

School Behaviour Support and Management Plan

Pennant Hills High School

Overview

Pennant Hills High School has a proud tradition of academic, sporting and cultural excellence with a strong community spirit. We pride ourselves on providing a high quality education for all students within an encouraging, supportive and caring environment. Our focus is to provide a happy and safe learning environment which lives up to our motto of *Nil Nisi Bonum (Nothing But The Best)*.

Our school is held in high regard by both the local and wider community for producing quality educational outcomes in academic, cultural, sporting and extra-curricular pursuits. The school provides a broad education for students of all abilities, needs and interests.

Discipline at Pennant Hills High School is based on the following main principles:

- all students should develop self-discipline
- all students have the right to an education without interference from other students
- caring for others is the basic standard of behaviour in all situations

These can be achieved by:

- having respect for yourself and others
- having respect for property and the school environment
- taking responsibility for your own actions

Our processes are founded on the idea that students must learn to take responsibility for their own actions and to ensure all staff respond to behavioural challenges consistently to support students to acknowledge harm and learn from their behaviour.

High expectations for student behaviour are established and maintained through effective role modelling and explicit teaching. Key approaches and programs prioritised and valued by the school community are:

- Academic support and mentoring
- Career and post-school planning
- Student leadership
- Peer Support
- Mentoring programs for students with additional support needs

Our school utilises a **Positive Behaviour for Learning** (PBL) model which provides staff and students with a positive proactive system for defining, teaching and supporting appropriate student behaviours and academic outcomes. It is a systems approach to enhance the capacity of schools, families and communities to design effective learning environments. The model is based around the Pennant Hills High School core values; responsibility, integrity and achievement and these values are applied across all areas of the school.

Partnership with parents and carers

Pennant Hills High School prides itself on strong relationships with families and carers. Connections with parents are built and nurtured from Year 7 and parents and carers know they are valued and supported in the key role of raising young people for the world beyond school. Pennant Hills High School encourages and fosters parent and carer engagement and support for high behaviour standards through:

- Fostering and involving high parent involvement in school decision making and practices through a strong Parents and Citizens association
- Using external and internal metrics such as Tell Them From Me, School Leadership Council (SLC), parent consultation, consultation with the AECG and internal surveys to collect feedback and data which supports school policies and procedures
- Engaging with parent concerns, raised through formal and informal complaints, to review school systems, data and practices

Pennant Hills High School communicates these expectations to parents/carers through the school newsletter, website and provides links to information and resources in the [Behaviour support toolkit](#).

School-wide expectations and rules

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

To be students who demonstrate responsibility, integrity and achievement

RESPONSIBILITY	INTEGRITY	ACHIEVEMENT
Follow staff directions	Treat others with understanding, tolerance and respect	Attend school regularly and punctually
Behave sensibly and safely in the classroom, playground, at sport, on excursions, and travelling to and from school	Speak politely	Behave in class and not disturb the learning of others
Respect the property of the school and others	Behave appropriately in school and community settings so that they bring credit to the school	Complete classwork and homework
Care for the school environment and keep it clean; put rubbish in the bin	Represent the school with pride at all times	Participate actively in school events
Wear the school uniform correctly and with pride	Be self-disciplined	Value my own achievements and positively acknowledge the achievements of others

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

Pennant Hills High School embeds student wellbeing and positive behaviour approaches and strategies across the care continuum and responds to behaviours of concern, including bullying and cyberbullying behaviour. Behaviours that do not constitute bullying include mutual disagreement or isolated incidents.

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. The practices include:

- explicitly teaching classroom expectations
- establishing predictable classroom routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- actively supervising students
- maximising opportunities for active engagement in learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Year 6 into 7 transition program	Focusing on a safe and successful movement from primary to high school	Incoming Year 7 students
	Peer Support Program	Build resilience through strong relationships using peer mentoring and modelled behaviour.	Years 7, 9 and 10 and coordinators
	PDHPE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students Years 7 - 10
	Life Ready Curriculum	This program equips students with practical skills and knowledge for life beyond school including those related to health, safety, relationships and general wellbeing.	Students Year 11
	Positive Behaviour for Learning (PBL)	PBL is a positive proactive system for defining, teaching and supporting appropriate student behaviours and academic outcomes. It is a systems approach to enhance the capacity of schools, families and communities to design effective learning environments	Students Years 7-12 Staff

Care Continuum	Strategy or Program	Details	Audience
Prevention	Police Youth Engagement Officer presentations	Community Police safety presentation to empower and inform young people and their families.	Students Years 7 – 12
	Anti-racism Contact Officer	An active ARCO delivering presentations on school values and expectations around respect.	Students Years 7 – 12
	Recognition assemblies and morning teas, awards system	Celebrate student achievements and fosters a sense of pride and community while also motivating and engaging students.	Students Years 7 – 12 Parents and Carers
	Brainstorm Productions	Educational programs exploring cyberbullying and mental health. Strategies provided for resilience, help-seeking and positive relationships	Students Years 7 - 9
	ELEPHANT Education	Comprehensive and preventative education empowering people with the tools to live a safe, productive and fulfilling life	Students Years 8 - 9
	Wellbeing programs	Team building and positive relationship building	Students Years 7 - 12
	Student Leadership (SLC, Prefects etc) including Student Wellbeing subcommittee	Fosters a sense of belonging, responsibility, and self-worth as well as providing opportunities to empower students to engage positively with our school community. Opportunities for strong student voice.	Students Years 7 – 12
	Student Learning Support	The Learning Support team works with teachers, students and families to support students who require personalised support.	Students Years 7 – 12, Parents and carers, staff.
	Communication and year group meetings	Students participate in a range of informative meetings which reinforce expectations of the school	Students Years 7 – 12
	Communication with parents	To increase parent’s understanding of how our school addresses all forms of behaviour.	Students Years 7 – 12, Parents and carers, staff.
Awareness Days eg: Harmony Day, RU OK? Day, etc.	Whole school initiative to promote awareness and inclusion of all students.	Students Years 7 – 12, staff	

Care Continuum	Strategy or Program	Details	Audience
Prevention	Spirit Week	A week that celebrates our community, our resilience and our pride in being Penno. This is a week that brings the whole school community together and promotes a sense of belonging.	Students Years 7 – 12, parents and carers, staff
	Australian eSafety Commissioner Toolkit for Schools	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 cyber-bullying incidents	Students Years 7 – 12, parents and carers, staff
	Library and lunchtime clubs	Our Library is a Wellbeing Hub with a wide range of lunchtime activities including jigsaw puzzles, chess competitions and games as well as Crochet Club. A Games Club and the Quiet Calm Classroom also provide activities at lunch breaks that provide a safe haven for students to relax and have fun together.	Students Years 7 – 12, parents and carers, staff
Early intervention	Student Support Officer	Supports the implementation of the school's approach to wellbeing.	Students Years 7 – 12
	Special HS transition for year 6 students with additional needs	Targeted program to support the safe and successful transition of students with additional needs from primary school to high school.	Students Year 6 into 7
	Year 7 and Year 8 FRIENDS programs	Students engage in social and emotional wellbeing lessons, which are reinforced by staff regularly, including at year assemblies.	Students Years 7 and 8
	Drumbeat program	Students develop skills in emotional expression and self-responsibility	Students Years 7 - 10
Targeted intervention	RAISE mentoring program	Designed to help young people better cope with life's challenges. One-to-one mentoring for six months on the key areas of asking for help, hope for the future, resilience and school belonging.	Students Years 8 and 9
Targeted Intervention	International students	Safe and successful transition to support incoming international students including International Student Coordinator and EAL/D programs	International Students, parents and guardians

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	Check in	For students who exhibit behaviours of concern.	Identified students
Individual intervention	Attendance monitoring	Address barriers to improve attendance and set growth goals. Supported by SSO, HT Wellbeing, HSLO	Identified students
	Calm and Gold Cards	Provides students with tools to recognise their emotional states and employ techniques to self-regulate during challenging moments. Supported by SSO and HT Wellbeing	Identified students
	Level 4 Faculty and Level 3 Behaviour Monitoring	Head Teacher or Deputy Principal level monitoring. A period of time on an achievement booklet to change a pattern of behaviour	Identified students
	Parent/carer and student conferences	Address specific academic, social and behavioural concerns through collaboration between school and home to minimise the impact of barriers for individual students.	Students, parent/carer, staff
	Development and implementation of individual support plans	This may include developing, implementing monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Students, parent/carer, LaST, HT Wellbeing, DP
	Careers transition post-school pathways	Individual support for students seeking transition advice and opportunities	Students Years 10 - 12
	Preventative Attendance Monitoring	Early recognition of students with concerning attendance patterns and individual support provided to improve attendance.	Students Years 7 - 12
	Wellbeing Referral	Students and staff can refer students to the Wellbeing Team when assistance is required / identified.	Students Years 7-12 All staff

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

Pennant Hills High School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)

- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.
- 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.

Preventing and responding to behaviours of concern

- Planned responses to behaviour that does not meet school expectations are either teacher or executive managed.
- Staff use their professional judgement and the school developed flow charts for behaviours of concern OR serious behaviours of concern in deciding whether a behaviour is teacher managed or executive managed.
- It is essential to consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

Pennant Hills High School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
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 through the Positive Learning Rewards system	1. Refer to In class behaviour management process or out of class behaviour management process (please see Appendices)	1. Contact office to seek help from HT/DP straight away if there is a risk. Otherwise notify executive ASAP and before the end of the school day.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. HT/DP/CT 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, reteaching appropriate behaviour to meet expectations or providing reassurance or offering choices Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.
3. Tangible reinforcers include those that are: <ul style="list-style-type: none"> • free and frequent • moderate and intermittent • significant and infrequent 	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the	3. HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP/CT to record incident on Sentral and contact

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
Intermittent and infrequent reinforcers are recorded on Sentral.	classroom/playground behaviour expectation before a low-level consequence is applied.	parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension
4. Social-emotional learning lessons are taught during Wellbeing periods	4. Teacher records on Sentral by the end of the school day. Monitor and inform the family if repeated. For some incidents, a referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator, the HT Wellbeing.	4. Refer to the school's Wellbeing Team considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Parents are automatically notified through the parent portal when intermittent and infrequent reinforcers are recorded on Sentral. Student awards for positive behaviour are given at year group assemblies each semester.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Wellbeing Team may be discussed.	Parent/carer contact is made by HT/DP/P to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer, monitor student through the school's wellbeing team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, Peer Mediation and/or reflection (as outlined below)
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers
- 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.

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](#).

Students and/or parents/carers can report cyberbullying to the eSafety Commissioner and reporting links for most sites, games and apps can be found at the [eSafety Guide](#).

Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Teacher / students discussion and reflection	<p>This strategy is used for low-level classroom behaviour issues. Usually completed immediately following an incident (where class adjoins a break) or in the nearest break time.</p> <p>5-10 minutes. Student and teacher discuss behaviour concern, student reflection on changes needed for behaviour.</p>	Classroom teacher	Sentral
Lunch detention	<p>Lunchtime (20 minutes)</p> <p>Typically assigned after repeated minor incidents where classroom teacher/student reflection and HT/ student reflection have been unsuccessful or where a more serious incident has occurred.</p> <p>Scheduled as soon as all involved are available.</p> <p>Also used for uniform infringements where a student has not arranged for an Out of Uniform Pass or has repeated incidences</p>	<p>Head Teacher</p> <p>Faculty</p>	Sentral
Head Teacher conversation with student including parent phone call	<p>This strategy is used following teacher/student reflection if behaviour continues. This action is usually completed immediately following an incident (where class adjoins a break) or in the nearest break time. 5-10 minutes. Student and head teacher discuss</p>	<p>Head Teacher</p> <p>Faculty</p>	Sentral

Strategy	When and how long?	Who coordinates?	How are these recorded?
	<p>behaviour concern, student reflection on changes needed for behaviour.</p> <p>HT calls parents to inform them of concern</p> <p>A Level 4 Faculty Monitoring Card may be an option at this stage.</p>		
Deputy Principal interview with student	Used where behaviour concerns occur across multiple subjects and HT intervention in each subject has proven unsuccessful OR where a more serious incident has occurred. Deputy Principal to determine appropriate time for speaking to the student. After School Detention and/or DP Level 3 Student Behaviour Monitoring Card may be an option at this stage.	Deputy Principal	<p>Sentral</p> <p>Deputy Principal phones parents to inform them of behaviour escalation</p>
After school detention	<p>Used for serious misbehaviours.</p> <p>After school on a day determined by DP from 3:20-3:50pm.</p> <p>Student DP Behaviour Monitoring Card may be an option at this stage.</p>	Deputy Principal	<p>Sentral</p> <p>Parents phoned or sent a letter informing them of detention to sign and return to school.</p>
Alternate break plan	Withdrawal from playground during breaks and re-allocation to office for supervised breaktime following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	School executive	Sentral
Alternate class plan	Students may need to work in the classroom of the Head Teacher or another senior teacher if classroom behaviour has been unacceptable. This is a means for a student to reset their behaviour.	Head Teacher	Sentral
Behaviour Monitoring Booklet	Students may be placed on a monitoring plan by either Faculty (Level 4) or Deputy Principal	Head Teacher or Deputy Principal	Sentral

Strategy	When and how long?	Who coordinates?	How are these recorded?
	(Level 3). Two weeks duration unless an extension is needed. The monitoring plan may be either proactive or in response to misbehaviour.		
Calm or Gold card	Students are issued with a calm card for a range of wellbeing concerns. The cards are reviewed each term. Gold cards are for permanent health conditions and remain in place for the duration of the student's time at PHHS.	DP / HT Wellbeing	Sentral / Wellbeing Report
Case Meeting including Wellbeing Team and/or required support services	Scheduled based on referral or student need. This may involve a one-off session or become an ongoing intervention based on the needs of students, families and the school. Scheduled as soon as all involved are available.	Deputy Principal and Wellbeing Team	School Counsellor files Progress / meeting outcomes shared with relevant staff

Detention, reflection and restorative practices - Peer conflict

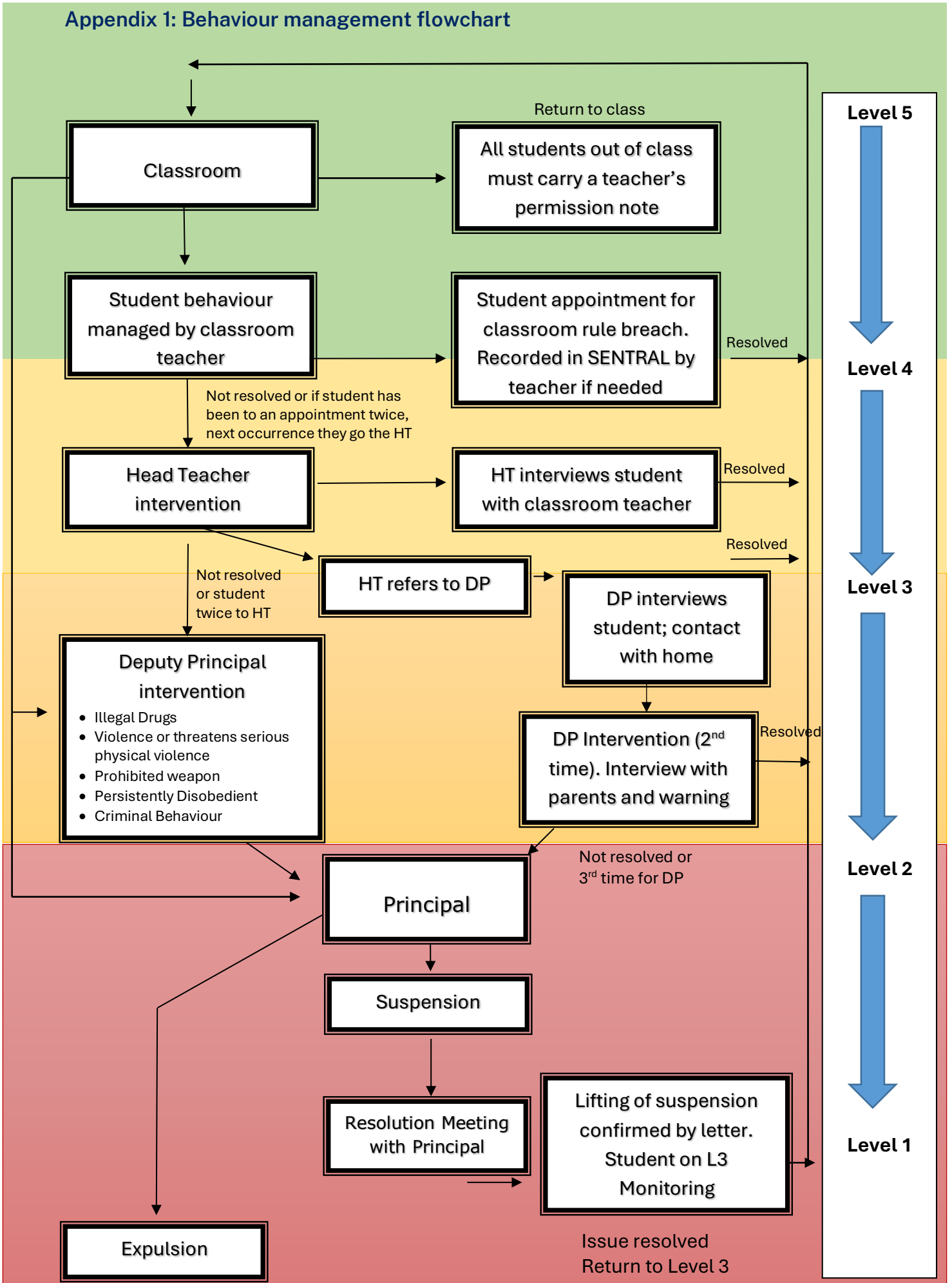
Peer Mediation	Students work together to resolve issues. Scheduled as soon as practical after issue. Supervised by appropriate staff member.	Year Advisor / HT Wellbeing/School Counsellor / SSO / Deputy Principal	Sentral
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Review dates

Last review date: 31 January 2025

Next review date: Week 10, Term 4, 2025

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart

Pennant Hills High School sets high expectations for courteous and considerate behaviour at all times. As a matter of routine, teachers will emphasise respectful behaviour within the school.

