

Overview

Rouse Hill High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are Raising Responsibility, R.I.O.T. (Resilience in Our Teens) and PERMAH (Positive Emotions, Engagement, Relationships, Meaning, Accomplishment, Health).

Partnership with parents and carers

Rouse Hill High School recognises the vital role of parents and carers in supporting student behaviour. We partner with parents/carers to establish clear expectations and provide resources to reinforce positive behaviour at home and within our community.

We use our website, social media, newsletters, and enrollment meetings to communicate these expectations and provide ongoing support to parents and carers. We seek parent and community feedback through formal and informal means, for example, through parent surveys, school surveys, and by consulting with the school's P & C Association. Concerns may be raised through complaints procedures to be addressed through practices such as a review of school systems, data and practices.

School-wide expectations and rules

daRe	Rights We have the right to:	Responsibilities We have the responsibility to:
Dynamic	<ul style="list-style-type: none"> learn in a challenging and productive environment contribute to RHHS and the wider community 	<ul style="list-style-type: none"> participate in provided opportunities achieve through leadership model good behaviour actively participate in the school community
Accountable	<ul style="list-style-type: none"> feel safe achieve and be recognised for our efforts assistance and support with our learning 	<ul style="list-style-type: none"> represent the school in a positive way account for our actions achieve our personal best demonstrate safe behaviour
Resilient	<ul style="list-style-type: none"> respectful and fair treatment in an environment free from harassment and bullying seek help when needed 	<ul style="list-style-type: none"> display resilience and flexibility respect others through inclusive and tolerant behaviour report bullying behaviour contribute as a productive member of a team
Engaged	<ul style="list-style-type: none"> learn in a co-operative and supportive environment participate in a wide variety of activities 	<ul style="list-style-type: none"> demonstrate pride, co-operation and enthusiasm in our work help, support and care for one another strive for excellence in all activities listen and communicate in an effective manner

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

This section outlines Rouse Hill High School's strategies to support positive behaviour, using a multi-tiered approach across prevention, early intervention, targeted intervention, and individual intervention.

Positive behaviours are promoted and reinforced through the explicit teaching of DARE values in our wellbeing curriculum, celebration of positive behaviours through student recognition assemblies and awards, establishment of consistent high quality classroom structures, and student and parent feedback on processes.

Care Continuum	Strategy or Program	Details	Audience
Prevention	DARE Value System	Whole school focuses on our values through assemblies, newsletter items, and modelling. Students are recognised for exhibiting the RHHS DARE Values through recognition assemblies.	Whole School Community
	Classroom Management	Strong classroom management is built through: <ul style="list-style-type: none"> positive teacher/student relationships consistent expectations, routines, modelling and responses to behaviour. high quality differentiated teaching and learning activities. 	Staff, 7-12 students
	Restorative Practice	Improvement of relationships through a consistency of language and expectations that encourage a language promoting choice and effective questioning when resolving conflict. Students have opportunities to reflect and develop goals for improved behaviour.	Staff, 7-12 students
	Raising Responsibility	Students are encouraged to display above the line behaviours in our School and are held accountable through a consistent language around behaviour. They are expected to meet our DARE expectations, approach learning with a growth mindset approach, and above the line behaviours at all times.	Whole School Community

Care Continuum	Strategy or Program	Details	Audience
	RIOT (Resilience in Our Teens)	RIOT is a population change project to address student anxiety through the development of resilience. The project's central element is for students to 'have a go'- and not avoid difficult tasks or situations.	Whole School Community
	PERMAH Framework	RHHS is a Positive Education school which promotes PERMAH principles (Positive Emotions, Engagement, Relationship, Meaning, Accomplishment, Health) to support students in their academic and social wellbeing. The PERMAH framework is embodied in our DARE Values and explored weekly in our wellbeing lessons.	Whole School Community
	PYLO Talks	Students across Years 7-12 attend regular PYLO (Police Youth Engagement Officer) talks (compulsory and targeted) based on developmental areas, laws, and community needs.	Staff, 7-12 students
	Brainstorm Productions	Students across Years 7-10 view performances targeted at teenage wellbeing and social issues.	Year 7-10 students
	Setting up for Success	Year 7 students undertake a 6 day transition program upon arrival promoting positive, safe and inclusive behaviours as well as becoming familiar with school routines and processes.	Year 7 students
	Wellbeing Curriculum	Programs created to target specific wellbeing content for students. Content of programs utilise PERMAH, R.I.O.T. and Positive Education resources.	Staff, 7-12 students
	Wellbeing Lessons	Using the curriculum programs, students engage in wellbeing lessons through Discover, Explore, Create, Focus & P.A.U.S.E. lessons.	Staff, 7-12 students
Early intervention	Behaviour Management Flowchart	Whole school focuses on behaviour management including disruptive behaviours, bullying and cyberbullying to ensure consistency and a common language and process is followed through.	Whole School Community
	C.A.R.E.S. Survey	Twice a term our students complete the C.A.R.E.S. Survey which explores how students are feeling at school. The survey provides us with instant feedback on five domains across	Staff, 7-12 students

Care Continuum	Strategy or Program	Details	Audience
		school life (connection, attitude, relationships, engagement, safety)	
	Accidental Counsellor Professional Learning	Year Coordinators are trained in the Human Connections professional learning to develop their questioning strategies when discussing wellbeing matters with students.	Wellbeing Team
	Attendance Programs - SLAM	Student led attendance monitoring (SLAM) program aiming at all students achieving over 90% attendance. This is monitored by Head Teacher Student Engagement, Senior Executive and Year Coordinators.	Whole School Community
	SLIP	Senior Learning Improvement Program providing support to students through preventive and intervention strategies to meet course outcomes.	Years 1.0 - 1.2 students
Targeted intervention	Big Fish Little Fish	Targeted to Year 7 in their first week of high school, BFLF equips students with strategies to minimise the anxiety felt when coming into secondary education	Year 7 students
	Top Blokes Mentoring Program	Male students in Year 9 and 10 are identified by the Wellbeing Team to participate in a semester-long program to explore themes around making positive choices, masculinity, and risk taking behaviour.	Targeted Year 9 & 10 male students
	RAISE Mentoring	Identified students requiring support in Years 8 and 9 by the Wellbeing Team, Senior Executive, and family members enter a semester long program	Targeted Year 8 & 9 students
	Love Bites	Targeted to Year 10, all students participate in a one-day program exploring safe relationships and consent. This is run through PYLOs and SSOs.	All Year 10 students
	Shine From Within	Female students in Year 8 and 9 are identified by the Wellbeing Team to participate in a 10 week program designed to support students to build communication skills, improve self-esteem, and make values based decisions.	Targeted Year 8 & 9 female students
	SSO support	Students either self-refer or are referred by members of staff or families to meet with one of the SSOs.	All students

Care Continuum	Strategy or Program	Details	Audience
	Learning Support Team	Students are referred by teachers, counselors, and parents to explore supports that they can access. Personalised Learning Plans are designed to support students as well as the access to differentiated learning, special provisions, and/or SLSO support.	Individual students as required
Individual intervention	Counsellor Support	Self-Referral, parent referral or teacher referral to engage with individual support by our counselling team.	Individual students as required
	SSO Support	Students either self-refer or are referred by members of staff or families to meet with the Student Support Officers (SSOs).	Individual students and carers as required
	HSLO Support	Regular attendance checking and support strategies for students at risk.	Individual students as required
	Learning Support Team	Case management of individual students requiring differentiation and wellbeing interventions.	Individual students and carers as required
	Individual Behaviour Plans	Students require support in self-regulation with their behaviour.	Individual students as required
	Class and Playground Monitoring	Individual collaboration with parents to track student behaviour and success in the playground and classroom.	Individual students and carers as required
	Time Out Pass	Passes given to students to assist with regulating emotions and anxious behaviours within the classroom.	Individual students as required

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

Identifying behaviour of concern, including bullying and cyberbullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.

Identification of behaviour of concern, including bullying and cyber-bullying, is achieved through a range of channels:

- 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.

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 through our wellbeing and learning support teams.

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, 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 managed according to our Behaviour Management Flowchart (see Appendix 1). Staff use their professional judgement to address Tier 1 behaviour. Repeated Tier 1 behaviour or Tier 2 behaviour is managed by executive. Behaviour that poses a risk to the safety or wellbeing of the student or others will be escalated to senior executive (Deputy Principal or Principal).

Rouse Hill High School seeks to correct misbehaviour with the minimal possible intervention that results in an improvement in behaviour.

Corrective responses by teachers may include:

- rule reminders
- offer choice for error correction
- seating plan or time-bound withdrawal from activity (including playground withdrawal)
- conference with staff, reflection and restorative practices
- communication with parent/carer

<p>Prevention</p> <p>Responses to recognise and reinforce positive, inclusive and safe behaviour</p>	<p>Early Intervention</p> <p>Responses to minor inappropriate behaviour</p>	<p>Targeted/Individualised</p> <p>Responses to behaviours of concern</p>
<p>Student Recognition Assemblies: Acknowledgment of student achievements throughout the year.</p>	<p>Student Teacher Conferences: Engage in brief restorative conversations with students to</p>	<p>Teacher, Head Teacher & Deputy Principal Monitoring Cards: Students placed on a 5 day card to monitor student behaviour in</p>

	address minor behavioural issues before they escalate.	the classrooms. Conferences held with students to set goals and reflect on behaviour throughout the card duration.
DARE Awards: Selected students recognised at the end of the year for exhibiting DARE values.	Seating Plans: Teacher designed seating allocations in the classroom to limit behaviour and wellbeing issues.	Parent & Student Conferences With Deputy Principal: Deputy Principal facilitates conferences to address serious incidents, repair harm, and develop strategies for future positive behaviour.
Head Teacher Student Engagement: Head Teacher who specifically engages students to provide active student voice within the community.	Millennium Entries: Teachers record incidents and actions throughout the year to report student behaviour and teacher actions.	School Counsellor: Learning & Support Team refer students to provide access to school counselling services.
Millennium Entries: Teachers record positive actions throughout the year to acknowledge and recognise student behaviour.	Parents Teacher Contact: Teachers call parents to engage in a discussion about behaviour, this is then documented on Millennium. In addition a restorative practice meeting may also take place.	External Referrals: Learning & Support Team refer students to external agencies for additional support if needed.
Setting Up For Success: Targeted activities for Year 7 students when starting high school to assist with transition.	Sport Detention: Sports co-ordinator responds to behaviour referrals and students are required to attend a sports detention the following week.	Student Support Plan: Deputy Principals develop a Behaviour Management and Risk Management plan for students and staff to address specific behaviours of concern. Additional strategies to support are also included.

Responses to serious behaviours of concern

- 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?
Tier 1 Behaviour (Level B Raising Responsibility Behaviour)	Teacher will provide three warnings for the student to change their behaviour. If a student is not compliant with instructions, they are to provide a consequence. If the behaviour is 'above the line' before the end of the lesson, a Millennium entry will be recorded with actions. No further intervention is required. Should the resolution of the incident require further consequence, the teacher will contact parents/carers and issue a 'Teacher Card' and monitor behaviour for five lessons / days.	Classroom Teacher	Details and actions are recorded on Millennium.
Tier 2 Behaviour (Level A Raising Responsibility Behaviour)	The student continues to engage in Level A behaviour and a Head Teacher is called for conferencing. If the behaviour does not de-escalate, students can be placed on 'Head Teacher Card' for five lessons / days.	Head Teacher	Details and actions are recorded on Millennium.
Tier 3 Behaviour (Level A Raising Responsibility Behaviour-Senior Executive)	Student is acting in an unsafe manner, the Senior Executive will intervene and go through crisis management and/or mandatory reporting procedures. School-based consequences will be issued.	Senior Executive- Deputy Principal and/or Principal	Details and actions are recorded on Millennium.

Detentions occur on Thursday afternoons from 3pm - 4pm. They are issued and supervised by Deputy Principals as part of Tier 3 behaviour management and allow time for reflection and redirection of behaviours. Parent permission is required for students to attend.

Review dates

Last review date: [Week 9, Term 4, 2024]

Next review date: [Week 3, Term 4, 2025]

Appendix 1: Behaviour Management Flowcharts

