

Nareena Hills Public School



Living, learning and caring through curiosity, perseverance and kindness.

School Behaviour Support and Management Plan

Overview

Nareena Hills Public School is dedicated to explicitly teaching and modelling positive behaviour while supporting all students in engaging with their learning. The key programs prioritised and valued by the school community include the Zones of Regulation, Peer Support, Kindergarten Buddies, merit awards, ROSA awards, and the Cool Kids program.

Partnership with parents and carers

Nareena Hills Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and anti-bullying strategies by:

- inviting parent/carer and student feedback through formal and informal means, such as school surveys, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices
- establishing expectations for parents and carers to engage with the school in developing and implementing student behaviour management strategies in line with the [School Community Charter](#)

Nareena Hills Public School will communicate these expectations to parents/carers through the school newsletter and website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety, and well-being.

Promoting and reinforcing positive student behaviour and school-wide expectations

Nareena Hills Public School has school-wide expectations based on our school values of Respect, Responsibility and Excellence.

RESPECT

We treat each other with kindness.

We keep an open mind and listen to different ideas.

We respect each other, ourselves and our environment.

RESPONSIBILITY

We take care of school equipment and we wear our uniform every day.

We are responsible for our actions and behaviour.

We take pride in our work and always try our best.

RESILIENCE

We make mistakes, and it's ok.

We take risks in our learning.

We keep trying even when it is hard.

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Behaviour code for students

NSW public schools are committed to providing everyone with safe, supportive, and responsive learning environments. We teach and model the behaviours we value in our students. The Behaviour Code for Students can be found [here](#). This document translated into multiple languages is available [here](#).

NHPS Anti Bullying Plan

Our 2025 Anti Bullying plan can be found [here](#).

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour strategies in practices across the care continuum to foster positive behaviour and address behaviours of concern, including bullying and cyber-bullying.

These strategies are grounded in a foundation of evidence-based effective classroom practices that establish the tone for engagement with learning and respectful relationships. These practices include:

- clearly stating and teaching classroom expectations
- establishing predictable routines and procedures communicated effectively to students
- promoting expected behaviour through positive feedback and reinforcement
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement in learning
- offering carefully sequenced, engaging lessons that include options for student choice
- differentiating learning content and tasks to cater to the needs of all learners.

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Care continuum	Strategy	Details	Audience
Prevention	Zones of Regulation	The Zones of Regulation is a framework and curriculum that develops awareness of feelings, energy and alertness levels while exploring various tools and strategies for regulation, prosocial skills, self-care, and overall wellness.	All
Prevention	Brain breaks / crunch and sip	Simple breaks of movement and nutrition integrate the whole brain, senses and body, preparing the student with the physical skills they need to live and learn more effectively.	All
Prevention	Instructional model and the Learning Pit/Growth Mindset	Our structured lessons build social and emotional learning by preparing students for challenges and providing opportunities for them to work with each other in a caring, collaborative, and thoughtful way. Students are developed to become careful risk-takers.	All
Prevention	Planned transitions and collaborative practice	Students' academic, social, and emotional needs vary from year to year. Preventative strategies regarding behaviour concerns are discussed and planned for new Kindergarten students and departing Year 6 students.	Teachers
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K-6

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Care continuum	Strategy	Details	Audience
Prevention	Merit, gold and ROSA awards	Celebrating student achievement creates a positive school-wide culture that focuses on students' successes as a tool to promote further positive behaviour.	All
Prevention	Class based motivating systems	Classes may have individualised motivating systems tailored to suit the students. Systems are adapted and adjusted throughout the year and can be connected to rewards.	All
Prevention	Structured play activities	Students are encouraged to use play and sports equipment to participate in structured games, such as tennis, basketball, and soccer, in the playground. This fosters their ability to negotiate, work together, and cultivate a sense of fair play.	All
Prevention	Classroom environment	Seating arrangements, calm spaces, adaptive practices according to student needs.	Teachers
Prevention	National Day of Action	Our school participates in the annual National Day of Action against Bullying and Violence (NDA) in August each year.	All
Prevention	Sense of belonging	There is a morning greeting routine where every classroom teacher welcomes students into the classroom. There is also a recognition board for positive choices in every classroom.	Teachers

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Care continuum	Strategy	Details	Audience
Prevention	School captains, vice-captains, prefects, SRC, Peer support and kindergarten buddy system, House Captains and leadership responsibilities	Our School Captains, Vice Captains, Prefects, House Captains, SRC, and Year 6 embark on various leadership activities throughout the school year. In the first few weeks of Term 1, Year 6 is given Kindergarten buddies to help them transition into and throughout their first year in school. Furthermore, in Term 2, Year 6 delivers a structured peer support lesson each week to promote positive behaviours and embed the school values in all students.	All
Prevention	Student voice	There are several lunchtime club activities (suggested and led by students) available, such as Friday Dance, Performance Group, Technology Club, Library lunch, Wild Wallabies, Chess Club, Pokemon Club, and Lego Club.	Teachers and students
Prevention	"The Nareena Way"	We have a whole-school approach with concerted efforts towards fostering positive classroom environments and a whole-school consistent culture.	All

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Care continuum	Strategy	Details	Audience
Early intervention	Correcting students' behaviours	The teacher identifies and responds to correct inappropriate student behaviours and ensures students understand the corrective response. Teachers provide consistent and explicit corrections, delivered calmly and proportional to the level of behaviour.	Teachers and students
Early intervention	Goal setting	Behaviour goals are co-developed through consultation with students, parents and staff. These are monitored and adjusted for a short period to support changes in behaviour.	Teachers, students and parents
Early intervention	Effective communication with parents	Parents are contacted and involved in caring for the students through phone calls. This partnership is seen as a vital component in early intervention.	Teachers

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Care continuum	Strategy	Details	Audience
Targeted intervention	Using sound classroom management practices and a hierarchy of supportive consequences	Using the NHPS school behaviour continuum, teachers respond to incidents that are aligned with The Nareena Way behaviour levels. Frequent communication between the school and home ensures clarity around behaviour concerns.	Teacher and students
Targeted intervention	Learning Support Team: Team includes the Learning and Support Teacher and the School Counsellor	The Learning and Support Team work shoulder-to-shoulder with teachers, students, and families to support those students who require personalised learning and support plans or pathways. Strategies include instructional leadership, risk assessment development, and short and long-term goals. If necessary, students are provided with individual adjustments to assist them in their learning. Emotional Superheroes: (a small group targeted intervention program) is run by the school counsellor for students identified by the Learning Support Team.	Individual students, families, staff

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Care continuum	Strategy	Details	Audience
Individual intervention	Behaviour management plans	Behaviour management plans are designed and implemented for those requiring individual intervention. These are considered for risk assessments when planning excursions and discussed and shared within the Learning Support Team.	Learning support and individual students
Individual intervention	School learning and support officers (SLSO)	Utilised in both the classroom and the playground, the SLSO supports individual students' access to and inclusion in learning and play activities under the guidance of the Learning Support Team and teachers.	SLSO and Individual students
Individual intervention	School Counsellor and Learning Support Teacher	We utilise our School Counsellor and Learning Support Teacher to support students with targeted intervention. This could include completing Functional Behaviour Assessments, identifying triggers, developing additional strategies for Zones of Regulation, and designing interventions based on individual student needs.	All
Individual intervention	External Support	Seek external support from APLaS, LWO, HSLO, and ACLO as required.	LST and teachers
Individual intervention	Risk Management	In extreme cases where behaviour poses a risk of harm to self and/or others then a risk management plan is developed.	LST and teachers

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Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on School Bytes. 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
- detention, reflection and restorative practices (listed below)
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, 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 cyberbullying. 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](#)

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.

Definitions

Behaviour of concern: A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions.

It does not include low-level, developmentally appropriate behaviour.

Bullying: Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.

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Detention, reflection and restorative practices

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

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection room - a structured debriefing and planning after a behaviour of concern with an individual student.	Using the NHPS behaviour continuum depending on which level, next available day. K-2 10 mins. 3-6 15 mins.	Assistant Principal	Documented in School Bytes. Student reflection sheet scanned and attached to incident.
Alternate play plan: withdrawal from free-choice play and re-allocation to the office, classroom, or designated assigned areas for supervised play following a behaviour incident. The purpose is to assist the student in achieving the desired behaviour, reflecting on their behaviour, and making positive choices—individual or group.	Next break and duration will be for the time the student is on behaviour level.	Assistant Principal/Principal	Documented in School Bytes. Playground plan created for student.
Restorative practice – peer mediation or circles in groups.	Scheduled for either lunch or recess break as required.	Assistant Principal/Principal	Documented in School Bytes.

Review dates

Last review date: Day 1 Term 1 2025

Next review date: Day 1 Term 1 2026

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Bullying Response Flowchart

