

# Hunters Hill School Behaviour Support and Management Plan

## Overview

Hunters Hill Public School aims to provide a safe, caring, and stimulating environment in partnership with students and parents/caregivers to ensure all students can learn effectively and grow with confidence in a positive school climate of mutual respect and support.

A student's educational development involves experiences that develop an understanding of self and a respect for other individuals. Through social interactions students begin to appreciate rules about acceptable and unacceptable behaviour. This development of responsible self-direction is achieved in an environment where cooperation and mutual respect between teachers, students, and parents is encouraged and sought. The students acquire moral values based on principles that promote care and concern for others, while accepting themselves as worthwhile people with unique individual talents that need to be realised.

Hunters Hill Public School places great importance on the development of a student's self-esteem, self-discipline, and responsible self-direction. Through opportunities provided to students for decision making, displays of initiative, and acceptance of responsibility, and the practices of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning, self-esteem and self-discipline are promoted.

We reject all forms of bullying behaviour, 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.

At Hunters Hill Public School, the achievement of positive student behaviour is supported through quality teaching and learning practices, recognition of student achievement, a clear school discipline code which is consistently and fairly implemented, and initiatives such as:

- the Learning and Support Team;
- the specific teaching of behaviour expectations;
- a consistent language to describe expectations of student behaviour;
- printed reminders of behaviour expectations around the school;
- the 'Bounce Back' program;
- peer support;
- student buddies;
- the Student Representative Council; and
- participation in extra-curricular opportunities.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships.

## Partnership with parents and carers

Hunters Hill Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parent/carer and student feedback through formal and informal channels such as Tell Them From Me and school surveys.

- discussion with P&C representatives.
- publication of the School Behaviour Support and Management Plan.
- partnering with parents/carers in behaviour management and support strategies as a need is identified.
- responding to concerns raised through complaints procedures/other communications to review school systems and practices.

Hunters Hill Public School will communicate these expectations to parents/carers through the school newsletter and website, and/or via School Bytes. Our school proactively builds collaborative relationships with families and the community to create a shared understanding of how to support student learning, safety and wellbeing.

## School-wide expectations and rules

<b>Respect</b>	<b>Responsibility</b>	<b>Resilience</b>
Others, yourself and property.	Implement the school 'I can' statements.	Accept the challenge and have a go.
Act in a safe and caring way.	Own your choices and actions.	Bounce back.
Treat others how you want to be treated.	Take responsibility for your learning.	Have another go.
Work together to learn together.	Take responsibility for your belongings.	Take pride and strive for your personal best.

## 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 in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying behaviour.

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:

- stating and 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
- providing active supervision of students

- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Child Protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention	Peer Support/K Buddy Program	Provides a whole-school approach to student wellbeing and develops a strong sense of belonging for students.	Students K - 6
Prevention	Engaged Classrooms Through Effective Classroom Management	AERO's classroom management resources support teachers and school leaders to create safe and supportive learning environments through evidence-based practices which are strategically incorporated into staff professional learning and practice.	All
Prevention	Bounce Back	An evidence-informed Positive Education program that explicitly teaches wellbeing and resilience skills to help students 'bounce back' and cope with the complexity of everyday life.	Students K - 6
Prevention	Recognition of Student Achievement	Teachers regularly and consistently provide ongoing verbal praise and positive feedback to students as well as operative individual class-based acknowledgement and incentive initiatives. Students demonstrating school expectations and values are acknowledged through school award and recognition processes.	All
Early intervention	Positive Behaviour Support	Enacting a whole school positive behaviour support plan that includes teacher supported personal reflection and restorative action, and follow-up.	Students K-6
Early intervention	MiniLit	An evidence-based, explicit and effective early literacy intervention program for teaching reading skills and achieving associated wellbeing targets such as success, confidence and belonging.	Identified Yr 1 students
Early intervention	Enlighten Education	Individual programs for girls and boys building skills to connect and build strong relationships, advocate for themselves and	Stage 3 students

Care Continuum	Strategy or Program	Details	Audience
		their peers and become a force for good in a more cohesive year group, reducing behavioural, conflict and engagement issues.	
<b>Early intervention / Targeted intervention</b>	Structured Playground Activities	Teacher managed and senior student led structured playground activities. Teacher/SLSO supervision provided as required.	Students K - 6
<b>Targeted intervention</b>	Transition Programs	Additional supports in place for identified students transitioning to school, between grades, and to high school.	Identified students, LST, ES1 and S3 APs
<b>Targeted intervention / Individual intervention</b>	Learning and Support Team	The school LST works with staff, students, families, and external providers to support students who require personalised learning and support, including those with disability.	All
<b>Individual intervention</b>	Delivery Support Team Around a School	A coordinated system-wide approach that utilises the skills and expertise of specialist staff to support schools through a dedicated team. Delivery Support staff partner with schools in identifying and implementing student-focused initiatives.	Individual students, parents/carers, relevant staff
<b>Individual intervention</b>	Individual Behaviour Support Planning	This planning may include developing, implementing, monitoring and reviewing; behaviour support, behaviour response and risk management plans.	Individual students, parents/carers, relevant staff

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

### Planned responses to positive appropriate behaviour

Student achievement should be acknowledged in meaningful, consistent and appropriate ways.

Teachers regularly and consistently provide ongoing verbal praise and positive feedback to students as well as operate individual class-based acknowledgement and incentive initiatives.

All awards are related to our three core values: Respect, Responsibility and Resilience.

Good Work Awards (K-2)	<ul style="list-style-type: none"> <li>- Each week, teachers of K-2 classes may send up to five students per week to the principal for recognition of 'good work'.</li> <li>- Students will discuss their work with the principal and receive a 'Principal Award' sticker.</li> <li>- Names of students visiting the principal will be read out at the following week's K-2 assembly and students will have a group photograph taken.</li> <li>- Photographs and student will appear in the fortnightly newsletter.</li> </ul>
------------------------	--

Amity Values Awards	<ul style="list-style-type: none"> <li>- Are distributed by teachers who observe students demonstrating our core values (classroom/playground).</li> <li>- Are not recorded as being received.</li> <li>- Are distributed based on teacher observation 'at the time' and not on a model of equal distribution.</li> <li>- Each staff member may distribute up to a maximum of ten per week.</li> <li>- Should not be sought every time a core value is demonstrated but considered as a bonus when 'caught'.</li> <li>- Five awards may be exchanged (with the class teacher) for a blue Merit Award which will be handed out at assembly.</li> </ul>
Merit Awards (blue/white)	<ul style="list-style-type: none"> <li>- White awards are distributed at K-2 assemblies (two per class per week) and 3-6 assemblies (six per class per fortnight).</li> <li>- White class awards are recorded as being received.</li> <li>- White awards are distributed on a class-based model of equal distribution*.</li> <li>- White awards are also awarded randomly at the end of assemblies to recognise a designated number of students observed to be demonstrating best assembly manners. These are not recorded.</li> <li>- Five merit awards (blue and/or white) may be exchanged, via the school office for a Certificate of Merit.</li> </ul> <p><small>*Until the end of the year when all students have received the same number of merit awards and there remains insufficient time for all students to receive another. This would also vary for students not enrolled for a full year.</small></p>
Certificate of Merit	<ul style="list-style-type: none"> <li>- Certificates of Merit are awarded at fortnightly whole school assemblies.</li> <li>- Are recorded as being received.</li> <li>- Names of award recipients will be published in the fortnightly newsletter.</li> <li>- Parents will be invited to attend the presentation assembly.</li> <li>- Five Certificates of Merit may be exchanged (via the school office) for a Principal Pin.</li> </ul>
Principal Pin	<ul style="list-style-type: none"> <li>- Pins and certificates are awarded at fortnightly whole school assemblies.</li> <li>- Are recorded as being received.</li> <li>- Names of award recipients will be published in the fortnightly newsletter.</li> <li>- Parents will be invited to attend the presentation assembly.</li> <li>- There is no limit to the number of Principal Pins that can be received.</li> </ul>
Annual Awards	<ul style="list-style-type: none"> <li>- Are special awards recognising academic and sporting achievement, effort, citizenship, participation, cultural talents or achievements, and other such endeavours worthy of special recognition.</li> <li>- Are presented at the annual school Presentation Day.</li> </ul>

Students are required to keep track of their awards and bring them to their class teacher or the school office, as appropriate, as they become eligible for each award.

### Identifying 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.

Hunters Hill Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels such as:

- 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
- concerns raised by a parent, community member or agency.

## **Responding to inappropriate behaviour and behaviours of concern**

Responses to inappropriate behaviour and behaviours of concern, follow our 'HHPS Behaviour Management Processes' (Appendix 1) relating to both classroom and playground behaviour and may include:

- verbal or non-verbal reminders/acknowledgement of demonstrated appropriate behaviour
- warnings
- quiet teacher conference
- time out of classroom or walking with teacher on playground
- accommodations/adjustments to learning strategies and/or environments
- call for executive assistance
- SLSO intervention (as appropriate and available)
- participation in positive behaviour support strategies eg playground card, designated play space and/or activities, teacher check-in
- detention, reflection and restorative practices (described below)
- communication with parents

Inappropriate behaviour and behaviours of concern are recorded using school documents and on School Bytes as appropriate.

In all instances of inappropriate behaviour and behaviours of concern, students impacted by and demonstrating negative behaviours, will be supported through avenues such as:

- designated teacher mentors
- establishment of 'safe spaces' and open communication channels
- regular check-ins
- development of risk management plans
- referral to the learning and support team
- referral to the school psychologist
- communication with parents/carers, external providers
- connection with appropriate peers

Responses to inappropriate behaviour and 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 when there is a clear and close connection between school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member.

## **Responses to serious behaviours of concern, including bullying and cyber-bullying**

Responses for serious behaviours of concern, including students who display bullying behaviour, follow our 'HHPS Behaviour Management Processes' (Appendix 1) relating to both classroom and playground behaviour and may include:

- review and document incident
- determine appropriate response/s, including supports for other students and staff 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 (described below)
- liaise with School Support Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone call or meeting)
- formal caution to suspend, suspension, or expulsion.

Serious behaviours of concern are recorded as described above and on School Bytes.

In all instances of serious behaviours of concern, including bullying and cyber-bullying, students impacted by and demonstrating negative behaviours, will be supported through avenues such as:

- designated teacher mentors
- establishment of 'safe spaces' and open communication channels
- regular check-ins
- development of risk management plans
- referral to the learning and support team
- referral to the school psychologist
- communication with parents/carers, external providers
- connection with appropriate peers

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.

Responses to serious 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](#).

## Detention, reflection and restorative practices

Food and toilet 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.

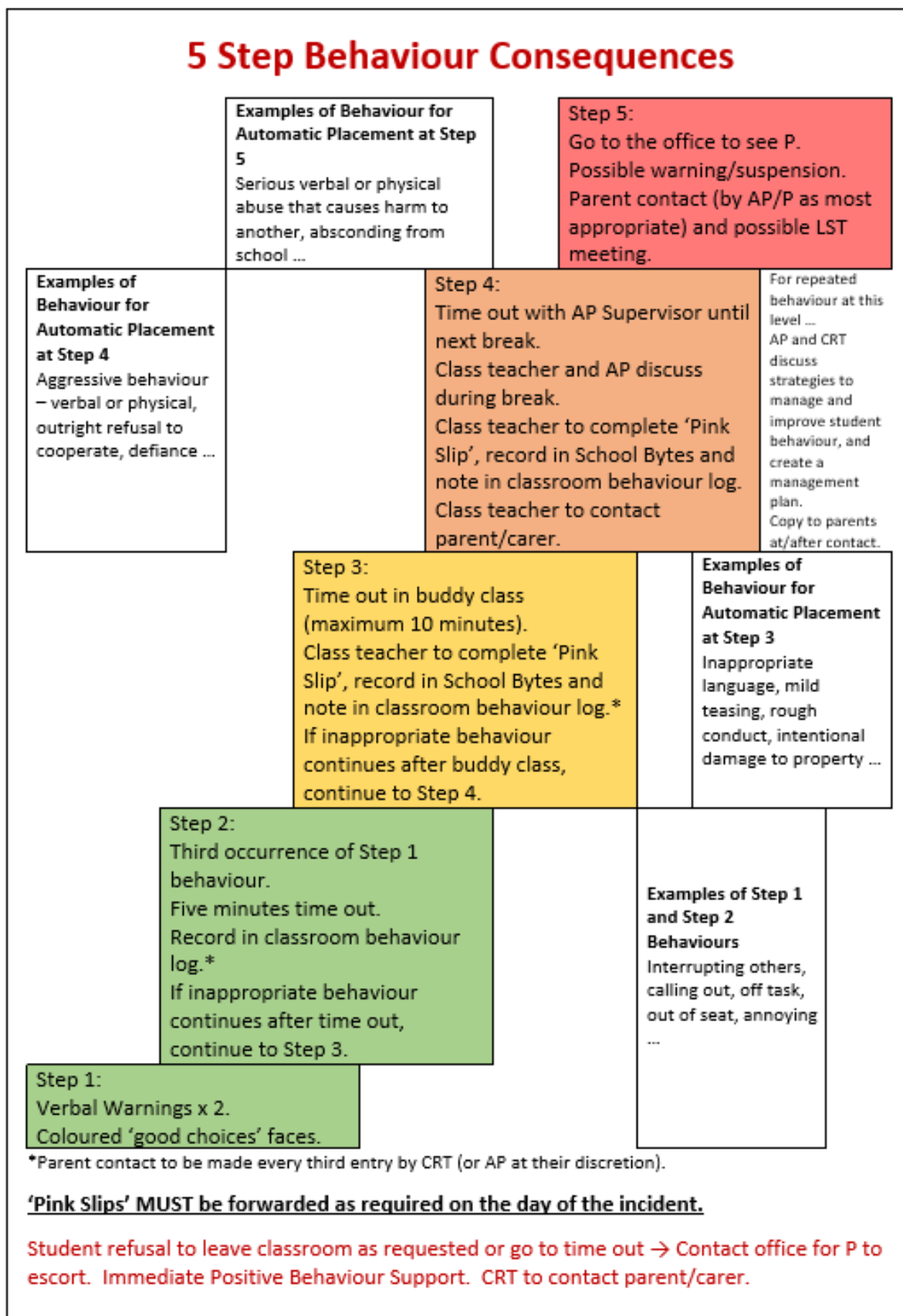
Strategy	When and how long?	Who coordinates?	How are these recorded?
<b>Reflection time</b> – a structured debriefing and planning after behaviour of concern from an individual student or students.	Next recess or lunch break until resolved.	Assistant Principal or Principal	School Bytes
<b>Alternate play plan</b> – withdrawal from free choice play and reallocation to office, classroom, or designated play area for supervised play 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 during individual or group alternate play activities.	Next recess or lunch break.	Assistant Principal or Principal	School Bytes
<b>Restorative practice</b> – conference, supervised play, and or activity with those affected by behaviour.	Scheduled for either recess or lunch break.	Assistant Principal or Principal	School Bytes
<b>Playground monitoring card</b> – students elect a space to play in and present the duty teacher with a monitoring card. This alerts the teacher to monitor and assist the student as required. Positive reinforcement and sign-off take place at the end of a successful play time.	Recess and lunch breaks until three consecutive days of successful play is achieved.	Assistant Principal or Principal	School Bytes

## Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1:



HHPS Behaviour Management Processes - Classroom Behaviour				
Behaviour	Classroom Teacher (or whomever is responsible for class)	Time out Buddy Teacher	Assistant Principal	Principal
<p><b>Low-level behaviours:</b> Eg. interrupting, calling out, off task, out of seat, annoying</p>	<p>1. Verbal warning x2 (<i>Classroom behaviour visuals</i> - yellow and red). 2. Third occurrence: 5 minutes time out in classroom. 3. If behaviour continues after time out in classroom, complete 'Pink Slip' and send for time out in buddy class (max 10 minutes). This must be recorded in classroom behaviour book – <i>Contact parent/carer every third entry**</i> 4. Follow up with student conference</p>	<p>1. Sit student in allocated spot in classroom and monitor behaviour. 2. Send student back to class with signed 'Pink Slip'. (CRT to keep slip in behaviour book.)</p>		
<p><b>Mid-level behaviours:</b> Eg. teasing, inappropriate language, rough conduct, intentional damage to property, repeated low-level behaviours</p>	<p>1. Verbal warning x1 OR complete 'Pink Slip' and send for time out in buddy class (max 10 minutes). 2. <b>Same day:</b> Enter incident in School Bytes. <i>Contact parent/carer every third entry**</i>. Also record in classroom behaviour book. 3. Follow up with student conference <b>AND</b> loss of play, catch up on work, restorative action, if necessary.</p>	<p>1. Sit student in allocated spot in classroom and monitor behaviour. 2. Send student back to class with 'Pink Slip'. (CRT to keep slip in behaviour book.)</p>		
<p><b>High-level behaviours:</b> Eg. aggressive behaviour, spitting, outright refusal to cooperate or defiance, repeated mid-level behaviours</p>	<p>1. Send student with 'Pink Slip' for time out with supervisor until break time. 2. <b>Same day:</b> Enter Incident in School Bytes and classroom behaviour book. 3. Follow up with student conference <b>AND</b> loss of play, catch up on work, restorative action, if necessary. 4. Contact parent/carer</p>		<p>1. Supervise student until break time. 2. Discuss behaviour with student. 3. Decide on further course of action (eg. Positive Behaviour Support, loss of privileges, restorative action)</p>	
<p><b>Serious Incident:</b> Eg. serious verbal or physical abuse that causes harm to another, absconding from school, repeated high-level behaviours</p>	<p>1. Send for assistance (with an EMERGENCY CARD) via office – send student. 2. <b>Same day:</b> Enter in School Bytes and note in behaviour book.</p>		<p>Follow up as per School Discipline Code, Department policy and, if required, mandatory reporting.</p>	

HHPS Behaviour Management Processes – Playground Behaviour				
Behaviour	Duty Teacher	Class Teacher	Assistant Principal	Principal
<b>Low-level behaviours:</b> Eg out of bounds, littering, running on concrete	1. Give immediate consequences such as time out on silver seat, walk with teacher or collect rubbish.	Intervention and consultation as required.	Intervention and consultation as required.	Intervention and consultation as required.
<b>Mid-level behaviours:</b> Eg teasing, annoying, swearing, rough conduct including pushing, damage to property, repeated low-level behaviours	1. Give immediate consequences such as time out on silver seat, walk with teacher or collect rubbish. 2. Advise classroom teacher via 'Pink Slip'. 3. <b>Same day:</b> Enter in School Bytes and record in PLAYGROUND - behaviour management book.	Collect 'Pink Slip' and keep for documentation. Conference with student. Note in class behaviour book.	To be notified at weekly stage meeting. Call parent/carer on third entry in PLAYGROUND behaviour book and apply further consequences as required. Eg Positive Behaviour Support, restorative action.	Intervention and consultation as required.
<b>High-level behaviours:</b> Eg physical violence and aggression (including spitting), repeated mid-level behaviours	1. Give immediate time away from all parties involved. Send for assistance if required. Advise relevant AP via 'Pink Slip'. 2. <b>Same day:</b> Enter in School Bytes and record in PLAYGROUND behaviour management book. 3. Follow up with student in 'Positive Behaviour Support'	Conference with student. Note in class behaviour book.	Collect 'Pink Slip' and keep for documentation. Call parent. Facilitate attendance at Positive Behaviour Support and note in class behaviour book.	Intervention and consultation as required.
<b>Serious Incident:</b> Eg serious verbal or physical conduct or abuse that causes harm to another, repeated high-level behaviours	1. Send for assistance (with EMERGENCY CARD) via office. 2. <b>Same day:</b> Enter incident into School Bytes.			Follow up as per School Discipline Code, Department policy and, if required, mandatory reporting.