Hunters Hill High School

School Behaviour Support and Management Plan

Overview

Hunters Hill 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 and contribute to society in a culturally respectful manner. We focus on fostering Safe, Respectful and Active learning in every student, every day.

We want our students to come to school enthusiastic and energised by the possibilities of learning. We want to empower them as active participants in their own learning and foster in each of them a desire to achieve their best for themselves and for the school community.

The 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.

Our processes are founded on the idea that students need to learn to take responsibility for their own actions and to ensure all staff respond to these challenges consistently to support students to acknowledge harm and learn from their behaviour.

Hunters Hill High School prioritises social and emotional learning which supports student wellbeing and the development of positive relationships. Supporting the prevention and early intervention of bullying and cyberbullying is a priority across the school and is embedded into all areas of this plan.

Partnership with parents and carers

Parents and carers play a vital role in the school community and Hunters Hill High School recognises our strong culture of inclusion that reflects the richness and diversity of the wider school community. We have a shared commitment to school priorities which enable the success of every child.

Hunters Hill High School will partner with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including for bullying behaviour by:

Inviting families and student feedback through formal and informal means, for example

- Tell Them From Me Surveys
- Consulting with the school's P&C Association and local AECG
- Engaging with the Aboriginal Liaison Officer
- Using concerns raised through complaints procedures to review school systems, data and practices.

Hunters Hill High School will communicate these expectations to parents/carers through the school newsletter, website, email communication, Parent Teacher Night and provide links to information and resources in the Behaviour support toolkit.

The School Community Charter outlines the responsibilities of parents, carers, educators and Behaviour support toolkit school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

School-wide Expectations and rules

Safe	Respectful	Active Learner
Follow the teacher's instructions	Respect other opinions	Do your best to learn and achieve.
Bring equipment	Speak with kindness	Submit tasks on time
Use technology appropriately	Actively listen	Attend every day and every lesson unless legally excused
Be in the right space at the right time	Allow others to learn	Participate in school events
Be in the correct uniform	Allow for personal space	
	Show consideration for the property of others	

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

Wellbeing at HHHS

Wellbeing is both a pre-condition and consequence of learning, and is intrinsically linked with behaviour. Proactive and responsive wellbeing programs, positive student behaviour structures, and strong community partnerships are vital to achieve our purpose, which is to develop a deep and sustained sense of wellbeing in our school community. Hunters Hill High School student wellbeing systems and practices are based on the NSW DoE Wellbeing Framework for Schools and Trauma Informed Practice. This approach is led by an experienced and committed team of Head Teachers, Year Advisers, psychologists and support staff, who work across and beyond the school to provide a safe and caring environment for learning.

Student Wellbeing Team

A team of qualified and experienced staff assists students and parents with any matters affecting students' learning and wellbeing at school.

The Head Teacher Wellbeing is responsible for the wellbeing of all students in the school and for the coordination of the wellbeing team. The Head Teacher Wellbeing, in conjunction with the wellbeing team, monitors issues affecting the learning and development of students within the school and coordinates appropriate programs of action. As a practicing teacher in full-time attendance at the school the Head Teacher Wellbeing acts as liaison and adviser to students and their families. As a member of the school's executive the Head Teacher Wellbeing liaises with the school executive, School Counsellors, the wellbeing team, Careers Advisers and outside agencies.

Year Advisers are principally concerned with the wellbeing of students in each Year group. Interviews with parents are frequently arranged in cases where students are encountering difficulties in peer relations or with progress in studies. Parents are invited to arrange for interviews with student advisers or Head Teacher Wellbeing when they feel that assistance is needed in matters of general student wellbeing.

School Counsellors are educational psychologists and work under supervision of our Senior Psychologist Education. Our counsellors assist and advise students, parents and staff regarding mental health support, including social and emotional development. A counsellor is in attendance five days per week. Students can self-refer to a counsellor via any member of the Wellbeing Team.

The Student Support Officer (SSO) assists with concerns related to wellbeing. SSO works with the student to access the relevant support services both in the school and youth services in the local community. The SSO also initiates and runs small group programs and whole school initiatives to increase positive wellbeing in the school community.

Careers Advisers assist students with course selections for senior years and provide individual career counselling to students in all years. Students are given information on a range of careers and further education courses through participation in a work experience program, career seminars, career interviews, use of the Careers Office resources, excursions to places of employment and educational

institutions. Students may visit the Careers Office during recess or lunch time and may make appointments for individual interviews with a careers adviser. Parents are welcome to do the same.

Walanga Muru Teachers: Walanga Muru means 'follow your path' in Dharug language. Students are allocated to this small mentoring and belonging group with a member of staff. The groups will explore themes in learning and social development appropriate to their Year. They develop strong relationships with their teacher and peers. The aim of this program is to provide a point of contact with staff which will foster resilience and engagement and to develop a stronger sense of connectedness, belonging and community for all students.

Peer Support Program: Year 7 students work with Peer Support Leaders in Year 11 who provide encouragement and support during Term 1. The peer support student leaders take their small groups of Year 7 students for discussions via a carefully structured program aimed to develop Year 7 students' confidence and reassurance during their induction to high school. Both Year 7 and Year 11 students find the program a worthwhile and rewarding experience. Follow up sessions occur in Terms 2 and 3.

ARCO (Anti-Racism Contact Officers) Led by our passionate ARCO Team of teachers, HHHS expands on the original ARCO mandate to encompass all forms of intolerance and discrimination, including sexism, homophobia, religious discrimination, or discrimination against people with disabilities. See below for more on school measures to address discrimination.

Whole school approach across the care continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	Classroom management literature review	Professional learning - research-based approach to support and manage student behaviour.	Staff
Prevention	Classroom management PL discussion guide	This guide is designed to help teachers and school leaders engage with CESE's literature review Classroom management: Creating and maintaining positive learning environments'.	Staff
Prevention	Positive Behaviour for Learning (PBL)	(PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture.	Staff, students 7-12, families
Prevention	Wellbeing Framework	The framework supports schools to create teaching and learning environments that enable students to be healthy, happy, engaged and successful. Wellbeing in our public schools is driven by the themes of Connect, Succeed and Thrive.	Staff
Prevention	Student voice	Staff support and encourage student voice and representation to promote sense of belonging, responsibility and advocacy.	Students
Prevention	Anti bullying policy	A whole-school approach to anti-bullying including; leadership, inclusion, student voice, partnerships and support.	Staff, students 7-12, families
Prevention	Anti racism policy	The Anti-Racism Strategy is used to support, learners, staff, families and communities from all cultural, linguistic and religious backgrounds to participate equitably in a racism-free school environment.	Staff, students 7-12, families
Prevention	Positive reinforcement: Merit System	This supports the aspects of PBL (see above) integrated within the school. The merit system draws attention to and promotes positive behaviour and interactions across the student community.	Students

Care Continuum	Strategy or Program	Details	Audience
Prevention	Disability Standards for Education PL	Staff are trained and informed in best practice to support and cater to the needs of all students.	Staff
Prevention	Attendance and uniform monitoring	Encourages positive engagement in school learning and extracurricular activities. Students develop a sense of belonging to the school community.	Staff and students
Prevention	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school.	Incoming Year 7 students
Prevention	Academic review meetings	Promotes student critical reflection and provides opportunities to remediate gaps in learning and improve student-determined goals and progress measures.	Students
Prevention	Study without stress program	Student-focused program to support and embed core school values of responsibility and achievement through such areas as but not limited to self-appraisal, time management skills.	Students
Prevention	PDHPE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7-10
Prevention	Peer support program	Builds resilience by helping students develop strong relationships and skills to manage life's ups and downs.	Students 7 and 10, and co-ordinators
Prevention & Early intervention	Anti Racism Contact Officer	Two staff members promote and support anti-racism in a whole-school context.	Students and staff
Prevention & Early intervention	School Wellbeing programs eg. Love Bites, Peer Support, Creating Chances	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students, staff and parents
Prevention, Early intervention, Targeted and Individual	Restorative Practice	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations.	Staff, students 7-12, families
Prevention & Early intervention	Learning Intentions Success Criteria	Assist students and teachers in tracking and assessing student progress.	Students 7-12
Early intervention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, students 7-12, families

Care Continuum	Strategy or Program	Details	Audience
Early intervention	Classroom Teacher counselling	Redirection of student behaviour and negotiated goals for low-level matters.	CRT, Students 7-12
Early intervention	Student reflection (informal)	Through classroom teacher counselling, students reflect on behaviour in order to engage in meta-cognition to improve behavioural outcomes.	Students 7-12
Early intervention	eSafety's guide for responding to online safety incidents	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 cyber-bullying incidents.	HT, DP, Students 7-12, families
Early intervention	Faculty Monitoring card	This provides a visual record for the student, teacher and faculty head teacher to monitor and negotiate behavioural goals. It provides an opportunity for the staff to share information with parents/carers in written form.	CRT, HT, Principal, DP, Students 7-12
Early intervention	Faculty recess/ lunch reflection	Consequences for students who do not reflect on and adjust behaviour.	CRT, HT, Students 7-12
Early intervention	Seating plan and furniture placement	This prevents opportunities for students to engage in distracted behaviour and provides for a settled and safe classroom environment.	CRT, Students 7-12
Early intervention	Time out card	This is issued by Head Teachers Wellbeing or Deputy Principals to support students if they need time out of the classroom for wellbeing and/or behavioural matters. Students are provided supervision by Head Teachers Wellbeing or Deputy Principals	Wellbeing Team, Students 7-12
Targeted intervention	SMART goals	A framework used to set objectives that are clear and actionable, with specific criteria for success.	Wellbeing Team, Students 7-12
Targeted intervention	Head Teacher counselling	Redirection of student behaviour and negotiated goals for behavioural matters.	Head Teachers, Students 7-12
Targeted intervention	Student reflection	Students consider the impact of their behaviour on others as well as on themselves.	Students 7-12
Targeted intervention	Head Teacher Wellbeing/ Wellbeing Team referral	Engage and support students referred to the team with wellbeing concerns.	HT Wellbeing, Students 7-12

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	eSafety's guide for responding to online safety incidents	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 cyber-bullying incidents.	Students 7-12, staff, families
Targeted intervention	Police Youth Liaison Officer visit (small group)	Support students individually or in groups with legal matters.	PYLO, Students 7-12
Targeted intervention	Group interventions eg. Rock and water, Raise mentoring, Sailing to excellent and Ready Set Sail	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7-12
Targeted intervention	Positive Behaviour card	Encourage and promote positive choices in behaviour and reacting appropriately.	HTSS, DP, Students 7-12
Targeted intervention & Individual intervention	School Counsellor support	Assess students with specific wellbeing and learning needs and provide counselling to students individually and in groups	Counsellor, Students 7-12
Targeted intervention & Individual intervention	Careers Advisor support	Improve engagement in school and promote alternative pathways for education.	Careers Advisor, Students 7-12, families
Targeted intervention & Individual intervention	Learning Support Team referral and Personalised Learning and Support Plan (PLP) development	The LST works with teachers, students and families to support students who require personalised learning and support.	LST, Students 7-12, staff, families
Targeted intervention & Individual intervention	Home School Liaison Officer (HSLO)	Support for students and families with attendance concerns.	HSLO, Students 7-12, families
Targeted intervention & Individual intervention	Learning and Wellbeing Officer (LWO)	Providing specific advice to schools on personalised learning and support for students with additional learning or behaviour needs, and those at risk of disengaging.	LWO, Students 7-12
Targeted intervention & Individual intervention	Student Support Officer (SSO)	Supports the implementation of the school's approach to wellbeing.	SSO, Students 7-12

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention & Individual intervention	Deputy Principal Meeting/ counselling/ Behaviour Monitoring Card	Identify and support behaviours of concern.	DP, Students 7-12
Individual intervention	Engagement with Team Around a School	Comprises non-school based roles such as the learning and wellbeing team, behaviour specialists, networked specialist facilitators and NDIS coordinators, as well as school-based roles including assistant principal learning and support, senior psychologists' education and itinerant teachers.	Staff, individual students 7-12, families
Individual intervention	Guide to responding to serious online safety incidents	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 cyber-bullying incidents.	Staff, individual students 7-12, families
Individual intervention	Trauma informed practice	Trauma Informed Practice is a strengths-based framework which is founded on five core principles – safety, trustworthiness, choice, collaboration and empowerment as well as respect for diversity.	Staff, students 7-12
Individual intervention	Senior Psychologist Education (SPE)	The SPE coordinates and professionally supervises a team of school counsellors and school psychologists to deliver high quality psychological services to schools.	SPE, Staff, students 7-12
Individual intervention	Network specialist	Provide specialised support to support students with specific learning and behaviour challenges.	Principal, DP, Families, Students 7-12, families
Individual intervention	In-school suspension	Students are supervised on school grounds with specified work but are not to attend regular classes or interact with peers.	Principal, DP, Families, Students 7-12, families
Individual intervention	Suspension	The purpose of the suspension is to allow the school to implement appropriate support during the student's absence to address the student's complex and challenging behaviour or behaviours.	Principal, DP, Families, Students 7-12, families

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 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.

Hunters Hill 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.

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 their year advisor or 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, where there is a clear and close connection between the school and students' conduct.

A link to our comprehensive Bullying Policy can be found at https://huntershd-h.schools.nsw.gov.au/content/dam/doe/sws/schools/h/huntershd-h/2023-documents/Bullying_Policy_2023.pdf

First hour: 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.
Day 1: 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 Sentral
•Notify school executive of incident if required in line with behaviour management flowchart
•Notify parent/s that the issue of concern is being investigated
Day 2: 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
Day 3: Discuss
•Evaluate the information to determine if it meets the definition of bullying (see above)
•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
Day 4: Implement
•Document the plan of action in Sentral
•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
Day 5: Review
•Meet with the student to review situation
•Discuss what has changed, improved or worsened
•Explore other options for strengthening student wellbeing or safety
•Report back to parent
•Record outcomes in Sentral
Ongoing follow-up
•Continue to check in with student on regular basis until concerns have been mitigated
•Record notes of follow-up meetings in Sentral
•Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved
•Look for opportunities to improve school wellbeing for all students

Preventing and responding to behaviours of concern

Planned responses to inappropriate behaviour are managed by Teachers, Executive and Senior Executive according to the Behaviour Management Process. Staff use their professional judgement in deciding whether a behaviour needs to be escalated immediately. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others. The NSW Department of Education Student Behaviour policy and Suspension and Expulsion procedures should be used to prevent and respond to behaviours of concern.

The Step System:

Step 1: Teacher managed: Classroom Teacher – Low level inappropriate behaviour is managed by teachers in the classroom and the playground. Classroom Contract and monitoring and Teacher Toolkit employed.

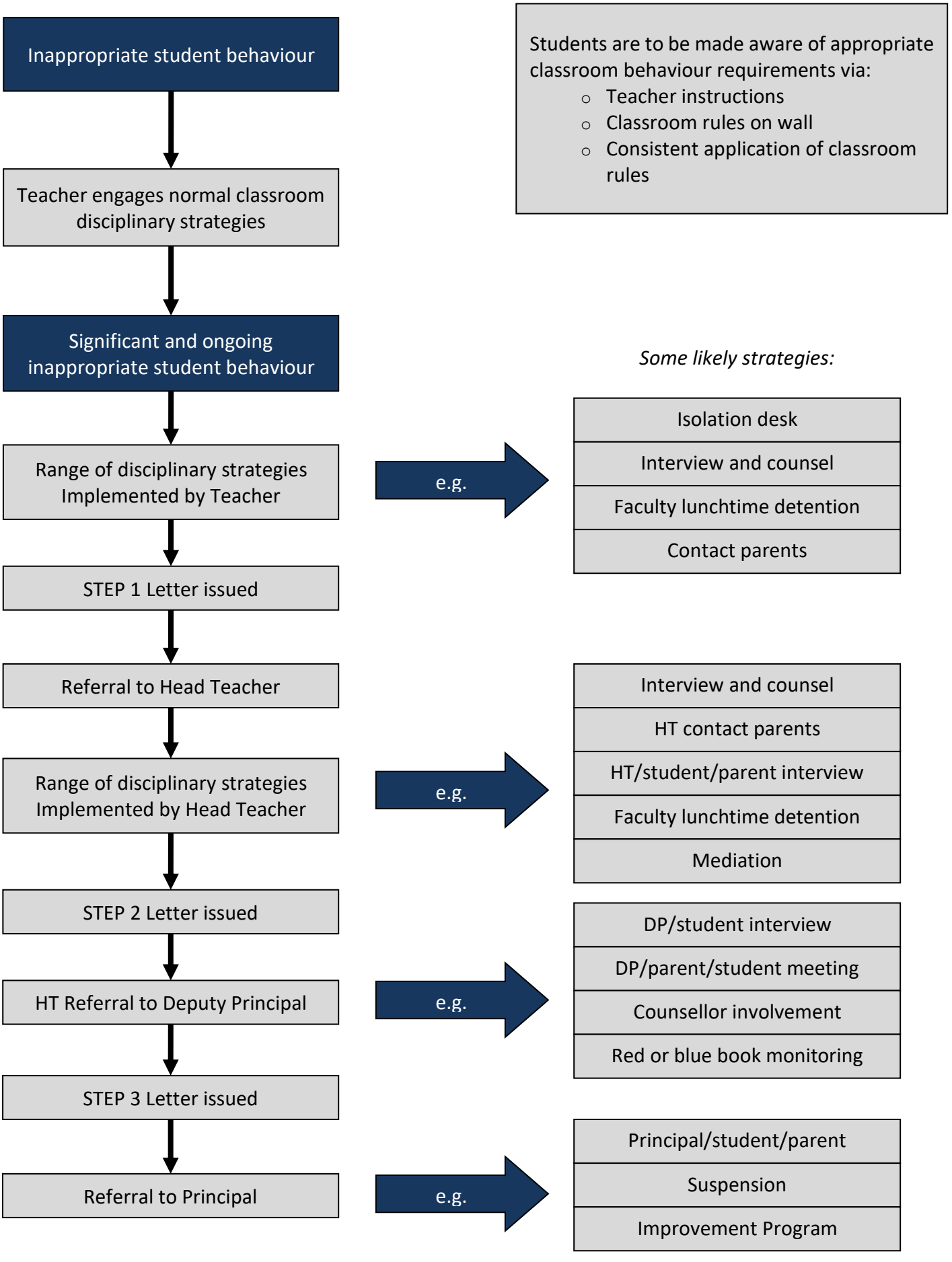
Step 2: Executive managed: Head Teacher/ Head Teacher Secondary Studies – Behaviour of concern is managed by School Executive. Student may be removed from class. Yellow Faculty Monitoring Booklet. Head Teacher Toolkit utilised

Step 3: Senior Executive managed: Deputy Principal/ Principal – Serious behaviour of concern is managed by the Senior Executive. Student may be removed from class. Blue Monitoring book

Corrective responses by teachers may include:

- explicit behavioural expectations
- Phone calls home: logged on Sentral
- Reflections and consequences: logged on Sentral
- N-warning (10-12) or Letter of Concern (where behaviour impacts student work)
- Strategic seating plan/adjust seating plan
- Consult any learning and support, or wellbeing documentation
- Student requested to complete work to a satisfactory standard
- Positive reinforcement
- Rapport building Strategies
- Open Communication and goal setting
- Team teaching
- Observation in a different setting
- Collaboration with Head Teacher / Wellbeing Staff / Deputy Principal regarding student concerns
- Collaboration with Head Teacher regarding student concerns
- Work with broader Wellbeing and Learning Teams
- Seek External Supports

Policy on discipline and welfare - discipline system flowchart



Detention, reflection and restorative practices

To ensure the safety and wellbeing of all students and staff, as well as provide an educational environment where all students can achieve and succeed, it is essential that behaviour is managed appropriately.

Seclusion is the sole confinement of a child or young person in a setting from which they are physically unable to leave, or reasonably believe that they cannot leave, for any length of time and where there is no supervision. **Seclusion is not permitted and will not be used in the management of behaviour except in response to an emergency or crisis where there is an immediate risk of harm to a student, staff or other students.**

At times, it may be necessary to apply fair, reasonable and proportionate disciplinary strategies, such as detention and/or reflection, to address inappropriate student behaviour. Such strategies should enable the school to provide timely support to students to assist them to achieve the desired behaviour, to reflect on their behaviour and make positive choices.

Lunch Reflection

- May be coordinated by a Classroom Teacher, Head Teacher, Deputy Principal or the Principal.
- Reflections may only be issued for half of a break (15 mins). This allows time for students to access toilets, eat food and rest before their next lesson.
- Recorded on Sentral by the staff member coordinating the reflection.

After School Reflection

- May be coordinated by a Head Teacher, Deputy Principal or the Principal.
- Reflections operate weekly on a Wednesday from 2:30pm - 3.00pm.
- Students and parents are advised via email that a reflection has been issued no less than 24 hours' notice. Parents are required to request in writing if rescheduling the reflection is necessary.
- Details are recorded on Sentral by the staff member coordinating the reflection.

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.

Restorative Practice

Informal restorative practices are simple, low-key ways educators and other school staff can influence a positive environment. This can include strategies such as using 'I' statements to communicate feelings and putting the focus on how one person or one group can be impacted by the behaviour of others. The focus is on the behaviour, not the person.

Affective questions can also be used to encourage the person who caused the harm to stop and reflect on who was affected and how they were affected.

Other informal practices include proactive engagement with students and families, mentoring relationships, community service, and lunchtime table talks.

Restorative practice fact sheet

Review dates:

Last review date: Day 1, Term 1, 2025: A. O'Donnell & D. Sawyer

Next review date: Day 1, Term 1, 2026