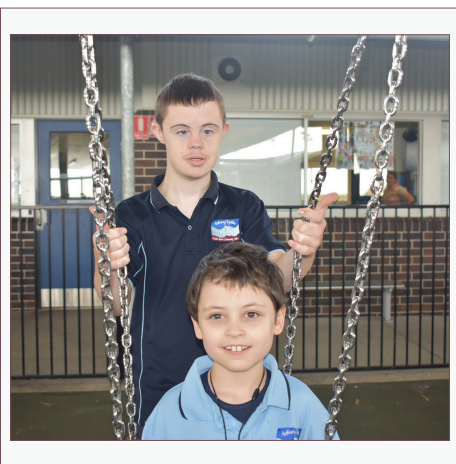


Hunter River Community School

Behaviour Support and Management Plan



We Care • We are Safe • We Learn





Hunter River Community School (HRCS) is a specialist education setting that is committed to providing quality, individualised educational opportunities for neurodiverse K-12 students, all who live with complex additional needs.

HRCS's core business is teaching and learning and is underpinned by a culture of high expectations, and a deep commitment to providing students with the tools to learn, succeed, break down barriers and flourish.

With experience and expertise in delivering personalised learning, the school's holistic approach to consultation and collaboration promotes success in every student.

The School Behaviour Support and Management Plan (SBSMP) is a comprehensive overview of evidence based student wellbeing initiatives that are implemented across the school to facilitate teaching and learning environments that focus on connection, and belonging, whilst encouraging the development of skills that enhance regulation, reflection and continuous growth.

Principles of positive behaviour support, trauma-informed care, inclusive practice, and social emotional learning is evident throughout daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned, predictable responses.



High expectations for students

The school's approach to behaviour support and management recognises the integral link between learning and wellbeing and delivers predictability and consistency for the collective student cohort through its universal components. It also delivers flexibility for individual students through its capacity to personalise implementation to meet the diverse, complex and dynamic needs of every student. Strong partnerships between school staff and parents/carers, are underpinned by respectful and positive relationships, that are essential for success.

The school's approach puts students and their wellbeing and safety, at the centre of every decision. It is based on the principles of stimulus-response theory, operant conditioning, positive reinforcement, shaping and token-economies. It recognises the functions of behaviour as communication, attention, access and sensory and promotes the principles of inclusion, safe participation and equality of opportunity

To achieve our mission, key programs prioritised and valued by the school community are:

- Positive Behaviour of Learning Program
- Smiling Minds program
- Berry Street Education Model
- Zones of Regulation
- Targeted Individualised Intervention

These programs prioritise social and emotional learning which supports connection, positive mental health, authentic relationships and supports prevention of bullying.

Hunter River Community School rejects all forms of bullying behaviours, including online (or cyber) bullying, by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promote approaches and strategies that creates a positive climate where bullying is less likely to occur.



ENGAGE AND LEARN



School-wide expectations for student behaviour

At Hunter River Community School, there is a strong undertaking to provide a safe, supportive, and respectful learning environment for students and staff. HRCS staff actively teach and model behaviours that embody our Positive Behaviour for Learning (PBL) values; We Learn, We Care, We Are Safe. Research informed teaching and learning approaches are implemented to ensure the safety and wellbeing of students, ultimately supporting them to be engaged, connected learners.

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.

At Hunter River Community School, students display respectful, safe and engaging behaviours by following the school's PBL expectations.

For example: We Learn, We Care, We are Safe.



[The Behaviour Code for Students](#)

This document translated into multiple languages is available here: [Behaviour code for students](#).



Hunter River Community School Continuum of Care



Hunter River Community School embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern. This means, whilst all students access additional support, the level and type of support for an individual student is reflective of their personal needs. The approach is prevention-focused and underpinned by effective classroom practices that promote active student engagement and support for student's personal learning need.

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.

These practices include:

- Communicating, displaying and explicitly teaching classroom expectations.
- Establishing predictable routines and procedures that are communicated clearly to students through the use of visuals, or Personalised Communication Support strategies.
- Encouraging expected behaviour with positive feedback and reinforcement modelling appropriate behaviour.
- Providing active supervision of students.
- Maximising opportunities for active engagement with learning.
- Providing carefully sequenced engaging lessons that provide options for student choice.
- Differentiating learning content and tasks to meet the needs of all learners.
- Learning Support Team forum – highly valued partnerships between school, families, friends and all key stakeholders.
- Individual student behaviour plans and risk management.
- Embedded augmentative communication supports to provide students with a heard voice.
- PBL expectations are explicitly taught through Morning and Afternoon Tree Talk.

The continuum provides for:

- All students by creating a safe and supportive environment.
- Some students –through early intervention and targeted support for students at risk of developing/demonstrating behaviours of concern.
- A few students – more intensive support for students with complex needs when they need it most.



PREVENTION

Positive Behaviour for Learning

The continuum of support begins with the promotion of positive behaviour and clear expectations for student behaviour through the implementation of Positive Behaviour for Learning (PBL). PBL is an evidence-based framework that brings together the whole school community to contribute to developing a set of shared values and expectations for behaviour. Hunter River Community School's values include: We Learn; We Care, We are Safe. Each value has a set of expectations for student behaviour that looks different in various settings across the school.

In promoting positive student behaviour at HRCS, we acknowledge that our students demonstrate varying comprehension of the PBL expectations and have a range of abilities to act accordingly. In recognition of student's personal social and emotional capabilities, students are supported to demonstrate positive behaviour through a range of preventative strategies including the explicit teaching of the school's PBL expectations. The integration of PBL practices as a whole-school approach to promote positive behaviour, supports the school's commitment to the long-term learning, wellbeing and safety of all students. At Hunter River Community School, students are provided with a safe, supportive and welcoming environment in which they have their rights recognised and respected, and in which they learn to recognise and respect the rights of others. Through the implementation of consistent language, promotion of 'green choices', and a culture of 'catch them being green', every student has the opportunity to reset, reflect and move forward each day.

Introducing



LEUCA



PBL BEHAVIOUR MATRIX- HRCS



Expected Behaviours						
		Classroom	Top Playground Area	Bottom Playground	Garden	Bottom Playground Equipment
	We Are Safe	<ul style="list-style-type: none"> Safe hands & feet Listen to our teacher Be a good friend 	<ul style="list-style-type: none"> Safe hands & feet Be a good friend Respect others 	<ul style="list-style-type: none"> Safe hands & feet Be a good friend Listen to teachers 	<ul style="list-style-type: none"> Safe hands & feet Use tools safely Listen to teachers 	<ul style="list-style-type: none"> Safe hands & feet Be a good friend Listen to teachers
	We Learn	<ul style="list-style-type: none"> New & exciting things Share the Big Screen Always try my best 	<ul style="list-style-type: none"> Sitting quietly Walk slowly to class Waiting for our turn 	<ul style="list-style-type: none"> Share & be happy Look out for our friends Play together 	<ul style="list-style-type: none"> Take care of garden Keep area clean Feed the animals 	<ul style="list-style-type: none"> Play together Look out for our friends Share the games & equipment
	We Care	<ul style="list-style-type: none"> Take care of our classroom Respect school property Care for each other 	<ul style="list-style-type: none"> Use nice words Look after our friends Be happy 	<ul style="list-style-type: none"> Use nice words Respect our friends Be careful when riding a bike 	<ul style="list-style-type: none"> Use nice words Respect school property Help our friends 	<ul style="list-style-type: none"> Use nice words Respect our friends Keep area tidy



PREVENTION

Smiling Mind Program

The Smiling Mind program is a web- and app-based program that helps students develop mental fitness skills and build healthy minds. With over 12 years of expertise in mindfulness and wellbeing science, Smiling Mind has developed an evidence-based mental fitness program to build lifelong skills. In the same way students learn about physical fitness, the program can teach mental fitness through regular practice and empower them to thrive. The NSW Department of Education and Buildcorp Foundation is investing in the implementation of the program into NSW primary schools.

At Hunter River Community School, a Smiling Minds mediation session is scheduled after playground sessions. Students are provided with the opportunity to relax, focus on breathing, and respond to meditation music, after the busy playground session. Following the session, students are ready to learn and engage in content.

The Berry Street Education Model

The Berry Street Education Model (BSEM) is a practical approach to teaching and learning that enables teachers to increase engagement with students with complex, unmet learning needs and successfully improve all students' self-regulation, growth and academic achievement. The pedagogical strategies incorporate evidence-based trauma-aware teaching, positive education, and wellbeing practices.

The model equips both mainstream and specialist schools with strategies to facilitate students' cognitive and behavioural change, thereby increasing student engagement to significantly progress their academic achievement.

The five domains of the Berry Street Education Model correspond with child-development capacities that each student must build in order to be 'ready to learn'. When considering how to best meet the needs of students, we focus on building self-regulatory ability, relational capacity and then nurture willingness to engage in learning.

At Hunter River Community School, Morning and Afternoon Tree Talk are timetabled, and valuable opportunities to 'check in' with students, and gauge wellbeing interventions that may need to be implemented. During daily check in's, teachers can make necessary adjustments to support student self-regulation, whilst supporting student development in emotional intelligence, building upon their existing vocabulary of emotions. The daily practice also encourages students to identify, describe and explain how they are feeling, using personalised communication supports.



PREVENTION

The Berry Street Education Model

Whole School Morning Tree Talk expectations include:

Morning Tree Talk (15-20min)			
K-2	3-6	7-9	10-12
<ul style="list-style-type: none"> • Transition song or activity • Greetings e.g. saying hello, high five, handshake • How are you feeling? • Current season, previous and following seasons. • Days of the week • Months of the year • Weather • School expectations • Photo and/or name recognition • Who's at school • Daily intentions: what's on for the day 	<ul style="list-style-type: none"> • Transition song or activity • Greetings e.g. saying hello, high five, handshake • How are you feeling? • Current season, previous and following seasons. • Days of the week • Months of the year • School expectations • Who's at school • Daily intentions: what's on for the day 	<ul style="list-style-type: none"> • Transition song or activity • Greetings e.g. saying hello, high five, handshake • How are you feeling? • Current season • What's the date? • School expectations • Who's at school • Daily intentions: what's on for the day 	<ul style="list-style-type: none"> • Transition song or activity • Greetings e.g. saying hello, high five, handshake • How are you feeling? • Current season • What's the date? • School expectations • Who's at school • Daily intentions: what's on for the day

Morning tree talk is an essential component of every school day. This morning check in provides an opportunity for staff and students to start the school day with a focus on 'today is a new day, and we are so happy that you are at school'. Commencing the day with a positive reflection ensures that the relationship between staff and student begins with a positive, and that coming to school is acknowledged and celebrated.

A scaffold for embedding Afternoon Tree Talk include:

Afternoon tree talk provides an opportunity for staff and students to finish the school day with a focus on 'what worked well'. Concluding the day with a positive reflection ensures that the relationship between staff and student is restored, and that 'green choices' are acknowledged and celebrated.

Afternoon Tree Talk (what worked well)			
K-2	3-6	7-9	10-12
<ul style="list-style-type: none"> • Goodbye – prompt to sit • Favourite thing of the day • Special news • Say good afternoon 	<ul style="list-style-type: none"> • Goodbye – prompt to sit • Favourite thing of the day • Special news • Say good afternoon 	<ul style="list-style-type: none"> • Goodbye – prompt to sit • Favourite thing of the day • Special news • Say good afternoon 	<ul style="list-style-type: none"> • Goodbye – prompt to sit • Favourite thing of the day • Special news • Say good afternoon



EARLY INTERVENTION Student Tailored Risk Management Plan

At Hunter River Community School, we acknowledge and celebrate that our students have unique strengths, abilities and interests and, at times, related regulation support needs that arise from their diverse individual circumstances. To optimise the school's capacity to identify and meet these needs, school staff work collaboratively with parents/carers and other key stakeholders to develop and document a Student Tailored Risk Management Plan for every student. These plans outline the proactive and preventative strategies and/or interventions to support students to be connected, engaged learners at school. Plans may include support for improvement in personal and social capabilities, communication skills and/or areas for support identified through data analysis processes. Plans may include the use of a diverse spectrum of prompts, communication tools and high interest items to assist the individual to re-engage in learning.

Planned, proactive strategies do not meet the Department's definition of a restrictive practice when they are agreed and consented to by the student (where possible) and their parent/carer, and used to:

- keep a student safe whilst participating in planned learning activities
 - support, guide and assist a student through part of an activity
 - support, guide and assist a student to complete a task entirely
 - support individuals to learn a new skill.

Examples of prompting, that are documented in all individual plans may include:

- hand over hand assistance
- a teacher gently taking a student's hand to assist them when walking down a flight of stairs if they need additional support.

Student Tailored Risk Management Plans will not include strategies and interventions that meet the department's definition of a restrictive practice unless necessary to meet a student's individual needs. If a plan includes a restrictive practice, the strategy and/or intervention must be prescribed or recommended by an external medical practitioner, allied health professional or external behaviour support practitioner.



TARGETED INTERVENTION Universal Safety Plan

Hunter River Community School's Universal Safety Plan (USP) focuses on safety. It supports a safe learning and working environment by providing staff with a universal approach to manage and/or respond to unknown, potentially unsafe behaviour and/or unforeseeable situations.

Individual students who do not have a Behaviour Management and Response Plan, or when staff are unfamiliar with an existing plan, the USP serves as a guideline for consistency. The USP provides staff with a scaffold of strategies and language to manage and respond consistently, when a student's behaviour poses a significant risk of harm to learning and wellbeing, or during a crisis and emergency situation. When the USP is implemented, staff may use CPI safety interventions when there is an immediate and imminent threat and/or risk of injury. These interventions begin with the least restrictive practices necessary and will be applied for the shortest amount of time required to ensure student and staff safety. The USP provides staff with a continuum of targeted management strategies to reduce the distress of individual students, support students to be R.H.E.L and to keep everybody safe.



INDIVIDUAL INTERVENTION Student Behaviour and Response Plan

At Hunter River Community School, we understand that most behaviours are communicative in nature. Students who display behaviours of concern require intensive and individualised interventions in addition to targeted and universal strategies. The Student Behaviour plan, and Student Response plan, are tailored versions of the Universal Safety Plan, created in collaboration with students (when appropriate), parents/carers and key stakeholders, in response to identified patterns of behaviour that require support. The plan includes a brief functional behaviour analysis and risk assessment. It documents strategies and interventions to control or eliminate significant risks to learning and wellbeing, and to manage a crisis or emergency where there is an immediate or imminent risk of injury. The agreed strategies and interventions are the least restrictive options and are used for the shortest duration possible. Strategies and interventions are regularly monitored and reviewed to ensure ongoing necessity, reduced or eliminated when possible, and evaluated for effectiveness. All plans, strategies and interventions are communicated to all school staff to ensure implementation consistency.



INDIVIDUAL INTERVENTION

Strategies to promote, inclusive and safe behaviour

At Hunter River Community School, we are committed to providing a safe, supportive and welcoming environment where all students are engaged with their learning.

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Hunter River Community School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning and the Smiling Minds Program consist of evidence-based strategies that are used daily by teachers to teach self-regulation, demonstrate wellbeing strategies, reduce impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Students may be more motivated by adult attention, while other students are typically more motivated by peer attention, activities, privileges, or free choice activities. Through the Berry Street Model, we understand that with learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts. Strategies and systems used to teach, recognise and reinforce positive student behaviour and behavioural expectations include, but are not limited to:

- reward systems e.g. stickers, stars, preferred items and activities etc.
- meaningful and frequent positive praise e.g. High-fives, thumbs up, “good job”.
 - explicit PBL lessons.
 - merit, Principal and PBL awards presented at assembly.
- universal positive language of green choices, paired with visual supports, Sign and gestures.
- positive student/teachers/SLSO relationships.

The use of verbal and non-verbal specific positive feedback, such as gestures, facial expressions and body language, has proven to be the most powerful way to:

- help adults and learners to focus on positive social behaviour.
- increase the likelihood that students will use the expected behaviours and skills in the future.
- decrease unexpected behaviour and reduce the need for corrective responses.
- enhance self-esteem and build an internal focus of control.





INDIVIDUAL INTERVENTION

Strategies to support student behaviour

Universal support

The universal promotion of positive, inclusive and safe behaviours and responses to inappropriate behaviour and behaviours of concern are informed by the recognition of behaviour as a form of communication. Effective communication is modelled by all staff and taught explicitly to students in various contexts throughout the school day. Universal responses to behaviour reflect a functional lens and an understanding of behaviour through a range of lenses including the student's age, stage of development, life experience, background, strengths, disability, emotional state, sensory needs and the specific context. Universal strategies include establishing routines, active supervision, positive feedback and reinforcement, teach/reteach, distraction/redirection, student choice.

Individual support

The promotion of positive, inclusive and safe behaviours and, responses to inappropriate behaviour and behaviours of concern for individual students are informed by the recognition of behaviour as a form of communication. Effective communication is modelled by all staff and taught explicitly to students in various contexts throughout the school day. Individual responses to behaviour reflect a functional lens and an understanding of behaviour through a range of lenses including the student's age, stage of development, life experience, background, strengths, disability, emotional state, sensory needs and the specific context. Taking time and space is an example of a planned strategy to assist an individual student if they experience difficulty regulating their emotions and/or managing their behaviour safely. It is used as a strategy for students to take a self-directed, teacher-directed or supported break from the current task or situation. It is a planned strategy developed collaboratively with parents/carers as part of a student's support and/or behaviour management plan. Students return to the task/their preferred task or situation when they are ready to do so or as soon as it is safe to do so, or danger has dissipated. Support strategies for individual students are documented in a student's plan following consultation and collaboration with parent/carers.

At Hunter River Community School, a tiered approach is implemented across the K-12 spectrum. This includes:

- Teacher managed – low-level inappropriate behaviour is managed by teachers in the classroom and the playground.
- Executive managed – Medium or high-level behaviour of concern is managed by school executive.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing system through School Bytes. These may include:

- review and document the incident.
- determine appropriate response/s, including supports for staff or other students impacted.
- refer/monitor the student through the school executive team.
- develop, review or update individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments.
- 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, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.



INDIVIDUAL INTERVENTION

Partnership with parents and carers

Hunter River Community School recognises and highly values parents/carers as vital partners in their child's education, and along with every member of the school community, a shared responsibility for students and their educational outcomes.

The partnership includes the collaborative development of behaviour support, management and response plans and processes to facilitate parent/carer involvement in the resolution of behaviour related concerns. Parents/carers are expected to communicate respectfully with school staff and the broader community, as outlined in the School Community Charter.

HRCS's commitment to maintaining strong positive partnerships with parents/carers is reflected in a variety of ways including: continuous opportunities for meaningful engagement, open authentic communication, and fostering a connected, cohesive school community.

The school proactively cultivates collaborative relationships with all key stakeholders to establish and foster a shared approach to supporting student learning, safety, and wellbeing.

Parents/carers, families and the school community have a collective responsibility for the welfare and wellbeing of students. It is the responsibility of the school to provide duty of care and to ensure learning takes place in a happy and safe environment. Parents/carers are expected to play an integral role in supporting the school's implementation of behaviour management strategies and maintaining open, respectful communication to support their child's complex behavioural needs at school. Hunter River Community communicates these expectations through an inclusive range of platforms including, but not limited to, formal and informal meetings, letters and notes sent home via School Bytes, P&C meetings, as well as through the school fortnightly "HRCS happenings", website, and Facebook page.

By nurturing strong partnerships with parents/carers and the community, Hunter River Community School provides optimal support for students both within and beyond the school environment. This commitment to embedded community engagement cultivates a cohesive educational community and promotes a positive and thriving educational experience for all stakeholders.



School Community Charter

 **Collaborative. Respectful. Communication.**

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

We treat each other with **respect**

What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.

The School Community Charter aligns with Our Plan for NSW Public Education.



Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- To be welcomed into our schools to work in partnership to promote student learning.
- Communication from school staff will be timely, polite and informative.
- Professional relationships with school staff are based on transparency, honesty and mutual respect.
- To be treated fairly. Tolerance and understanding are promoted as we respect diversity.

We **prioritise** the wellbeing of all students and staff

Unsafe behaviour is not acceptable in our schools

We work **together** with the school

Ensuring respectful learning environments for all members of NSW Public Schools communities.

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Reporting and recording behaviours of concern

The NSW Department of Education Student Behaviour policy and Suspension and Expulsion Procedures apply to all NSW public schools.

Hunter River Community School has endorsed a strong culture of reporting. This belief is underpinned by the philosophy that open, authentic communication, and accurate collation of data, can result in systemic change through collaborative planning.

At a school level, all incidents, both positive and negative, are logged through School Bytes, and are reviewed and case managed weekly.

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.

Review dates

Last review date: 22/11/2024

Next review date: 22/11/2025