

Hurstville Public School Behaviour Support and Management Plan

Overview

Hurstville Public School is committed to the wellbeing of our school community as a priority where all students are known, valued and cared for. Our school is a place where everyone is treated with respect, courtesy, fairness and honesty.

Positive Behaviour for Learning is embedded school wide and provides an evidence-based framework to develop a positive, safe and supportive learning culture across the whole school. Teachers explicitly teach and model positive behaviour to promote improved engagement to support student’s learning and wellbeing.

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.

Partnership with parents and carers

Hurstville Public School partners with parents/carers to establish expectations for engagement in developing and implementing student behaviour management and anti-bullying strategies, by inviting parent/carer and student feedback through formal and informal means, such as surveys, focus groups, consulting with the P & C and the local AECG.

Hurstville Public School will communicate expectations to parents/carers through the school newsletter and school website. 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

Hurstville Public School has the following school-wide expectations and rules, in line with the Behaviour Code for students.

To be respectful, responsible learners, we:

Respectful	Responsible	Learners
Wear school uniform	Keep hands and feet to ourselves	Are problem solvers
Are polite and use good manners	Make good choices	Actively participate
Accept differences	Help others	Follow instruction
Remove hats when entering a building	Come prepared and on time	
Care for property and the environment		

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	Positive Behaviour for Learning (PBL)	PBL includes the following key features: clearly defined expectations, explicit teaching of expectations in all school settings, consistent positive feedback and acknowledgement system, continuum of strategies to respond to inappropriate behaviour, and ongoing monitoring and evaluation. The multi-tiered system of support enables our school to select and implement a range of contextually relevant programs and interventions to improve social, emotional, behavioural and academic outcomes for all students. Teachers follow the Behaviour Management System and Awards Procedures to manage and respond to behaviour. There are clear procedures on how to manage and respond to incidents of bullying.	All students

Care Continuum	Strategy or Program	Details	Audience
Prevention	Child Protection	Teaching Child Protection is a mandatory part of the PDHPE syllabus, involving teaching and learning about three themes: Recognising Abuse, Power in Relationships and Protective Strategies. Identify, preventing and responding to bullying behaviours, including cyber-bullying is also a component of this program.	All students
Prevention/ Targeted	Attendance Procedures	School Attendance Procedures are in place to establish and maintain clear and consistent school wide attendance procedures. Students with attendance concerns are discussed at Learning and Support meetings to determine strategies to improve attendance. Weekly attendance awards are distributed to the class with the best attendance to promote and encourage regular attendance.	All students
Prevention	Peer Support Program	The Peer Support program is taught across the school and builds strong relationships, empowers students, nurtures a sense of belonging, and fosters an anti-bullying culture.	All students
Targeted intervention/ Individual intervention	Learning and Support team	The Learning and Support team (LST) collaborates with students, teachers and families to support students who require personalised learning and support to reach their full potential. There are school wide systems in place to support teachers to cater for the diverse needs of students, including the steps needed for effective referral to the LST.	All students
Early intervention	Breakfast Club	The school provides breakfast each day of the week to support students to start the day feeling full and ready to learn. Breakfast Club helps to build relationships across the school where all students can connect with their peers and check in prior to the school day starting.	All students
Targeted intervention	One Beat Drumming	The school provides opportunities for targeted students to participate in One Beat drumming lessons at lunch time. This program utilises fun and engaging rhythmic musical activities to support social and emotional development.	Individual students
Targeted intervention / Prevention	Lunchtime wellbeing groups	Various lunchtime wellbeing groups are offered to students as an alternative venue to be off the playground at break times, and to support social and emotional development. These groups include games, Lego, mindfulness drawing, yoga, gardening and creative arts activities.	Individual students

Care Continuum	Strategy or Program	Details	Audience
Early Intervention/ Targeted Intervention	Peaceful Kids	Small group intervention to support and increase the coping strategies of students feeling anxious, stressed or who have poor resilience.	Individual students
Individual intervention	Individual Behaviour Support Planning	The LST develops, implements, monitors and reviews individual behaviour plans, including behaviour support, behaviour response and risk management plans.	Individual students, parent/carers
Prevention	Cyber Safety program	The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyber-bullying incidents. The toolkit includes actions to report and manage cyber-bullying incidents.	All students
Individual Intervention	Individual Learning Plans	The LST develops, implements, monitors and reviews individual learning plans to support students to access the curriculum.	Individual students, parent/carers
Targeted / Individual Intervention	3Bridges Youth Workers	The 3Bridges Youth Workers provide individual and group support via student wellbeing and education programs (S.W.E.E.P). These programs include Chicks Clique, Seasons for Growth and RAGE.	Individual students
Targeted / Individual Intervention	School Counselling Service	The School Counselling service include counsellors and psychologists who work directly with students to help them with issues related to learning, peer and family relationships, and managing emotions, such as depression, anxiety, worry or isolation. The School Counselling service provides specialised psychological assessments, counselling and intervention services	Individual students

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

Identifying behaviour of concern, including bullying and cyber-bullying

A behaviour of concern is defined as a challenging, complex, or unsafe behaviour that requires more persistent or intensive interventions. It does not include low-level, developmentally appropriate behaviours, such as testing boundaries and rules, which are simple to redirect and minimise through universal behaviour support strategies.

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Bullying has three key features. It:

- involves a misuse of power in a relationship
- is intentional, ongoing and repeated
- involves behaviours that can cause harm.

Hurstville 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/carer, community member or agency.

Hurstville Public School staff will follow the Bullying Response Flowchart to identify and report on bullying and cyber-bullying incidents. See Appendix 1. Students or parents/carers 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 cyber-bullying. 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 do not meet school expectations are either teacher or executive managed. Staff use the Hurstville Public School Behaviour Management System to decide whether a behaviour is a minor (teacher managed) or major (executive managed). See Appendix 2. They should also consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

Teacher managed – Minor behaviours are managed by teachers in the classroom and on the playground. See Appendix 3.

Executive managed – Major behaviours are managed by school executive. See Appendix 4.

Corrective responses are managed as follows:

- Prompt: ask a question
- Redirect: restate the matrix behaviour. See Appendix 5
- Reteach: tell, show, practise and acknowledge
- Provide choice: you can do this or that
- Consequence: needs to relate to the misbehaviour, including:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> • Temporary removal from activity • Change of activity • Loss of privilege • Conference • Other 	<ul style="list-style-type: none"> • Loss of play • Walk with teacher • Loss of privilege • Conference • Other

Hurstville School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Staff also encourage expected behaviour through the following avenues:

Encouraging Expected Behaviour

Adult attention has a powerful influence on behaviour. Focusing on desired and appropriate social behaviour increases the likelihood that these behaviours will be repeated.

Encouraging expected behaviour:

- increases the likelihood desired behaviour will be repeated
- focuses staff and student attention on desired behaviour
- decreases inappropriate behaviour as behaviour that is ignored is less likely to be repeated
- enhances self-esteem.

Encouraging Expected Behaviour – Non-Contingent Attention

Non-contingent attention is attention that is provided regardless of student performance.

Examples include greetings and use of name, eye contact and smiling, proximity, positive conversations and pleasant voice.

Non-contingent attention:

- helps establish positive relationships
- sets the foundation for students to display desired expectations
- helps students accept correction when/if it is needed
- provides students with role models of positive social interactions.

Encouraging Expected Behaviour – Contingent Attention

Contingent attention is attention that is provided after student performance of an identified expectation or behaviour.

Examples include praise and specific positive feedback which may be coupled with a tangible (for example, sticker, free-and-frequent tokens/tickets).

Contingent attention:

- increases academic and behavioural performance as well as on-task behaviour
- increases the likelihood the behaviour will occur again
- are enhanced when a positive relationship is also present.

Encouraging Expected Behaviour – Focus on Appropriate Behaviour

Appropriate behaviour should receive more attention than inappropriate behaviour, with a goal of 4:1.

The 4:1 ratio refers to the opportunity for students to experience, either individually for themselves or within their environment generally, four times as many positive statements from staff as corrective statements. This ratio refers to the environment as a whole. It is not necessary to acknowledge each student 4 times as much as you correct them. By 'catching students being good', staff create more positive than negative consequences. A predictable, positive environment is established.

<p>Prevention</p> <p>Responses to recognise and reinforce positive, inclusive and safe behaviour</p>	<p>Early Intervention</p> <p>Responses to minor inappropriate behaviour are teacher managed.</p>	<p>Targeted/Individualised</p> <p>Responses to behaviours of concern are executive managed</p>
<p>1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p>	<p>1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's grade supervisor or executive ASAP and before the end of the school day.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses, including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>2. 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 planning is scheduled for a later time, determined by the context and nature of the incident.</p>
<p>3. Tangible reinforcers are distributed in line with the Awards Policy. See Appendix 6.</p>	<p>3. Use direct responses, such as prompt, redirect, reteach, provide choice. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.</p>	<p>3. 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 email or phone. Executive/principal may consider further action, such as formal caution or suspension.</p>
<p>4. Positive Behaviour for Learning lessons are taught weekly in Term 1 and then revisited each term.</p>	<p>4. 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.</p>	<p>4. 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 behaviour support/response plan.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Teacher contacts parents by phone or email to communicate student effort to meet expectations. Values in Action awards and Bronze awards for positive individual behaviour are distributed in the classroom. Silver awards are distributed at grade assemblies. Gold awards, medals and badges are published in the school newsletter so that parents/carers can attend the whole school assembly where they are distributed.</p>	<p>Teacher contacts parents/carers by phone, email or in person when a range of corrective responses have not been successful. Individual planning and referral to the Learning and Support Team may be discussed.</p>	<p>Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the Learning and Support Team, school counsellor, outside agencies or Team Around a School.</p>

Responses to serious behaviours of concern

Responses to serious behaviours of concern, including students who display bullying behaviour, are recorded on the school’s wellbeing system. Responses 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 with executive (listed below)
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, 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](#).

Detention, reflection and restorative practices

Toilet and food breaks are always included if a student has reflection time with an executive, as a response to a behaviour incident. 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 with executive	As soon as possible after the incident has occurred	Assistant Principal Deputy Principal	School’s wellbeing system

Review dates

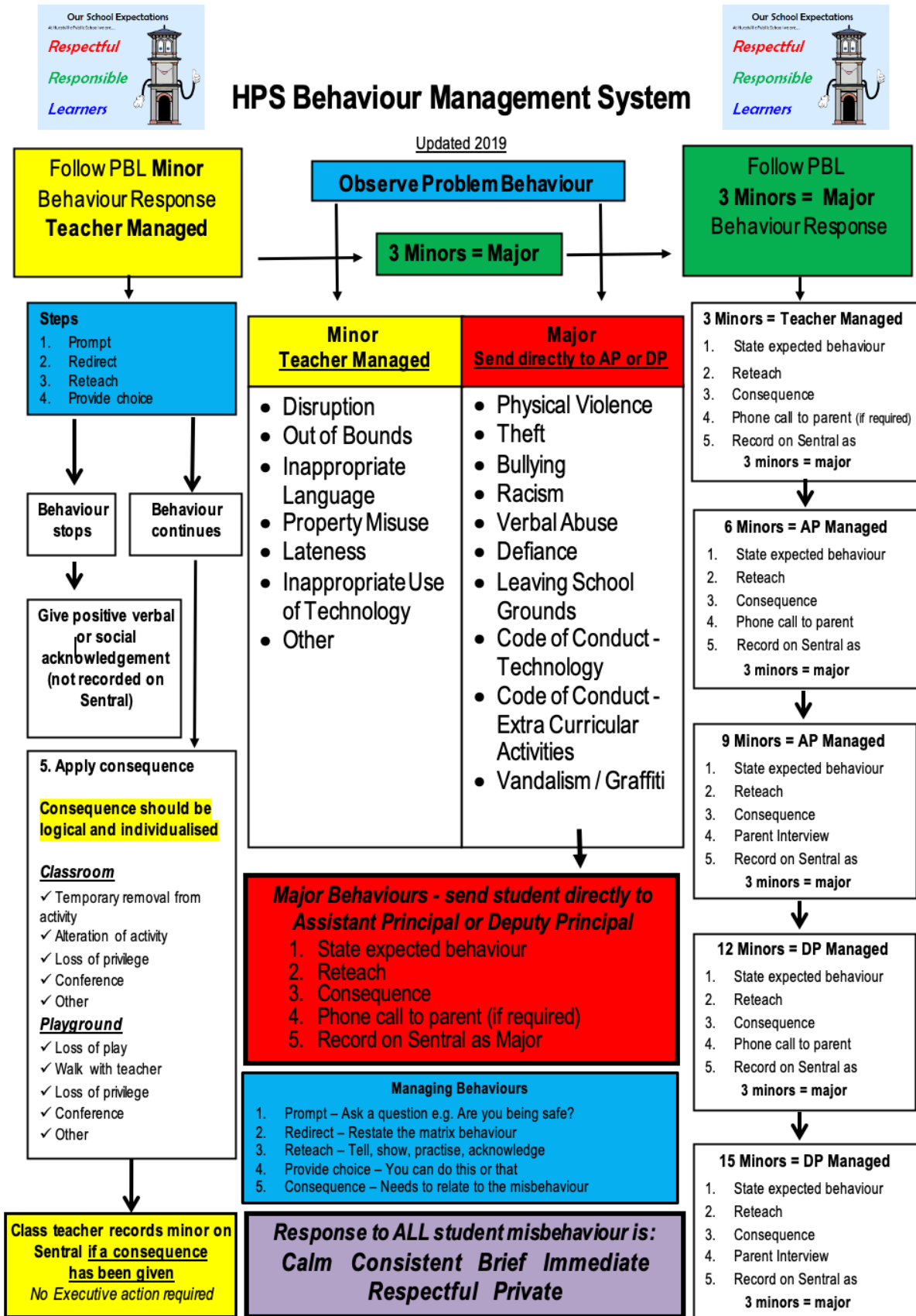
Last review date: [31/1/2025: Day 1, Term 1, 2025]

Next review date: [13/10/2025: Day 1, Term 4, 2025]

Appendix 1: Bullying Response Flowchart



Appendix 2: HPS Behaviour Management System



Appendix 3: Definition of Minors

Minors at HPS

Only choose one behaviour when recording on Sentral

Problem Behaviour	Definition
Disruption	Having sustained, disorderly behaviour that prevents instruction from continuing after reasonable attempts to correct the behaviour . Examples include calling out, annoying others, interrupting learning, fussing, loud talk, yelling or out-of-seat behaviour.
Out of Bounds	Outside the boundaries / yellow lines, including under demountable buildings. Entering buildings without permission, particularly during recess and lunch.
Inappropriate Language	Swearing that is not directed at anyone or inappropriate language to self or others, including teasing, for example 'silly' or 'idiot'.
Property Misuse	Deliberately misusing school, teacher's, own or another student's property. Examples include sports equipment, stationery, toys and mathematics equipment. This does not include vandalism and graffiti (major).
Lateness	Deliberately being late to lines, class or when returning from the toilets or on a message. This does not include arriving late to school (partial absence).
Inappropriate Use of Technology	Deliberately playing games and using electronic devices at the wrong time or not as per instructions.
Other	Anything else deemed inappropriate by the teacher, which does not constitute a major.

Appendix 4: Definition of Majors


Majors at HPS

Only choose one behaviour when recording on Sentral

Problem Behaviour	Definition
Physical Violence	Student engages in actions involving physical violence with or without injury . Examples include hitting, punching, choking, spitting, throwing objects at someone, kicking, pinching, scratching, hair pulling and inappropriate touching or exposure of private parts (inform DP if there is touching or exposure).
Theft	Taking property belonging to the school or any individual or group without prior permission.
Bullying	Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or anti-social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can be obvious (overt) or hidden (covert).
Racism	Disrespectful behaviour based on race, religion or ethnic origin (including racist comments, ridicule or abuse, physical harassment and assault).
Verbal Abuse	Verbal threats or swearing directed at staff or other students.
Defiance	Refusal to follow directions (non-compliance), accept 'no' for an answer, or accept a consequence when reasonable efforts have been made to de-escalate and enable the student to cooperate.
Leaving School Grounds	Leaving school grounds without permission.
Code of Conduct - Technology	Deliberately breaking Technology Code of Conduct. Examples include cyberbullying (the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature), cyber racism, searching or sending inappropriate material or taking photos without permission.
Code of Conduct - Extra Curricular Activities	Deliberately breaking Extra-Curricular Codes of Conduct, including dance, PSSA etc.
Vandalism / Graffiti	Deliberately causing damage to, defacing or destruction of school property or the property of others. Examples include writing on toilet doors or breaking another student's property.

Appendix 5: Hurstville Public School's Expectation Matrix

Hurstville Public School's PBL Expectation Matrix

 At Hurstville Public School, we:	<i>Respectful</i>	<i>Responsible</i>	<i>Learners</i>
All Settings	Wear school uniform Are polite and use good manners Accept differences Remove hats when entering a building Care for property and the environment	Keep hands and feet to ourselves Make good choices Help others Come prepared and on time	Are problem solvers Actively participate Follow instructions
Playground	Finish eating before we play Share and use equipment safely Use the bubblers sensibly Care for property and the environment	Sit down while we are eating Put rubbish in the bins Play inside the yellow lines Wear our hats	Play safely Line up ready to listen
Toilets	Keep the toilets clean Respect others' privacy	Use the toilet appropriately Wash our hands and turn off the tap	Leave the toilets when finished
Canteen	Finish eating before we buy Are polite and use good manners	Line up correctly Join the end of the line Return to our play area after buying	Use our own money
Transitions	Walk quietly	Stay with the group Stay to the left on the stairs Take the safest route	Are ready for the next activity
Learning Spaces / Library / Hall	Share equipment Care for property Communicate appropriately Accept differences	Are responsible for our own things Sit sensibly Actively listen Collaborate effectively Make good choices	Are problem solvers Actively participate Follow instructions
Office / Printroom / Staffroom	Wait patiently Are polite and use good manners	Use the correct entrance	Follow instructions
Front Gate / Back Gate / Kenwyn Street Gate	Take turns to enter and exit the gate Communicate appropriately	Walk safely on the footpath Cross the road at safe places	Follow road safety rules
Excursions / Bus	Are polite and use good manners Care for property and the environment	Line up and wait safely Stay with the group Enter and exit sensibly Actively listen	Actively participate Follow instructions

Appendix 6: Awards Policy Flowchart

