Royal North Shore Hospital School Behaviour Support and Management Plan

This School Behaviour Support and Management Plan serves as a foundational framework dedicated to fostering a safe, engaging and innovative learning environment for all members of our school community.

Royal North Shore Hospital School supports students from Kindergarten to Year 12 while they are in hospital. The school provides a positive and inclusive learning and working environment for students, teachers and hospital staff. The importance of a safe, tolerant and friendly environment underpins our teaching and welfare practices and ensures students can embrace learning.

Objectives – Guideline statement

The School Behaviour Support and Management Plan is underpinned by:

- A student-centred, positive, strength-based approach
- A care continuum which involves a strategic whole school approach
- Collaborative partnerships between schools, students, parents, carers, and community members

This plan is an operational document which outlines school processes and practices and is made available to all students, parents/carers and school staff. This document has been developed in accordance with the DoE Student Behaviour Policy, Behaviour Code for Students and the School Community Charter.

Overview

Royal North Shore Hospital School is committed to modelling positive behaviour to enable all students to be engaged with their learning and aims to provide a learning environment that is rewarding for students and teachers. This document outlines our commitment to enhancing the self-esteem and motivation of students by providing a balance of positive behaviour reinforcement and clear expectations for learning. In doing so, we recognise and value the potential of all students and encourage them to contribute to a friendly and supportive learning environment.

Promoting and reinforcing positive student behaviour and school-wide expectations

Respecting and practicing the school's values is essential in developing a culture that enhances personal and academic success among students.

RNSH School Values

CONNECT
LEARN
EMPOWER

School-wide expectations

At Royal North Shore Hospital School, all students have the right to:

- have a voice in their learning
- be safe when attending lessons
- access and participate in their learning
- be treated with respect by other students, teachers and school staff

Royal North Shore Hospital School has the following school wide expectations:

- Be respectful of their peers, staff and themselves
- Use student voice to communicate learning needs and lesson goals
- Act in a respectful manner that allows all members of the school community to feel valued, supported and included
- Students take ownership of their learning and reflect on progress and achievement
- promote and practice responsible online behaviour that supports a safe, respectful and productive learning environment

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: translated - Behaviour code for students (nsw.gov.au)

Strategies used to encourage positive behaviour in school:

Royal North Shore Hospital School uses the following strategies to reinforce and encourage positive student behaviour:

- merit awards and student achievement awards
- promote personal success of students to raise self esteem
- in-school acknowledgement through student work displays
- personal acknowledgement through constructive feedback
- quality teaching to promote student engagement in learning
- collaborative partnerships between RNSH School and census schools
- positive expectations are modelled and reinforced when engaging in education sessions
- develop positive, trustworthy and respectful relationships between staff, students and parents

Whole School Approach across the Care Continuum

Royal North Shore Hospital School embeds student wellbeing and positive behaviour approaches and strategies across the care continuum. This ensures the rights of all students to learn in a safe, supportive and respectful environment.

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:

- actively supervising students

- modelling classroom expectations

- discouraging inappropriate behaviour

- maximising opportunities for active engagement with learning

- encouraging expected behaviour with positive feedback and reinforcement

- differentiating learning content and tasks to meet the needs of all learners

- providing carefully sequenced engaging lessons that provide options for student choice

The Care Continuum

The Care Continuum includes:

Care Continuum	Strategy / Program	Details	Audience
Universal prevention – All students *Schools aim to establish and maintain safe, respectful learning environments through implementing preventive, whole-school practices and programs.*	Classroom/Teaching space	positive expectations are taught, modelled and positively reinforced through daily teaching practices	Classroom teachers

education.nsw.gov.au

Care Continuum	Strategy / Program	Details	Audience
Universal prevention – All students	Disability Education Standards	Supporting all students to access quality education. [Inclusive Education for Students with a disability](#)	Principal Classroom teachers
Universal prevention – All students	Attendance	The importance of every day attendance is communicated to parents via our school participation/enrolment information.	Parents Students Staff
Early Intervention – some students. *School develops a range of initial responses and approaches to work with students displaying emerging, low-level behaviours of concern.*	Individual Learning Plans	Identification, planning and monitoring for students who engage in our education program.	Classroom teachers Principal Classroom Teachers
Early Intervention – some students.	Individual Behaviour Support plan [IBSP template](#)	This is discussed with the RNSH School principal, census school and teaching team for personalised intervention strategies to be employed.	Principal Classroom Teachers Census School AP/DP
Targeted intervention- some students. *Some students may require targeted support to encourage positive behaviours, particularly if they exhibit more complex and challenging behaviours.*	Targeted support – case dependent	Executive staff from census and hospital school identify possible purpose of behaviour and assist with developing a BMP. Intervention will be discussed with the NUM (Nursing Unit Manager) Social Worker and census school representative.	Principal Census School AP/DP NUM
Targeted intervention- some students.	Transition support	RNSHS Principal, medical team and executive staff from census school develop transition plan to assist with graded transition back to school after hospital stay to assist with minimising exacerbated behaviour due to disruption in routine.	Principal RNSHS Medical team Census School AP/DP Census school Learning and Support team (LaST) Parents
Intensive and individual intervention for students with	WHS Risk	Establish procedures to manage high risk students	Individual students,

Care Continuum	Strategy / Program	Details	Audience
complex and challenging needs. _Students with highly complex and challenging behaviours may need comprehensive systems of support_	management plans [Risk Management template](#) School Learning Support Officer (SLSO)	/ situations. Intervention to be discussed through meeting with the NUM, Social Worker and census school representative. SLSO to assist student during education.	census school representatives and parents. External supports such as DCJ is appropriate
Intensive and individual intervention for students with complex and challenging needs.	Adjustments for students with disability NESA student support	Adjustments are made for students with Learning Support plans, Individual Education Plans and disability provisions	Individual students Census school LaST NESA representative

Planned responses to inappropriate behaviour and behaviours of concern, including bullying and cyber bullying.

Planned responses to behaviour that does not meet the school wide expectations will be managed in consultation with executive staff of Royal North Shore Hospital School and the Nursing Unit Manager. A risk assessment is conducted between medical staff and education staff each morning to assess students' ability to engage in education. During this handover, both medical and education teams consider whether the students presentation poses a risk to safety and/or wellbeing of the student or others.

At Royal North Shore Hospital School, corrective responses may include:

- re direction
- prompts
- re teach
- brain break/stimulus break

A behaviour of concern is a challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. When a student displays a behaviour 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](#) . This will be followed by a Multiple Disciplinary Team (MDT) conference, including medical, education, census school representatives and parents to develop individual intervention to support the student.

Royal North Shore Hospital School follows the Department of Education's Bullying response flow chart to manage bullying and cyberbullying behaviours:

Bullying Response Flowchart

Listen
- Identify bullying behaviour, including cyber-bullying
- Provide a safe, quiet space to talk and reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

Document
- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student and check with the student to ensure you have the facts correct
- Enter the record in SchoolBytes
- Notify school executive of incident
- Notify parent/s that the issue of concern is being investigated

Collect
- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Discuss
- Evaluate the information to determine if it meets the definition of bullying
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Implement
- Document the plan of action in SchoolBytes
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Review
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in SchoolBytes

Follow up
- Record notes of follow-up meetings in SchoolBytes
- Refer matter Census school for their informationa and records
- Look for opportunities to improve school wellbeing for all students

Students and/or parents/carers can report cyberbullying to any staff member and to the eSafety Commissioner . Parents and carers will be directed to the appropriate reporting links for sites, games and apps via the eSafety Guide
Staff will communicate with census schools with regard to student behaviours of concern.

The Department of Education Anti Racism Policy commits the department to eliminating all forms of racial discrimination in NSW public schools. It applies to all employees, students attending NSW public schools, parents, carers, volunteers, and contractors and has implications for each school community. The Anti-Racism Contact

education.nsw.gov.au

Officer (ARCO) is a teacher or executive member of staff who has been nominated by the principal to support anti-racism education in the school. The ARCO should be a full-time, experienced teacher or executive member trusted by students, staff, parents/carers, and the school community. The ARCO at RNSHS is Ms Kilfoyle.

School Anti-bullying Plan

- [Royal North Shore Hospital School Anti Bullying Plan](#)
- [Bullying of Students – Prevention and Response Policy](#)

Use of electronic devices and mobile phones

Royal North Shore Hospital School encourages the use of technological devices to enhance learning and engagement. We do, however, have restrictions on the use of these items during class time. Teachers may allow/ or provide students with an electronic device as an essential component to their learning and is to be used solely for the focus and learning intention of the lesson. Students who use a device to film, record or photograph other members of the school community without their permission will be in breach of the [Student Use of Digital Devices and Online Services policy](#)[1].

Mobile phones must be 'off and out of sight' when students are engaging in a lesson or in the school room. Students are responsible for the security and safe-keeping of their own personal devices at all times.

Reviewing dates

Last review date: February 2024
Next review date: February 2025