

Overview

Holsworthy High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged in their learning.

Our goal is to inspire every child to participate positively in society. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses. Our processes are founded on the idea that students must learn to take responsibility for their own actions and to ensure all staff respond to these challenges consistently to support students to learn from their behaviour.

Partnership with parents and carers

Holsworthy High School will partner with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by:

- inviting family and student feedback through formal and informal means, for example, through Tell Them From Me Surveys, school surveys, family interviews, consulting with the school’s P&C Association and local AECG.
- using concerns raised through complaints procedures to review school systems, data and practices.

Holsworthy High School will communicate these expectations to parents/carers through the school website and provide links to information and resources in the [Behaviour support toolkit](#).

School-wide expectations and rules

Holsworthy High School has the following school-wide expectations and rules:

Respectful Learner	Active Learner	Safe Learner
Respect and value others	Be prepared to learn	Take responsibility for behaviour and actions
Resolve differences calmly and fairly	Seek help when needed	Follow instructions and school rules
Work co-operatively	Maintain consistent effort	Use technology responsibly
Respect all property	Participate actively	Behave safely

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

Our school embeds student wellbeing and positive behaviour approaches and strategies across the care continuum and responds to behaviours of concern, including bullying behaviour. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents.

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:

- explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- actively supervising students
- maximising opportunities for active engagement with learning
- providing carefully sequenced, engaging lessons
- differentiating learning content and tasks to meet the needs of all learners
- explicitly teaching the safe use of technology

Care Continuum	Strategy or Program	Details	Audience
Prevention	High School Transition	A number of opportunities are provided to support a smooth transition from Year 6 to Year 7, including Year Adviser Primary School visits and Deputy Principal (DP) family interviews, along with a Peer Support Program.	Year 6 to 7 students and families
	Senior Executive Presentations	Senior Executive provide a number of whole school and targeted presentations that address and reinforce school expectations and support.	All Students
	Timetabled Support Lessons	Wellbeing and Careers lessons are provided once a fortnight. They provide explicit teaching addressing school wide behaviour expectations and support.	Year 7-10 Year 10

Care Continuum	Strategy or Program	Details	Audience
	Mentoring/ Leadership Programs	A variety of programs aimed at providing students with a voice within the school, e.g. LEAPS, Student Leadership Program, Aboriginal mentoring.	Various students
	Year Group Support	Staff provide ongoing reinforcement of positive school wide behaviour through Year Meetings, welfare presentations, study days.	All students
	Reporting Process	Semesterly individual report distribution allowing for student reflection and goal setting.	All students
	Presentations from Community Groups	External presentation reinforcing key messages around student mental health, cyber safety and Legal Aid, such as Digital Thumbprint.	Various students
	External Support	Ongoing advice and workshops from Police Youth Liaison Officer support and E-safety Commissioner.	Various students
	Parent Communication	School website, Principal letters, email.	Parents
Early Intervention	In Class Support	Learning support provided by Student Learning Support Officers (SLSO) in class as well as Learning and Support Teacher (LaST) to assist with modified assessments and differentiation.	Year 7-12
	Wellbeing Support	Wellbeing workshops and presentations delivered by the Learning and Wellbeing faculty targeting specific needs.	Year 7-12
	Extracurricular Activities	After school clubs and knockout sports.	Various students
	Parent Communication	Emails, phone calls and permission notes.	Parents
Targeted Intervention	Analysis of Student Data	Triage Meetings allow for a collaborative and supportive approach to deal with specific student attendance and behavioural issues. YARC Testing provides insight in student benchmarks and progression.	Various students
	Small Group Withdrawal	Various groups supporting student learning and wellbeing such as Numeracy/Literacy groups and social skills groups with the Student Support Officer (SSO), Girls Adviser or Boys Adviser.	Various students
	Social and Emotional Learning (SEL) Programs	Specific programs catering to student social and emotional learning, used to reinforce positive behaviour and expectations including Rock and Water, South Cares mentoring.	Various students
	Parent Communication	Email, phone calls.	Parents

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Individual Plans	IEPs, BSP, Support Transitions plans	Various students
	Individual Monitoring	Faculty Monitoring, Levels System,	Various students
	Individual Support	SSO check-in, one on one LaST support, Head Teacher (HT) Welfare support, Counsellor support, Homework Club/Maths Boost, Career Adviser support	Various students
	External Agencies Application	Post-school pathways, wellbeing/health support	Various students
	Parent Communication	Phone calls, parent meetings	Parents

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

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.

Holsworthy High School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying 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.

Preventing and responding to behaviours of concern

Planned responses to behaviour that do not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
1. Behaviour expectations are explicitly taught and reinforced across KLA's.	1. Rule reminders and acknowledging positive behaviour.	1. Seek support from HT/DP immediately if there is an identified risk. Otherwise notify executive staff ASAP and before the end of the school day.
2. Teachers model positive behaviours.	2. Use of indirect responses like proximity, non-verbal cues and redirection.	2. HT/DP to take immediate steps to restore safety if required.
3. Students are acknowledged for meeting school wide behaviour expectations.	3. Use of direct responses including providing choice, time to comply, seat change or detention.	3. HT/DP to investigate and review the incident or behaviour concern, providing appropriate support and consequences. DP/Principal may consider further action for example Formal Caution/Suspension.
4. Behaviour expectations are reinforced through Wellbeing Lessons, Year Meetings and School Assemblies.	4. Teacher documentation of concerns and actions taken to address the behaviour.	4. Refer to the school's Learning and Wellbeing Faculty considering current and previous behaviour data. Other actions may include developing a Behaviour Support/Response Plan and/or completing a Risk Assessment.
5. Teacher/parent contact, student awards for positive behaviour, reports and Parent/Teacher interviews, SRA Morning Tea.	Teacher/parent contact. Teacher to contact parents via phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning and Wellbeing Faculty may be discussed.	Teacher/parent contact. Parent contact is made by the HT/DP/Principal to discuss any support and behaviour responses, including referral to the Learning and Wellbeing Faculty, School Counsellor, Team Around a School or outside agencies.

Responses to serious behaviours of concern

Responses to serious behaviours of concern may include:

- reviewing and documenting the incident.
- determining appropriate response/s, including supports for staff or students impacted.
- referring/monitoring the student through the school Learning and Wellbeing Faculty, including counsellors, for additional support or advice.
- developing or reviewing individual student support plans, including teaching positive replacement behaviour and making learning and environmental adjustments.
- afternoon detention, reflection and reinforcement of positive behaviour expectations.
- communicating and collaborating with parents/carers (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.

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

Food and toilet breaks are always included when students are withdrawn from the playground as a planned response to behaviour.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Recess/Lunch Detention	Next appropriate break 20 minutes maximum	Classroom Teacher (CRT)	Sentral
After School Detention	Thursday Afternoon 60minutes	HT/DP	Sentral
Restorative Chats	5-10 minutes as needed	CRT/Executive/ Support Staff	Sentral
Reflection Time	10 minutes as needed	Learning and Wellbeing Faculty	Sentral

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1: Anti-Bullying Plan 2025

Holsworthy High School Anti-Bullying Plan 2025

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan, which details the strategies implemented to reduce student bullying behaviours.

Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Holsworthy High School's Commitment

Our 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 promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

1. School culture and inclusion

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

1.1. Student assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Dates	Communication Topics
Term 1	Year Advisers to deliver Behaviour Code for Students
Term 1, Wk8/9	Wellbeing lessons about Bullying and school support networks delivered
Term 2 Wk8	Student Bullying Survey
Term 2 Wk9	Brainstorm Productions - anti bullying and anxiety external performance
Term 3	National day of action - roll call - awareness- Everyone belongs
Term 3	Digital Thumbprint Workshop Yr 7-10

1.2 Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

Dates	Communication Topics and Professional Learning
Term 1	Year Advisers and Welfare staff plan and program Bullying Wellbeing lessons
Term 2	SRC and Welfare meeting to discuss, plan and organise National Day of Action (NDA)
Term 2/3	Bullying survey data analysed and professional development (PD) on bullying survey results

1.3. New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

- All information and plans are provided in a staff handout when inducted. Online staff handbook is also provided.
- Weekly meetings for new staff during Term 1 with the Executive to assist teachers on relevant topics.
- All Head Teachers to make new staff aware of and explain the Bullying Plan.

2. Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

2.1. Website

Our school website has information to support families to help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school's website.

- School Anti-bullying Plan
- NSW Anti-bullying website
- Behaviour Code for Students

2.2. Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

Dates	Communication Methods and topics
Term 1	Social media platforms to inform parents/guardians of NDA
Term 1	School Website updated with parent information Wellbeing Hub containing useful resources

3. Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following.

- School Merit System
- Reconnect counselling services
- Wellbeing lessons for Yr 7-10 delivered fortnightly
- Peer support
- Teacher / student Mentoring
- Volunteering
- Professional Development courses for staff