

Hornsby South Public School - School Behaviour Support and Management Plan

Overview

Hornsby South Public 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 the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop respectful, responsible and aspiring learners in a caring learning community.

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

To achieve our mission, key programs and support networks prioritised and valued by the school community are:

Positive Behaviour for Learning (Tier 1, Tier 2 and Tier 3), The Resilience Project, The Anxiety Project, Visible Learning (Mind Frames), Social Skills Groups, YSafe, KYDs, Crisis Prevention Institute Safety Interventions, Behavioural Specialist and External Agency Professional Learning, The Team Around a School, The Learning Support Team, Peer Tutoring, Kindergarten Buddies, School Learning Support Officers, Individual Learning Plans and systems, School Psychologist and external specialists working alongside the school team.

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Hornsby South Public 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. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

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 actively respond to student bullying behaviour.

Partnership with parents and carers

The School Community Charter <https://education.nsw.gov.au/public-schools/going-to-a-public-school/school-community-charter> outlines the responsibilities of parents, carers, educators and school staff in NSW Public Schools to ensure our learning environments are collaborative, supportive and cohesive.

Hornsby South Public School partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as the NSW Public Schools Student Surveys, Student Focus Groups, internal school surveys, Three-Way Interviews, and through consultation with the P & C.
- addressing concerns raised through the complaints procedures to review school systems, data and practices.

Hornsby South Public School will communicate these expectations to parents/carers through the school newsletter, school website and Sentral Portal. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

- Be Respectful, Responsible and Aspire to achieve the highest standards of learning.
- Follow our school expectations, classroom procedures and routines, and reasonable directions from all staff.

Respectful	Responsible	Aspire
• Demonstrate respect towards students, teachers, school staff and community members • Respect all property • Resolve conflict respectfully, calmly and fairly • Assist in creating an inclusive learning environment by valuing the culture of others	• Be at school on time • Strive to maintain regular attendance • Be safe at all times • Be sun safe	• Actively participate in your learning • Challenge yourself • Listen to feedback • Follow the Behaviour Code

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

Hornsby South Public School is committed to consistent whole-school practices and programs that support the long-term learning, wellbeing and safety of all students. Student behaviour is responded to through the care continuum (prevention, early intervention, targeted intervention, individual intervention).

Care Continuum	Strategy or Program	Details	Audience
Prevention	Kindergarten Transition Program	Playgroups, parent information sessions, school tours, orientation sessions and Best Start Assessments	Pre-school children and families enrolled for the next calendar year.

Care Continuum	Strategy or Program	Details	Audience
	Yearly Transition Program	Targeted handover meetings between current and anticipated teacher or planned L&S student handover discussions.	All students enrolled for the next calendar year.
	Interrelate	A Stage 3 program that focuses on relationships and sexuality. It has been developed to help parents and carers understand how to support their child on this journey, including ways to communicate through a common age-appropriate language.	All Year 5 and 6 Students
	High School Transition Program	High School experience days, High School orientation days, additional transition days as organised by L&S, High School simulation days at HSPS.	All Year 6 students currently enrolled.
	KYDS	High School Transition and Mental Health Workshop, focusing on developing resilience, independence and coping strategies	Parents/Carers Students
	Kids Hope AUS	A mentoring model that provides social & emotional support to children to thrive in school.	Identified Students
	Anxiety Project	A whole school early intervention solution for childhood anxiety. Parent Information sessions, Staff TPL, student lessons	Parents / Carers, Staff and Students
	The Resilience Project	Whole school wellbeing program that teaches and supports positive mental health in the classroom, staffroom and wider community	Parents / Carers, Staff and Students
	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	Parents / Carers, Staff and Students
	YSafety	An engaging program that empowers school communities to navigate the digital landscape with certainty.	Parents / Carers, Staff and Students

Care Continuum	Strategy or Program	Details	Audience
	National Week of Action (NWA)	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Teachers, Students and Community
	Child Protection	Teaching child protection education is a mandatory part of the syllabus.	Staff, students Students K - 6
Early intervention	PBL Tier 1	Meetings held each term: -Wellbeing Data is reviewed to identify behaviours patterns and areas of concern - new whole-school interventions are planned and implemented -current whole-school interventions are monitored, evaluated and adjusted as necessary. Explicit lessons are taught in class time as detailed through PDHPE Scope and Sequence. PBL induction for all staff, including SASS, SLSO, casual, temporary and permanent teachers. PBL information is provided to parents/ carers and community members through the school newsletter, Welcome Book, School Website and annual Meet the Teacher evenings.	All Staff All Students All Parents / Carers
	Wraparound Meetings	Meetings are held once a week. -Students of concern are identified -Current function of behaviour and strategies are assessed -New strategies are planned and implemented -L&S AP monitors the plan, providing guidance and support for teachers to best meet the needs of students of concern -Student is monitored by CT and L&S AP to evaluate effectiveness of strategies -Parents are informed of plans if appropriate and included in review process	L&S & Welfare AP CTs and Specialist Teachers as appropriate Parents / Carers as appropriate
Targeted intervention	PBL Tier 2 Meetings	Meetings held each term: -Wellbeing data is reviewed to identify students of concern, including assessment of the function of the behaviour - New interventions are planned and implemented -Current targeted interventions are monitored, evaluated and adjusted as necessary	PBL Tier 2 Team Parents / Carers L&S AP Students

Care Continuum	Strategy or Program	Details	Audience
	L&S Meetings	-Parents / Students are informed of plans if appropriate and included in review process Meetings held once a week where: -Students of concern or HPGE students (academic, social, emotional, physical, behavioural, spiritual, engagement) identified / reviewed -Function and context of concern is considered, including information provided in reports from external doctors and agencies - Individual and group intervention strategies are planned and implemented, in consultation with parents/carers and the students as appropriate, to support individual students, including Check-in Check out (CICO), Check and Connect (C&C), Mentoring, social stories etc	L&S Team Classroom Teachers Parents / Carers Students
Individual intervention	PBL Tier 3	Students are nominated by the Tier 2 Team using the PBL Data for targeted support interventions. including Functional Behaviour Assessments (FBA) and developing, monitoring and evaluating Individual Student Support Plans (ISSP)	Tier 2 PBL Committee, students, L&S, families, staff
	OT, Physiotherapy, Speech, psychology, Team Around a School	External agencies provide OT, Speech, Social Skills, Psychology and Behaviour Supports	L&S AP Students Parents / Carers staff
	Attendance	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals. Information provided to all students, partial attendance plans and attendance letters (late, unjustified, medical certificates needed, interview, HSLO program)	Students as required Parents / carers staff

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 a 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, repeated and involves behaviour that can cause harm. See Appendix 1.

Hornsby South Public 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, external agency, student or staff member.

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, for example through the school counselling service.

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.

Preventing and responding to behaviours of concern

Planned responses to behaviour that does 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.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – behaviour of concern is managed by school executive.
- Corrective responses may be recorded on Sentral. These include:

Classroom	Non-classroom setting
• expectation and rule reminder • re-direct • offer choice • error correction • prompts • reteach • seat change • stay in at lunch break to discuss/complete work • conference • detention, reflection and restorative practices • communication with parent/carer.	• rule reminder • re-direct • offer choice • error correction • prompts • reteach • play or playground re-direction • walk with teacher • detention, reflection and restorative practices • communication with parent/carer.

Hornsby South Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery, they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help students to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
PBL expectations and routines are displayed, taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules. PBL Expectations, Routines and Procedures are explicitly taught across the school in all classrooms ensuring consistency and shared language from K-6.	Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate. Verbal reminder Teachers can revisit and re-teach any expectation throughout the year as needed	Repeated Behaviour or incident involving major behaviour- White Card resulting in reflection time with an Executive where restorative justice questions are asked to promote thinking, reflection & behavioural changes. Contact office to seek help from executive straight away if there is a risk. Otherwise notify executive within 30 minutes.
Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	Executive/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and future planning is scheduled for a later time, determined by the context and nature of the incident. Referral to Individual Student Support Plans (ISSP) if appropriate
Positive classroom climate, providing and teaching explicit rules, social and emotional lessons, engagement through differentiation, active supervision, offering pre-corrections.	Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.	Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Sentral and contact parent/carer by phone as appropriate. Executive/principal may consider further action e.g. formal written caution or suspension.
Social emotional learning lessons are taught (PBL, TRP and Anxiety Project) weekly.	Teacher records on Sentral by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a Individual Student Support Plan (ISSP) if appropriate
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the parent portal or phone calls home	Teacher contacts parents by phone or email when a range of	Parent/carer contact is made by school executive to discuss any

are used to communicate student effort to meet expectations. Teachers are also encouraged to contact parents with 'good news' as appropriate. PBL awards for positive individual and class behaviour are given in class and at assemblies.	corrective responses have not been successful. May involve having a face-to-face parent meeting. Where appropriate, external providers are also invited to attend e.g. Learning Support Individual planning and referral to Learning Support Team may be discussed.	support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.
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Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral. 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
- reflection and restorative practices (listed below)
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal written 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](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Reflection and restorative practices

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?
Reflection Time A structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection). Students are supported to discuss what happened, what they were thinking at the time, what have you thought about since, who was affected by their behaviour and what do they need to do to make things right.	The same or next day at the first half of lunch	Assistant Principal Deputy Principal Principal	Documented in Sentral
Restorative Practice Students are guided and supported through a formal reflection process. Parents are informed if needed.	The same or next available day after incident occurs. Session is at lunch time.	Assistant Principal Deputy Principal Principal	Documented in Sentral
Alternative Play Plan Withdrawal from playground and re-allocation to office. The purpose is to support a student to understand alternative behavioural choices, to reflect on their current behaviour and to learn positive interaction strategies. Parents are informed if needed.	The same or next available day after incident occurs. Session is at lunch times.	Assistant Principal Deputy Principal L & S/W Assistant Principal	Documented on Sentral

Review dates

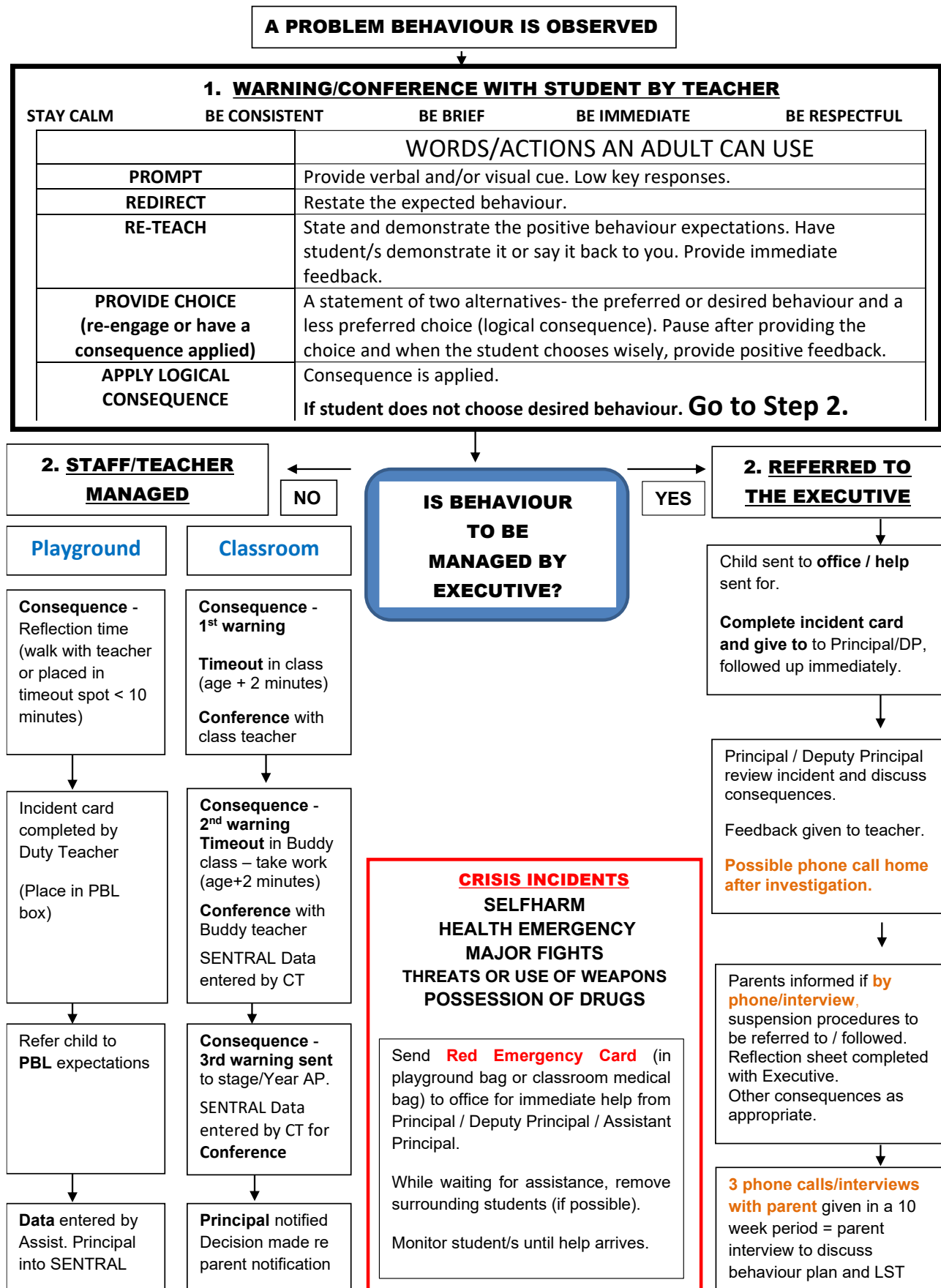
Last review date: 28/10/2025

Next review date: 28/10/2026

Developed in consultation with:

School Executive
 School Staff
 P & C
 Students

Appendix 1: Behaviour management flowchart

Flowchart for Managing Inappropriate Behaviours

Minor and Major Behaviours

Minor (Teacher managed)	Major (Principal/Executive)
• Playing in toilets • Swearing (incidental) • Name calling/teasing • Antagonising others • Playing with sticks and stones • Digging in the dirt • Playing while eating • Rough play, including play fighting • Not following instructions • Playing out of bounds • No hat and playing in the sun • Running on hard surfaces • Wearing a non-uniform item without an adequate written reason from a parent	• Repeated minor after redirection and reteaching • Directed and intentional swearing • Repeated disobedience /defiance after redirection and reteaching • Offensive or racist language • Repeated harassment • Bullying – Repeated antagonising of others; including, verbal, physical, psychological, social, cyber or exclusion • Discriminatory behaviour • Absconding from school grounds • Offensive behaviour - dacking, urinating on others, spitting, rude or sexual innuendo • Vandalism • Theft/demanding possessions • Encouraging an act of violence • Dangerous play - Intentional wrestling, tackling, biting, tripping, pushing, hitting, kicking, throwing rocks or sticks • Fighting - aggressive physical contact, including play fighting after redirection and reteaching Causing evacuation of classroom

PBL Flow Chart for Rewarding Positive Behaviours



Appendix 2: Bullying Response Flowchart





NSW Department of Education

Behaviour code for students

Information for students and parents or carers

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe behaviours we value in our students.

In NSW public schools students are expected, to the best of their ability, to:

- show respect to other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

Schools take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context, the NSW

Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Behaviour code for students: Student actions

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the Department of Education.

We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.

Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

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If this is a printed document, refer to the department's Policy Library for the most recent version.

<https://education.nsw.gov.au/content/dam/main-education/policy-library/public/supporting-documents/pd-2006-0316-01-behaviourcodestudents.pdf>