

Arthur Phillip High School Behaviour Support and Management Plan

Overview

In order to provide the students at Arthur Phillip High School with quality education we are committed to promoting learning excellence by maximising engagement and achievement. We actively teach and encourage behaviours that support learning in a safe and positive environment. We believe every effort must be made to build and maintain an environment that supports the learning and wellbeing of all students and staff.

Promoting and reinforcing positive student behaviour and school-wide expectations

We cultivate initiatives that celebrate and embrace our diverse community underpinned by our STRIVE values: Respect, Success and Responsibility

RESPECT – to be polite and courteous to other and show respect to all members of the school community.

- To recognise and follow behaviour expectations and rules
- To be respectful of others and their property and school property
- To demonstrate an acceptance of individual differences

SUCCESS – to learn, participate and realise my potential

- To be prepared for school everyday by engaging productively in my learning
- To participate in all school homework, course work, assessments and assignments to the best of my ability
- To encourage my peers to connect with others to enhance learning
- To accept challenge and demonstrate resilience

RESPONSIBILITY – to recognise and understand my obligations as a member of the Arthur Phillip High School community

- To take responsibility for my own learning and actions
- To demonstrate a commitment to my learning by following the schools learning and behaviour expectations
- To acknowledge that my behaviour must reflect the APHS values while at school and in the community

The following strategies form the structure for building positive and engaging learning environments for all students:

- Student Award System
- ROSE (Recognition of Student Excellence) Ceremony
- Attendance Morning Tea
- Stage Rewards
- Peer Support Student Representative Council and Leadership Team
- Wellbeing Lessons

Behaviour Code for Students

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>.

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

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Classroom Management	Strong teacher/student relationships & highly visible classroom rules	All students
	Communication with parents/cares	Open 2-way communication as outlined in the School Community Charter	Parents/Carers & Staff
	STRIVE	Weekly lessons that focus on mental health, bullying, etc.	Students Years 7 and 8
	Peer Support	Universal approach to preventative mental health and wellbeing. Mentoring younger students in structured weekly sessions.	Year 7 students mentored by Year 10 students
	Reconciliation Week	Activities around Indigenous history and culture embedded in STRIVE	Students Years 7 to 10

Care Continuum	Strategy or Program	Details	Audience
Early Intervention	Mental Health/ Resilience Workshops	Provide strategies to build resilience, especially with overwhelming academic demands	Students Year 12
	Zones of regulation	Student check in to identify and manage emotions	Support class students
	Life Ready & B-Street-smart	Focus on Mental Health and Wellbeing	Year 11
	PDHEPE Programs	Focusing on social and emotional skills	Year 7-12 students
	Backflips against bullying	Anti-bullying performance that engages students through parkour and acrobatics. Runs in Term 1 as part of student orientation	Year 7 students
	Love Bites	Respectful relationship programs	Students Year 9 and 11. To be expanded
	Digital thumbprint	Digital Safety	Year 7-9 students
	Blue Tack	Social skills and positive engagement. 4-week program for 8 students per group (SSO)	Students Year 7
	Wellbeing Team	Providing support for wellbeing and engagement of students	7-12 students

Care Continuum	Strategy or Program	Details	Audience
Targeted Intervention	Learning Support Team	Review student referred for support & provide recommendations	All students and families/carers
	SAFEMINDS training	Staff trained in whole school approach to identifying and support student mental health. Provided with a toolkit of resources	All students
	STARTS Training	Empowering the wellbeing team with knowledge to support students with a refugee background	Students with a refugee background
	Creating Chances	Supporting students with a refugee background through sport	Eligible students with a refugee background
	School Counsellor	Providing psychological counselling, assessments, reports and intervention service	Students and families/carers
	Individual Education Plans – Behaviour	Individual Education Plans outlined behaviour interventions	Identified students
	PCYC Mentoring	Fit For Life – early intervention program for students to promote positive social engagement	Identified students Year 7 to 10
	Drumming	Drumming program to promote focus, emotional regulation, resilience, confidence, teamwork. Runs once per week for the year for 15 students (SSO)	Refugee background and identified students in Year 9
	Fast Forward	Partnership with WSU for students experiencing disadvantage and disengagement.	80 students from YR9 to 12 attend 2 events, 1 incursion +1 excursion

Care Continuum	Strategy or Program	Details	Audience
Individual Intervention	Raise Mentoring	Students working with a trained mentor from the community to build confidence address needs. Runs once a week for 24 weeks	10 to 12 students from Year 9
	Wellbeing Team	Providing support for wellbeing and engagement of students	7-12 students
	Learning Support Team	Review student referred for support & provide recommendations	All students and families/carers
	Delivery Support team	Providing team around the school support	Students, teachers and families/carers
	Specialist Allied Health Services	Support from other stakeholders	Identified 7-12 students
	Wellbeing Team	Providing support for wellbeing and engagement	7-12 students
	Individual Personalised Learning Pathway (PLP) and Behaviour Support plans	Providing support for wellbeing, academia, behaviour and engagement of students	Identified 7-12 students

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Mediation	Conducted as necessary when perceived or actual conflict has occurred between students, teacher mediator guides his supportive process.	Year Advisor/SSO	Sentral
Class Reflection	Recess/Lunch. This will only be half the break to give students the opportunity to still have a break from the classroom.	Classroom Teacher	Sentral
Faculty Reflection	A student who has demonstrated a pattern of sustained minor disobedience in a faculty; Playground/class withdrawal; Contact home ASR	Head Teacher	Sentral. A letter is generated and sent home
After school reflection (ASR)	ASR is held every Wednesday for 1 hour with parents notified. Students placed on ASR must reflect on their behaviour through the STRIVE values reflection sheet and/or community service	Head Teacher/ Deputy Principal	Sentral. A letter is generated and sent home
Monitoring Booklet	Yellow contract booklet for attendance/truancy concern; Pink contract booklet as a Learning and Behaviour contract. Students remain on these for 10 days, signed nightly by parent & monitored by issuer.	Year Advisor Deputy Principal	Sentral. A letter is generated and sent home

Partnership with parents/carers

Arthur Phillip High School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by communicating clear expectations for students to engage in their learning. We communicate with parents through email, website and social media platforms.

Arthur Phillip High School will communicate these expectations to parents/carers by

- Email
- Newsletter
- Social Media and school website
- Placed on school noticeboard and placed prominently around the school
- Orientation and Transitions days



School Anti-bullying Plan

The link to the school's current anti-bullying plan [here](#). Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

Reviewing dates

Last review date: August 2023

Next review date: Day 1, Term 3, 2024