Quakers Hill High School Behaviour Support and Management Plan

The following plan is an operational document which outlines school processes and practices, is published on the school website, and is made available to all students, parents/carers, and school staff.

Overview

The Quakers Hill High School staff, student and parent community is strongly focused on promoting pro-social and positive behaviours for learning. We actively encourage all community members to resolve issues positively and peacefully without recourse to antagonistic, anti-social, unkind, bullying, or aggressive behaviours. We actively teach and encourage behaviours that support learning in a safe and orderly environment focused on recognising the inherent value and dignity of each person. We believe that the classroom is the centrepiece of school education, and every effort must be made to build and maintain positive environments that support the learning of students and the teaching of staff. Quakers Hill High School has a clearly communicated commitment to explicitly teaching, modelling, and promoting positive behaviour for learning. All interactions are underpinned by the SMART expectations (Safe. Motivated. Academic. Respectful. Tolerant)

Promoting and reinforcing positive student behaviour and school-wide expectations

QHHS (Quakers Hill High School) positive behaviour for learning expectations are underpinned by the SMART code to which all staff and students are expected to adhere. SMART represents the core values that our community believes are essential for all students to connect, succeed and thrive. The SMART expectations are designed as shared, value-based expectations. These expectations are not exhaustive; they are intended as a guide and are designed to promote understanding of the wider social values necessary to be an active and committed citizen in a modern democratic society.

Safe Students

- Follow staff instructions
- Move carefully and calmly around all areas of the school
- Dress correctly for the specific purpose
- Line up sensibly outside classrooms
- Use all equipment appropriately
- Notify staff of any concerns

- Stay in bounds
- Keep the school free from drugs alcohol and any dangerous or prohibited items

Motivated Students

- Take responsibility for their learning
- Are prepared for all lessons
- Attend all lessons and arrive on time
- Set goals and aim to achieve them
- Accept challenges
- Take pride in themselves and their school
- Participate in school activities
- Participate without fear of failure

Academic Students

- Work to the best of their ability
- Prepare for set tasks
- Seek and accept help when needed
- Apply their skills and knowledge across all subjects
- Meet due dates and produce original work
- Use all available resources
- Work successfully in groups or as an individual
- Explore further learning opportunities

Respectful Students

- Take responsibility for their own behaviour
- Allow others to participate without distraction or disruption
- Recognise the rights of others
- Are polite
- Take care of personal school and other individuals' property
- Encourage each other
- Acknowledge the work of others

Tolerant Students

- Accept individual differences
- Are sensitive to other people's needs and feelings
- Listen to each other's opinions
- Resolve conflict peacefully
- Are inclusive

- Are fair
- Understand that people make mistakes and learn from them
- Are patient

Behaviour Code for Students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. The behaviours we value as a community are the values we teach and model.

The NSW DoE (Department of Education) Behaviour Code for Students can be found at https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01.

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

Universal Approach to SMART expectations

Universal approaches to positive behaviour for learning focus on developing and maintaining safe, respectful learning environments for all students. Learning environments includes all classrooms, outdoor learning areas, playgrounds, online, excursions and any other school connected events. These universal systems of prevention underpin effective teaching and learning and when applied visibly, consistently, and fairly they support the creation of a safe, motivated, academic, respectful, and tolerant learning environment where all students can connect, succeed, and thrive.

The following list outlines key universal approaches:

- Fortnightly SMART lessons developed by the SMART Effective Practices Team in response to behavioural data, themes related to aspects of SMART i.e., inclusivity and student wellbeing data. Lessons develop both student and staff understanding of SMART behaviours
- Annual anti-bullying lessons develop staff and student understanding of key terms, actions, education, and consequences.
- Clearly displayed SMART signage in all areas of the playground and in every classroom and shared space including toilets, canteen, hall, farm
- SMART scripts that clearly identified desirable and undesirable behaviours are used before examinations, assemblies and in response to identified localised behavioural issues
- Common language used by staff members in addressing student behaviour with a focus on choices and reasonable requests

- Each classroom has A3 posters identifying above the line (behaviours that may impact the psychological safety, physical or emotional wellbeing of staff and students) and below the line behaviours (low level behaviours that impact teaching and learning) and the way any such behaviours are to be managed by the teacher.
- Each classroom contains an A3 poster of the SMART Chart clearly outlining and identifying how below the line behaviours that impact the learning environment are to be managed with the accompanying language of choice articulated on the poster.
- Each classroom has the SMART expectations displayed in a large and readable format.
- Practical subjects with specific SMART requirements have these displayed in their KLA (Key Learning Areas) specific learning spaces.
- All conversations about behaviours for learning are framed by the SMART expectations
- Students who follow the SMART expectations are recognised each term, with a merit for any student who has received no negative referrals
- There is an annual reward excursion for students who have consistently followed the SMART expectations
- SMART forms part of the agenda of all whole school and leadership team meetings
- A SMART update including data is provided to parents each term in the Bumper Contact Newsletter and most fortnights in the Fortnightly newsletter.
- Core SMART presentations are available to watch on the QHHS Website
- All students are required to sign a Yondr pouch agreement
- All enrolments and their parents are requested to sign an undertaking to support the school in its SMART endeavours with a focus on communication and partnership.

SMART Recognition

We aim to encourage all students to do their best at school and our Merit System is integral to our universal system of prevention.

QHHS Merit System

Early Interventions for emerging behaviours

At different times some students will require early intervention to deal with emerging, low-level behaviours that are in contravention of the SMART expectations. With early, supportive, and positive interventions, few students will develop or exhibit higher level behaviours. QHHS employs a range of early intervention measures to support our young people to develop pro-social behaviours that support teaching and learning.
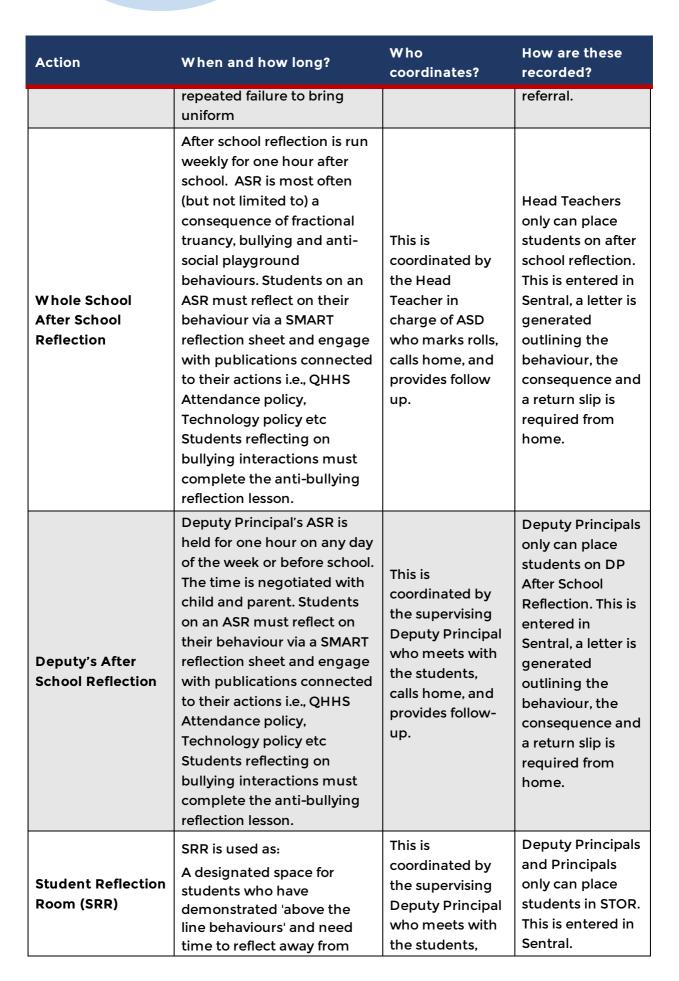
The following list and table outline a range of early interventions that are used at various times. All decisions about interventions are applied fairly, involve a focused discussion with the young person displaying the behaviours that impact the learning environment and are communicated to parents where required. (i.e., an action such as an A3 reflection is not communicated individually to parents as this is a widely publicised consequence for lateness and not wearing uniform)

- SMART reflection sheets are completed by any student who behaves in a way that contravenes the SMART expectations. This sheet forms the basis of a subsequent discussion about choices and the impact of the behaviour.
- Individualised pro-social agreements are developed for students who have engaged in negative interactions with other students. These form the basis of facilitated restorative discussions centred around more positive choice making for any future conflicts. Pro-social agreements are communicated to parents who are asked to co-sign with their child.

NOTE: the following is not an escalating list of actions. All actions and responses are based on the individual needs and behaviours of the student *at the time,* i.e., a student may be placed on a red level without ever having been on a faculty card.

Action	When and how long?	Who coordinates?	How are these recorded?
A 3 Reflection	* Out of uniform without a note of explanation = a lunch time reflection * Arriving at school after roll call without a note = a lunch time reflection (15 mins)	A fortnightly duty roster of staff supervises this reflection	Recorded on Sentral* by front office staff
Faculty Reflection	Most faculties run daily lunch reflections that are supervised by a roster of KLA staff. Reflections are for a range of below the line behaviours such as non-completion of work,	This is coordinated by each faculty in accordance with their needs	Recorded in Sentral as a faculty reflection. Recorded by the staff member who is entering the negative

Action	When and how long?	Who coordinates?	How are these recorded?
	repeated failure to bring uniform		referral.
Whole School After School Reflection	After school reflection is run weekly for one hour after school. ASR is most often (but not limited to) a consequence of fractional truancy, bullying and anti-social playground behaviours. Students on an ASR must reflect on their behaviour via a SMART reflection sheet and engage with publications connected to their actions i.e., QHHS Attendance policy, Technology policy etc Students reflecting on bullying interactions must complete the anti-bullying reflection lesson.	This is coordinated by the Head Teacher in charge of ASD who marks rolls, calls home, and provides follow up.	Head Teachers only can place students on after school reflection. This is entered in Sentral, a letter is generated outlining the behaviour, the consequence and a return slip is required from home.
Deputy's After School Reflection	Deputy Principal's ASR is held for one hour on any day of the week or before school. The time is negotiated with child and parent. Students on an ASR must reflect on their behaviour via a SMART reflection sheet and engage with publications connected to their actions i.e., QHHS Attendance policy, Technology policy etc Students reflecting on bullying interactions must complete the anti-bullying reflection lesson.	This is coordinated by the supervising Deputy Principal who meets with the students, calls home, and provides follow-up.	Deputy Principals only can place students on DP After School Reflection. This is entered in Sentral, a letter is generated outlining the behaviour, the consequence and a return slip is required from home.
Student Reflection Room (SRR)	SRR is used as: A designated space for students who have demonstrated 'above the line behaviours' and need time to reflect away from	This is coordinated by the supervising Deputy Principal who meets with the students,	Deputy Principals and Principals only can place students in STOR. This is entered in Sentral.

Action	When and how long?	Who coordinates?	How are these recorded?
	their class for a concentrated period.	calls home, and provides follow-up.	
	A 'safe space' for students who have been involved in an aggressive incident and need to be separated from the student population for a short time frame		
	A pre-suspension reflection opportunity for students who are demonstrating continued disobedience		
	Students are most often in the SRR for one lesson or one day depending on the individual circumstances of each case		
	Students placed in SRR are given work by their classroom teachers. They are supervised via closed circuit television that is visible to the Deputy Principals only. They are given time for recess and lunch and able to visit the toilet and canteen where necessary. There is no door to the room and there is a fan and heating for cooling/heating.		
	The above list is not exhaustive, but captures the general principles of SRR		
Faculty Support Card **(Yellow Card)**	A student who has demonstrated a pattern of below the line behaviours (usually across three lessons) in a particular subject will be placed on a yellow card. Students are usually on Yellow Cards for 10 lessons.	This is coordinated by the class teacher. Goals for improvement (no more than five) are set with the student and negotiated in a conference.	These are recorded on Sentral by the teacher. Parents are contacted either by phone or letter.

Action	When and how long?	Who coordinates?	How are these recorded?
Faculty Reflection Card **(Orange Card)**	This is an escalation of the Yellow Card for students who have not met their Yellow Card support goals after two weeks or who have demonstrated escalating behaviours whilst on a Yellow Card. Students are on a Faculty Withdrawal Card for 3 lessons where they work with the HT (Head Teacher) of the faculty on their classwork.	This is coordinated by the Faculty Head Teacher. Goals for improvement (no more than five) are set with the student and negotiated in a conference style meeting.	These are recorded on Sentral by the Head Teacher. Parents are contacted either by phone or letter.
Blue Card (Success Card)	Students may be placed on a blue card (also known as a blue success card) for a variety of reasons that are usually related to repeated low-level behaviours across a range of subjects. Year Advisors and other wellbeing staff will use data to identify students who need extra monitoring and support.	Usually by the student's year advisor. The supervising Deputy Principal or Principal may also use the blue card system. Students may self-refer for a blue card.	These are recorded on Sentral by the supervising teacher. Parents are contacted by phone or letter.
Red Card	Students are placed on red levels when they have displayed persistent problems across several subjects and/or persistent disobedience on an orange card or due to returning from suspension. Students who have received a formal caution of suspension and students who have made a serious breach of the school's SMART	The supervising Deputy Principal or Principal.	Recorded on Sentral by the Deputy Principal or Principal.

Action	When and how long?	Who coordinates?	How are these recorded?
	expectations.		
Attendance Support Cards	Students are placed on Attendance Support Cards when they have truanted whole or partial days. Students who have been identified as having problematic attendance may also be placed on attendance support cards.	The supervising Deputy Principal, Principal or Head Teacher Administration	Recorded on Sentral by the Deputy Principal or Principal.
Self-referral to Wellbeing Team	Students who are experiencing difficulty with their wellbeing or within the learning environment can self-refer to the Wellbeing team. Students can identify who they would like to talk to i.e., student support officer, year adviser etc	Head Teacher of Wellbeing	Recorded on Sentral by the Head Teacher Wellbeing (confidential) so access is limited.
Mediations	Mediations are conducted student/student or staff /student when there is a perceived or actual conflict between the two parties.	Usually a Year Adviser if student/student or Student Support Officer. When Student/staff member mediations are facilitated by Head Teacher or Deputy Principal	Notes and outcomes are recorded on a mediation sheet and then uploaded into Sentral.
Facilitated Conversations	Facilitated conversations are usually held in response to group conflicts when several students or student groups have been involved.	These are usually facilitated by a Year Adviser, HT Wellbeing or Deputy Principal.	All parties sign a pro-social agreement that has been shaped in response to the cause of conflict. Parents are informed and co-sign the agreement. Agreements are uploaded into

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Action	When and how long?	Who coordinates?	How are these recorded?
			Sentral.

*Sentral is a software program for keeping and entering information

More targeted Interventions for some students

Some students may require more targeted supports to encourage positive behaviours for learning and interacting within the school community. In such instances a small team of learning support and wellbeing staff which may include but is not limited to the Year Adviser, Head Teacher Wellbeing, Head Teacher Administration, Deputy Principal, Counsellor (s) Student Support Officer and School Chaplain will work in consultation with staff, parents and caregivers and external providers to facilitate positive behavioural supports with a focus on successful integration or re-integration into the learning environment.

Action	When and how long?	Who coordinates?	How are these recorded?
QHHS Student Support Plans (SSP)	SSPs are developed for students when they are demonstrating pattern of escalating behaviours that require higher level or repeated interventions.	These are usually facilitated by the supervising Deputy Principal in collaboration with learning and support staff, classroom teachers and parents	Completed SSPs are sent to all staff and attached to the individual students SENTRAL profile. A flag is attached to the student profile, so staff are aware of who has an SSP.
Step Out Pass Step Away Pass Time Out Pass Walk to the DP card	All these passes are variations on a core philosophy of allowing the student to remove themselves from a situation that may escalate or a situation in which they feel anxious or overwhelmed. Each pass	These are usually facilitated by a member of the Wellbeing team in consultation with HT Wellbeing.	Recorded on Sentral by the Head Teacher Wellbeing with all teachers of the student being notified.

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	(except for a Step Away pass) requires the student to meet with or move to an agreed support person.		
Staff Professional Learning	QHHS provides professional learning on behaviour management across the continuum of care for teachers and other school staff to build confidence and capacity in positively managing challenging and complex behaviours in a responsive manner that recognised staff wellbeing in addition to student wellbeing.	Professional Learning is planned annually with a term-by-term focus as part of the SIP initiatives. In addition to this we plan PL responsively to meet emerging issues or problems identified by data. Teachers of individual students meet and receive PL specific to the needs of individual students as required.	These are recorded by the DP who coordinates PL. These are also recorded and evaluated in the SIP and the ASR. These are recorded on Sentral as evidence of meetings and to form an ongoing record of individual student management.
VIP Presentations	VIP presentations centre on students who have been identified as likely to experience significant challenges in transitioning to high school. Key information is shared along with strategies and suggestions on how to connect with/manage the student.	Delivered by the HT Wellbeing and HT Support at the beginning of each year.	From 2023 these presentations will be recorded and placed in the Learning Support Team folder for staff information and reminders.

Wellbeing Team Meetings	Wellbeing Team meetings are held fortnightly and combine Leaning Support, Wellbeing staff and supervising DP's. The meetings are student centred focusing on broad cohort issues such as attendance, year group behaviours and more complex case management.	Coordinated by the HT Wellbeing.	Minutes are saved in Sentral. Key information is disseminated as required.
Risk Management Plans	RMPs are developed for students who have demonstrated behaviours that put themselves or others at risk of actual harm. RMPs are annually reviewed if no new behaviours emerge and more regularly reviewed if there are emergent behaviours of concern.	These are usually facilitated by the supervising Deputy Principal in collaboration with learning and support staff.	RMPs are saved in the LST folder. RMPs are flagged on Sentral and communicated to all necessary staff.

Partnership with parents/caregivers

Quakers Hill High School encourages parents to engage with the SMART expectations by sharing these on the school website, through regular SMART articles in the school newsletter and by sharing copies of key materials at relevant times of the year. For example, during examinations the SMART examination script is shared with parents via the school newsletter.

The SMART expectations are published on the school noticeboard and are prominently placed throughout the school. All new enrolments and their parents are required to sign an agreement that they will work with the school in upholding the SMART expectations.

Focused messages about the school SMART expectations are delivered at Orientation Days and Transition Days. The QHHS Student Handbook, free Student Diary and Stage 6 SMART manual also contain all the SMART procedures and protocols.

School Anti-bullying Plan

Quakers Hill High School Anti-Bullying Plan

NSW DOE (Department of Education): Bullying of Students – Prevention and Response Policy

Reviewing dates

Last review date: 13 March 2023

Next review date: 13 March 2024