Action*	When and how long?	Who coordinates?	How are these recorded?
Low level Intervention: Repeated 'Time Out' in the classroom or the playground.	10 – 30 mins	CT	SchoolBytes
Exec Intervention: will be a mix of reflective and restorative practices that may include detention if required. Parents may be contacted.	As required	Exec	SchoolBytes
Principal Intervention: will be a mix of reflective and restorative practices that may include detention/suspension if required. Parents are contacted. Other agencies may also be contacted.	As Required	Principal	SchoolBytes

* Using [restorative practices](#) is a foundation at all levels in these interventions - aligned as well with 'form, nature and function' of behaviour as indicated in the new IER policy and student behavior procedures (Policy document number: PDthe 2006Student Behaviour 031606V 0 2 .0.0).

Partnership with Aspect School

Hill Top Public School will partner with Aspect School Macarthur via their satellite classes on site and develop a shared memorandum of understanding about



managing behaviours of students in an inclusive, respectful and supportive manner for all parties.

Partnership with parents/carers

Hill Top Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by developing an explicit document that describes a simplified version of the school's SBSMP.

Hill Top Public School will communicate these expectations to parents/carers by email.

School Anti-bullying Plan

Insert a link to the school's existing anti-bullying plan here. Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

Reviewing dates

Last review date: 28 February 2023

Next review date: Day 1, Term 3, 2023