

# Harbord Public School Student Behaviour Support and Management Plan

## Overview

At Harbord Public School, we are committed to providing an environment that is safe, supportive and inclusive for all students to achieve their personal best. Students, parents and staff at Harbord Public School work collaboratively to demonstrate:

- Respect for one another
- Responsibility for their actions
- Personal Best achievement of their goals

Our goal is to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop successful learners, confident and creative individuals, and active and informed citizens.

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

This vision encompasses our school's shared values and beliefs to support our student's wellbeing.

Values
<ul style="list-style-type: none"><li>→ Respect of self, others and the environment</li><li>→ Personal and collective responsibility</li><li>→ Kindness and consideration</li><li>→ Cooperation and teamwork</li><li>→ Taking risks and being persistent when facing challenges</li><li>→ Striving towards our personal best</li><li>→ A sense of belonging within the school community</li><li>→ A safe and supportive school environment</li><li>→ Embracing diversity and individuals</li></ul>
Beliefs
<ul style="list-style-type: none"><li>→ All students deserve the opportunity to learn in a safe, supportive and inclusive environment</li><li>→ Every day is a learning experience for the students, staff and wider community</li></ul>

- Staff within the school environment are qualified and committed professionals who are responsive to individual student needs
- Teachers who know their students well, support and teach them well
- All student behaviour has a function and purpose, it is a form of communication. By better understanding students, we can better target learning
- All students deserve quality, engaging and challenging educational programs
- It is necessary and acceptable to make mistakes when learning

## Outcomes

### Students will:

- Demonstrate a growing 'internal locus of control' for behaviour
- Work towards becoming autonomous and reflective learners through the use of taught strategies.

### Staff will:

- Understand the purpose of and effectively support positive behaviour
- Consistently implement effective processes in their PBL instructional practices
- Work collaboratively with parents in supporting a child's wellbeing needs through sharing individual child support plans including but not limited to neurodiversity support plans
- Work collaboratively to engage parents and students to support inclusive cultural wellbeing needs of students
- Continue to support their understanding of student wellbeing needs through continuous professional development

### Parents/carers will:

- Work collaboratively with the school to build an internal locus of control and resilience mindset in students
- Demonstrate a shared understanding of student wellbeing processes
- Share any neurodiverse/behavioural/trauma support plan needs with the school and work collaboratively with the school staff to support these plans
- Share any cultural wellbeing needs that will support student wellbeing

## Partnership with parents and carers

The school has worked in partnership with our school community to gather feedback and provide input for the development of our SBSMP. A parent representative from our P&C is also a member of our school wellbeing team and has provided expertise and support to inform our community about our new plan.

We will continue to work with our parents and carers to educate, review and refine wellbeing practices across our school.

When there are behaviours of concern, the school will communicate and work collaborative with parents and carers to support the student.

The school will continue to seek and provide opportunity for parents and carers to provide feedback on the wellbeing practices in the school.



## School-wide expectations and rules

### Harbord Values

Respect	Responsibility	Personal Best
Co-operate with others	Look after the school environment	Take risks and have a go
Being kind and considerate	Honour school routines and expectations	Be persistent when facing challenges
Be proud of yourself	Be prepared and organised for learning	Strive to achieve your personal goals
Celebrate differences or Celebrate that we are all unique	Keep yourself and others safe	Believe in yourself
Acknowledge your strengths and the strengths of others		Give your best when in a team
Treat others the way you would like to be treated		

## 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

The care continuum facilitates the implementation of a whole-school, prevention-focused, and positive approach to behaviour support to meet the needs of all students.

Students may require different types of intervention delivered in different ways along a continuum of care. The care continuum includes interventions for:


- *all students* - creating a safe and respectful learning and play environments for all students. Along the care continuum this is known as prevention or universal interventions.
- *some students* - School staff providing early intervention and targeted support for dysregulated student behaviour, including students with individual plans in place and students at the early stages of developing dysregulated behaviour. Along the care continuum this includes early and targeted interventions.
- *a few students* - supporting students with complex and challenging behaviour needs, including students who have been diagnosed with conditions, through intense, individual interventions.

### The Care Continuum



Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL	Posters/Visuals in class/school	K-6
		Grade based lessons- shared expectations Fast & Frequent awards, certificates Grade Eagle Rock assemblies K-2, 3-6 Assembly awards	K-6
	Anxiety Project	Stage based lessons SALON discussions Supportive strategies toolbox	K-6
	PDH units	Grade base – Anti-bully/ Anti-racism - Child Protection - Cyber Safety Healthy Harold program	K-6
	Individual plans	If student has an existing plan, refer to strategies to help manage triggers	Individual student/Classroom teacher/SLSO/Parents
Early intervention	Grade based discussions of behaviours	Group/individual environmental changes to support positive behaviour choices. Analysis of Sentral data to identify target areas for learning and behaviour modification	Grade based
	Social Skill Development	Explicit instruction and practise of appropriate behaviours	Class based
	Whole class/small	Example role plays, Social speaking games	Class based



Care Continuum	Strategy or Program	Details	Audience
	group skill development	Social stories, Zones of Regulation	
<b>Targeted intervention</b>	Attendance monitoring process	Tracked at teacher, AP and Senior level Phone calls to parent, letters, discussions with senior execs and HSLO	K-6 
	Learning support Process	5-week teacher/student smart goal with AP support LaST support with learning/behaviour goals and strategies.  Referral to LST (Diverse Learning) <a href="#">1. LST Procedures and Referral.docx</a>	
<b>Individual intervention</b>	Behaviour support plan	Teacher led process to manage the environment/support student regulation	Individual student and parents/carer
	Student led behaviour response plan	Students looks at their behaviour and what replacement behaviour they would like to put in place with positive and negative consequences.	
	Risk assessment	Individual plan to reduce risks to self, peers and staff	
	Part-day exemption	Partial attendance plan negotiated with parents/carers	
	Suspension	Behaviours of concern, restorative practise to reintegrate in conjunction with parents and student	
Team around the school External Specialists	Complex student cases are supported by the DoE and external allied health professionals, in partnership with the school and parents		



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

## Positive Appropriate Behaviour

Our rewards system acknowledges student behaviour linked to our school values, achievement, effort and improvement.

### Teacher's system of encouragement and praise:

Class teacher rewards can include stamps, stickers, 'student of the day', table or team points, online rewards, privileges such as 'free time' or 'free choice'

### Awards:

Merit Awards: 1 Merit Award per student per term aligned to student learning goals and/or behaviour goals. They may also receive bonus awards from RFF teachers, grade supervisors and support Staff, e.g. EALD teacher, LaST and executive staff.



### Value Award:

Three per class per term aligned to the school values. These will be presented at the end of term Value Assembly. Criteria is linked to the school PBL expectations of Respect, Responsibility and Personal Best. A record is kept of students who have received a Value Award.

This award will be designed in Term 1 2025, by our students and be ready for our first Value Assembly.

### Fast and Frequent:

Eagle Rocks: Eagle Rock tokens are given 'fast and frequently' when students are demonstrating school values in the classroom and on the playground – they will be linked to whole school focus areas (based on the school values), which teachers will observe and reward. Each fortnight, grades will conduct an Eagle Rock assembly and two Eagle Rock winners per class will be randomly selected - winning students will choose from a suggested reward list.



**Whole Class Reward:**

Each class will collect Eagle Rock tokens in a container throughout the term and once the container is full, the class will participate in a class reward e.g. a game outside. This may happen more than once per term.

**Annual School Awards:**

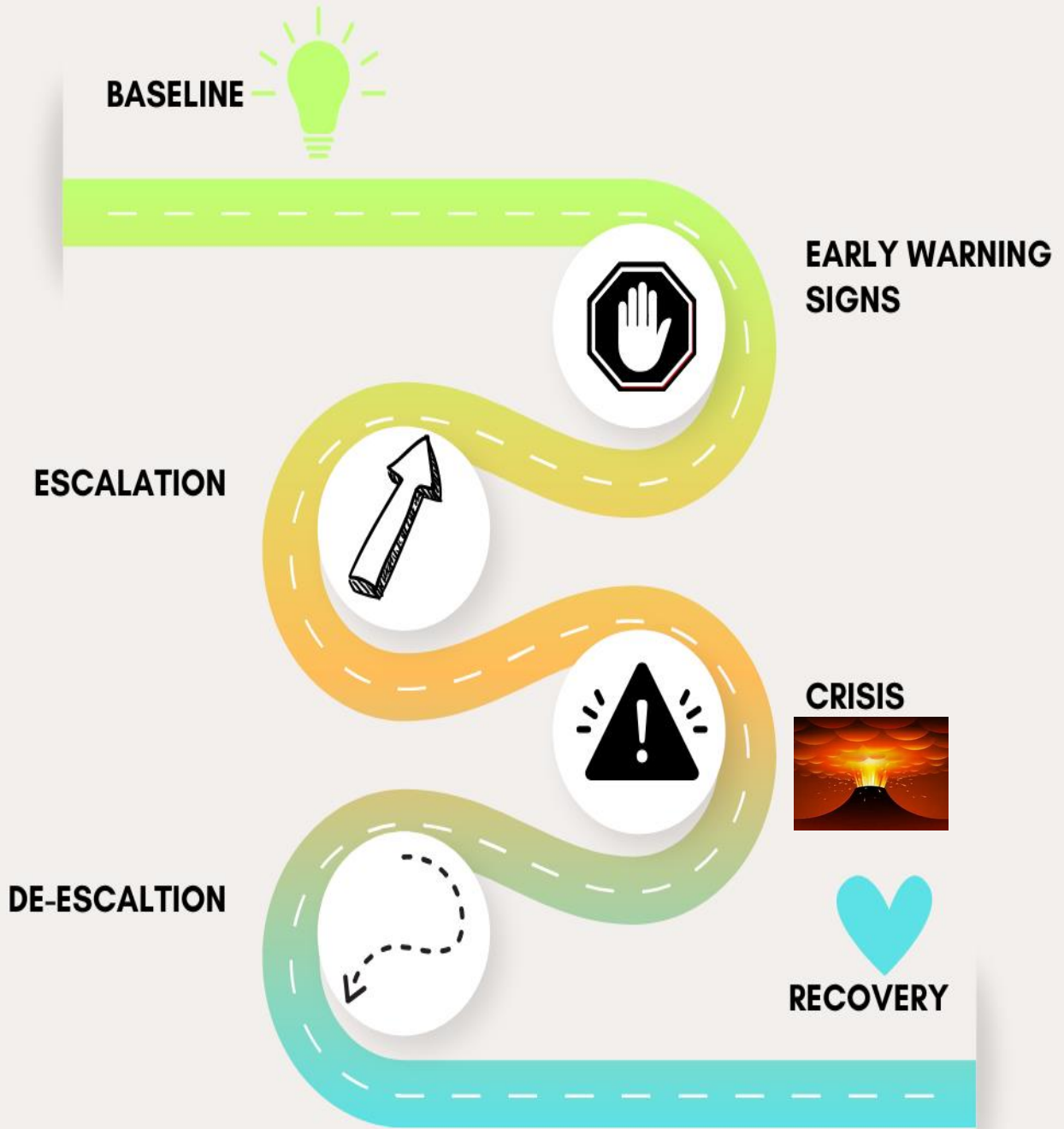
Two Annual Presentation Days are held at the end of Term 4: Year 1 – 3 Assembly, Year 4 – 6 Assembly. A separate Sports Award assembly is also held. Kindergarten holds a separate Graduation Ceremony with certificates for each child.




**Identifying inappropriate behaviour and behaviours of concern, including bullying and cyberbullying**




At Harbord Public School we believe that proactively supporting students is a journey and that through working in partnership with students and carers, on this journey, we can assist in building proactive skills around feelings of distress and overwhelm.



# The Behaviour Journey



The Journey	What does this look like?	How we support?	
<p>Baseline</p> 	<ul style="list-style-type: none"> <li>- Following instructions and requests</li> <li>- Interacting positively to staff and peers.</li> <li>- Engaging in learning – regulated state</li> <li>- Following expected class and school behaviours</li> </ul>	<ul style="list-style-type: none"> <li>- Structured instruction to engage and motivate students in learning</li> <li>- Providing and explicitly teaching effective rules and routines</li> <li>- Eagle Rocks (fast and frequent)</li> <li>- Positive feedback and praise</li> <li>- Whole school rewards (class awards, value awards)</li> </ul>	
<p>Early Warning Signs</p> 	<ul style="list-style-type: none"> <li>- Persistent classroom disruption/dysregulation/unsafe</li> <li>- Avoiding learning complete tasks</li> <li>- Inappropriate use of equipment</li> <li>- Put down / teasing / name calling</li> <li>- Inappropriate / unsafe language (low level swearing)</li> <li>- Excluding others intentionally</li> <li>- Littering</li> <li>- Physically unsafe (rough play)</li> </ul>	<p><u>CLASSROOM</u></p> <ul style="list-style-type: none"> <li>- Name it to tame it</li> <li>- Redirect with take-up time understanding student needs to re-engage.</li> <li>- Modelling safe behaviour</li> <li>- Use student support plan (if applicable)</li> </ul>	<p><u>PLAYGROUND</u></p> <ul style="list-style-type: none"> <li>- Name it to tame it</li> <li>- Establish a common understanding of activity with all children (rules for games)</li> <li>- Redirect to a different group of friends, game or quiet area.</li> </ul>
<p>Escalation</p> 	<ul style="list-style-type: none"> <li>- Physical aggression</li> <li>- Disrespectful/heightened/unsafe behaviour towards staff (visitors, casuals, scripture teachers)</li> <li>- Inappropriate unsafe/disrespectful language (high level swearing at others)</li> <li>- Use of personal phone during school hours</li> <li>- Spitting</li> <li>- Repeated inability to follow instructions.</li> <li>- Intimidation – verbally heightened and physically unsafe behaviours.</li> </ul>	<p><u>CLASSROOM</u></p> <ul style="list-style-type: none"> <li>- Calm and consistent response</li> <li>- Use student support plan (if applicable)</li> <li>- Discuss / identify behaviour with the student.</li> <li>- Provide alternative behaviour</li> <li>- Once student is regulated look for opportunity to talk to student about build up to behaviours and what is appropriate behaviour in the future</li> <li>- Record incident on Sentral.</li> <li>- Communication with parent</li> <li>- Include conversations about how parents supports if the behaviour happens at home</li> </ul>	<p><u>PLAYGROUND</u></p> <ul style="list-style-type: none"> <li>- Calm and consistent.</li> <li>- On the spot mediation</li> <li>- Time away from activity to prevent escalation</li> <li>- Removal from the playground to be supported by staff to re-regulate.</li> <li>- Record incident on Sentral.</li> <li>- Provide alternative behaviour</li> <li>- Once student is regulated look for opportunity to talk to student about build up to behaviours and what is appropriate behaviour in the future</li> <li>- Record incident on Sentral</li> <li>- Communication with parent.</li> <li>- Include conversations about how parents supports if the behaviour happens at home</li> </ul>
<p>Crisis</p>	<ul style="list-style-type: none"> <li>- Continued dysregulated behaviour and is resulting in increased risk of safe for the</li> </ul>	<ul style="list-style-type: none"> <li>- Reflection Room</li> <li>- Ensure other students are safe and evacuate the area if required.</li> </ul>	

	<p>student, other students and/or staff, property, etc</p> <ul style="list-style-type: none"> <li>- Stealing</li> <li>- Vandalism</li> <li>- Bullying (repeated), racism</li> <li>- Using racial, homophobic, sexist language</li> <li>- Inappropriate use of ICT</li> <li>- Spitting at others</li> </ul>	<ul style="list-style-type: none"> <li>- Call for Exec support.</li> <li>- Monitor from a distance and staff member known to student to support</li> <li>- Remain calm and consistent</li> <li>- If necessary, use 1-word commands to manage risk “stop”</li> <li>- Record in Sentral with communication to parents.</li> <li>- Emotional debrief for staff involved</li> <li>- Response reviewed and opportunity for learning for future identified</li> <li>- Behaviour support plans modified where needed</li> </ul>
<p>De-escalation</p> 	<ul style="list-style-type: none"> <li>- Often tears</li> <li>- Feeling of embarrassment</li> <li>- Need to be around trusted adults</li> </ul>	<p>Be calm, close by and available.</p> <p>Name it to tame it</p>
<p>Recovery</p> 	<ul style="list-style-type: none"> <li>- Able to communicate.</li> <li>- May want food and water.</li> </ul>	<p>Talk about what they want to talk about</p> <p><i>Now is not the time to discuss incident</i></p>

## Preventing and responding to behaviours of concern School Behaviour Response Flowchart

<b>Observe the behaviour</b>	
<b>Problem solve with the student</b>	
<p style="text-align: center;"><b><u>Minor Incident</u></b> <i>Teacher Managed</i></p> <ul style="list-style-type: none"> <li>• Inappropriate verbal language</li> <li>• Not completing set work in class</li> <li>• Unkind behaviour</li> <li>• Dysregulated behaviour in the classroom i.e. talking, calling out etc</li> <li>• Uniform</li> <li>• Property misuse</li> <li>• Out of bounds</li> <li>• Unsafe behaviour</li> <li>• Unsafe play</li> <li>• Persistent lack of listening to teacher</li> <li>• Dishonesty</li> </ul>	<p style="text-align: center;"><b><u>Major Incident</u></b> Executive Managed</p> <ul style="list-style-type: none"> <li>• Aggression from heightened trigger response</li> <li>• Swearing directed at someone</li> <li>• Vandalism</li> <li>• Ongoing bullying or cyberbullying, racism</li> <li>• Verbal abuse</li> <li>• Weapon at school</li> <li>• Leaving school grounds</li> <li>• Stealing</li> <li>• Ongoing disrespectful behaviour</li> </ul>
<p style="text-align: center;"><b>Step 1 - Teacher</b></p> <p style="text-align: center;">Prompt Redirect Reteach Choice SALON Conversation</p>	<p style="text-align: center;"><b>Step 1 - Teacher</b></p> <p style="text-align: center;">Inform AP of the incident. Inform student of behaviour. State expected behaviours. Input data into Sentral</p>
<p style="text-align: center;"><b>Step 2 - Teacher</b></p> <p style="text-align: center;">Match of response to behaviour eg. Littering = Pick up rubbish 2 x verbal warnings and break in buddy class to regulate</p> <p style="text-align: center;">Input data into Sentral</p>	<p style="text-align: center;"><b>Step 2 - AP</b></p> <p style="text-align: center;">Communicate to parents. Engage in reflection with student (based on school values)</p>
<p>*If behaviours are repeated or require support, please engage in a conversation with grade AP.</p> <p><i>**Teachers can always seek guidance from an AP or executive if they feel they require assistance, support or clarification of requirements.</i></p>	<p style="text-align: center;"><b>Step 3 – DP/P</b></p> <p>If behaviour continues after reflection with AP:</p> <p style="text-align: center;">Meeting with parents. Engage in reflection with student (based on school values). Referral to LST if repeated incidents. Review student needs against care continuum</p>
<p><b>Responses to all student behaviour is calm, consistent, brief, immediate, respectful and private.</b></p>	



## Responses to serious behaviours of concern

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 (See Appendix 1)

Harbord Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying, cyber-bullying and racism through a range of channels, for example:

- 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 and racism 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.

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / Sentral wellbeing system. 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 and external support providers (if applicable) via phone, email, parent portal, 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.



## 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](#).



## Reflection and restorative practices

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

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?
<b>Reflection room</b> – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student/s (reflection)	Same day or next day at lunch break	Assistant Principal	Documented in Sentral - Wellbeing register
<b>Alternate activity plan</b> – withdrawal from free choice play and re-allocation to office or classroom for supervised alternate activity following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group reflection	Next break or number of breaks (depending on severity of incident)	Assistant Principal/Deputy Principal	Documented in Sentral - Wellbeing register
<b>Restorative practice</b> – <a href="#">circles</a> in groups	Scheduled throughout school day (after full investigation by teaching staff of the incident/s)	Assistant Principal/ Deputy Principal	Documented in Sentral - Wellbeing register
<b>Restorative justice circle</b>			
<b>The method of shared concern</b>			
*explanation of restorative practice below			

\*Students may remain at school during extra-curricular activities if they are continually not demonstrating our school values of respect, responsibility and personal best (e.g PSSA sport) or if they have demonstrated a serious behaviour of concern which has put themselves or others at risk



of harm. This occurs after the Student Behaviour Response Flowchart and reflective and restorative practices have been followed and the unsafe behaviour persists.

### **Restorative justice circle**

This circle is usually set up as a basic circle formation. Bonnel et al. (2018) explains that this circle resolves incidents by bringing parties together to discuss conflicts that have taken place and to discuss strategies to avoid harm in the future. Supports, strategies and ways to resolve the harm are discussed in this circle and a plan to move forward is the desired outcome. The focus is on the person who harmed taking responsibility for their actions, repairing the relationships with the person who was harmed and understanding that the people within the circle are there to support them making positive behaviour change. Each person within the circle is there in a proactive and supportive capacity. This circle supports the individual intervention level of the care continuum.

### **The method of shared concern**

The method of shared concern is used to target bullying behaviour. It involves holding discussions separately with the person who was bullied and the person or group of people who bullied. All parties are brought together to address the harm caused and develop a solution through a restorative circle once the facilitator believes it will be productive to do so. This circle supports the targeted and individual levels of the care continuum.

## **Review dates**

Last review date: 6/2/2025

Next review date: 19/12/2025



## Appendix 1

### Harbord Public School Bullying Response Flowchart

The following flowchart explains the actions Harbord Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

