

School Behaviour Support and Management Plan

Hoxton Park Public School

Overview

Hoxton Park Public School is committed to explicitly teaching and modelling positive behaviour and supporting all students to be engaged with their learning.

Our goal is to inspire every child to participate positively in the school community and beyond. We value and strive to develop safe, respectful learners in a caring learning community.

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.

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

- School developed wellbeing program implemented school wide
- Anxiety project
- Explicit systematic teaching of school rules and expectations

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

Hoxton Park 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

Hoxton Park Public School will partner with parents and carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parents, carers and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Hoxton Park Public School will communicate these expectations to parents and carers through the school newsletter, school website and the Sentral Parent 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

HOXTON PARK EXPECTATIONS							
	Classroom	Area A	Area B	Area C1	Area C2	Learning Hub	Assembly
Be Respectful	<ul style="list-style-type: none"> All rubbish in the bin Hands and feet to yourself Listen to peers & teachers Follow instructions Take care of personal & school property Speak politely & use manners Put things away Share resources 	<ul style="list-style-type: none"> All rubbish in the bin Small balls only Use toilets appropriately Walking only Share equipment and space 	<ul style="list-style-type: none"> All rubbish in the bin Basketballs only Line up correctly at the canteen Listen to the leaders 	<ul style="list-style-type: none"> All rubbish in the bin Good sportsmanship Gardens are Out of bounds 	<ul style="list-style-type: none"> All rubbish in the bin Good sportsmanship Gardens are Out of Bounds Food is not allowed 	<ul style="list-style-type: none"> All rubbish in the bin Take care of all resources Put all equipment away Share resources Follow all instructions 	<ul style="list-style-type: none"> All rubbish in the bin Whole body listening Stand still and sing the National Anthem with pride Enter/leave quietly Line up neatly Applaud at the appropriate time
Be Safe	<ul style="list-style-type: none"> Walking only Use resources & equipment appropriately Sit correctly on chairs or the floor Keep hands & feet to yourself Stay in bounds 	<ul style="list-style-type: none"> Walking only Hat Area Small balls Keep hands & feet to yourself 	<ul style="list-style-type: none"> Walking only Hat area Keep hands & feet to yourself 	<ul style="list-style-type: none"> Hat area Keep hands & feet to yourself 	<ul style="list-style-type: none"> Hat area Goal posts are Out of Bounds Keep hands & feet to yourself Bush area is Out of Bounds The fence is out of bounds 	<ul style="list-style-type: none"> Walking only Use technology appropriately Keep hands & feet to yourself 	<ul style="list-style-type: none"> Parents to wait on the basketball court

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

Strategy or Program	Details	Prevention	Early intervention	Targeted intervention	Individual intervention
School-wide rules and expectations	<p>Explicit teaching of behaviour expectations.</p> <p>Daily reminders of school rules and expectations during morning messages.</p> <p>Signage around the school of specific expectations for each area.</p> <p>School expectations matrix visually displayed in each classroom.</p>	✓	✓	✓	✓
Restorative and trauma informed practices	<p>Professional learning for all staff on trauma informed practices and restorative practices.</p> <p>These practices will be implemented in the classroom, on the playground and in planning room.</p>	✓	✓	✓	✓
Whole school social and emotional learning program	<p>Teachers explicitly teach social and emotional skills to students.</p> <ul style="list-style-type: none"> - daily mindfulness activities - weekly lesson from the Anxiety Program for one term per year - weekly lesson explicitly teaching emotional regulation and emotion vocabulary. 	✓	✓	✓	✓
Extra-curricular and wellbeing programs	<p>Based on student choice and voice:</p> <ul style="list-style-type: none"> Dance PSSA Choir Art Club 	✓	✓	✓	

Strategy or Program	Details	Prevention	Early intervention	Targeted intervention	Individual intervention
	(these opportunities are regularly reviewed, and additional extra-curricular opportunities are added where applicable)				
Leadership opportunities	SRC Student leaders Sport captains Recycling team Composting team. These programs provide students with opportunities to build confidence and positive connections to the school.	✓			
Culture Club	Aboriginal cultural/educational programs	✓	✓	✓	✓
Parent and carer connections	Open classrooms - parents and carer provided with at least one opportunity each term to visit their child's class and engage with their learning. Parents and carers attendance at school events (e.g. sporting carnivals, school assemblies). Open communication with parents as required for learning or behaviour concerns. Parent teacher interviews (semester 1) and Student Led Conferences (semester 2).	✓			
External partnerships and programs	Provided by external specialist during school hours. Speech, OT, social and emotional programs.			✓	✓

Strategy or Program	Details	Prevention	Early intervention	Targeted intervention	Individual intervention
Individual behaviour and wellbeing programs	School Learning Support Officer Social stories Targeted individual and group explicit teaching of behaviour and emotional regulation skills.		✓	✓	✓
Attendance Strategies	Positive reward interventions recognising class and individual student attendance. Attendance phone calls for at risk students. Co-construction of attendance plans for students at significant attendance risk. Home school Liaison Officer (HSLO) partnership with school and parents.	✓	✓	✓	✓
Learning Support Team	Personalised learning and support as required. Risk management planning, creation of social stories, allocation of School Learning and Support Officers (SLSOs), referrals to school counsellor and external practitioners.	✓	✓	✓	✓

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

For inappropriate behaviours and behaviours of concern, staff follow the behaviour flow chart (Appendix 1)

<p style="text-align: center;">Prevention</p> <p style="text-align: center;">Responses to recognise and reinforce positive, inclusive and safe behaviour</p>	<p style="text-align: center;">Early Intervention</p> <p style="text-align: center;">Responses to minor inappropriate behaviour</p>	<p style="text-align: center;">Targeted/Individualised</p> <p style="text-align: center;">Responses to behaviours of concern</p>
<p>Merit awards Teachers can give students merit awards, sport awards and kindness awards. (see appendix 2 for award system)</p>	<p>Teacher managed Teachers use a range of strategies to manage minor inappropriate behaviours. Some strategies may include:</p> <ul style="list-style-type: none"> - rule reminder - re-direct - offer choice - error correction - prompts - reteach - seat change - conference - restorative practices - play or playground re-direction - walk with teacher 	<p>Referral to Learning Support Team Students will be referred to the learning and support team following continual behaviours of concern. The Learning Support Team may recommend:</p> <ul style="list-style-type: none"> - creation of behaviour and risk management plans - referral to the school counsellor - allocation of SLSOs - creation of support resources (e.g. social stories)
<p>In class positive behaviour systems All teachers will have a positive behaviour system for their class. This should be co-created with students. The positive behaviour system must be visible to students and other teachers working in the classroom.</p>	<p>Planning room For both playground and classroom incidences that exceed minor inappropriate behaviours, but do not meet behaviours of concern, students can be referred to planning room by an executive. Planning room provides time for students to reflect on their choices, the impact their behaviours have on others, and opportunities to practice skills.</p>	<p>Detention For significant and persistent behaviours of concern, students may be referred to detention. Detention is supervised by executive staff.</p>

	Restorative practices and wellbeing and emotional learning experiences are implemented in planning room.	
<p>Explicit teaching of school rules and expectations. Teachers will:</p> <ul style="list-style-type: none"> - explicitly teach the school rules and expectations at the beginning of each school year. - review school rules and expectations upon the commencement of term 2, 3 and 4. - teachers will refer to the behaviour matrix as required. 	<p>Reflection sheet This resource is used for persistent classroom behaviours of concern. The reflection sheet provides executives with specific behaviours to make a judgement for referral to planning room or the need for contact with parents. The reflection sheet also provides guidance for the teacher in planning room.</p> <p>Playground reflection sheets are used to guide student reflection about the impact of their behaviours on others.</p>	<p>Consultation and referral to Department of Education <i>Team Around the School</i> As required, the school will liaise with the Team around the School for additional support and advice.</p>
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact via phone calls home is used to communicate student effort to meet expectations.	Teacher contacts parents by phone when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

- The school's response to serious behaviours of concern are outlined in the behaviour flowchart (Appendix 1) and the above table.
- 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 Procedures](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).
- School reporting and recording requirements with incidents being recorded on the school Sentral Wellbeing platform.

Detention and reflection

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection (Planning Room)	<p>* Planning room is available recess and lunch each day.</p> <p>When:</p> <ul style="list-style-type: none"> - as referred by stage supervisors for moderate behaviour concern within the classroom. - as required for moderate behaviour concerns that arise on the playground. Students will be sent with a playground slip to support the planning room process. <p>Duration:</p> <ul style="list-style-type: none"> - based on student age and type of behaviour concern. (Maximum durations: Kinder 10 minutes; stage one 15 minutes; stage two and three 20 minutes) 	Teachers manage and facilitate planning room	Sentral

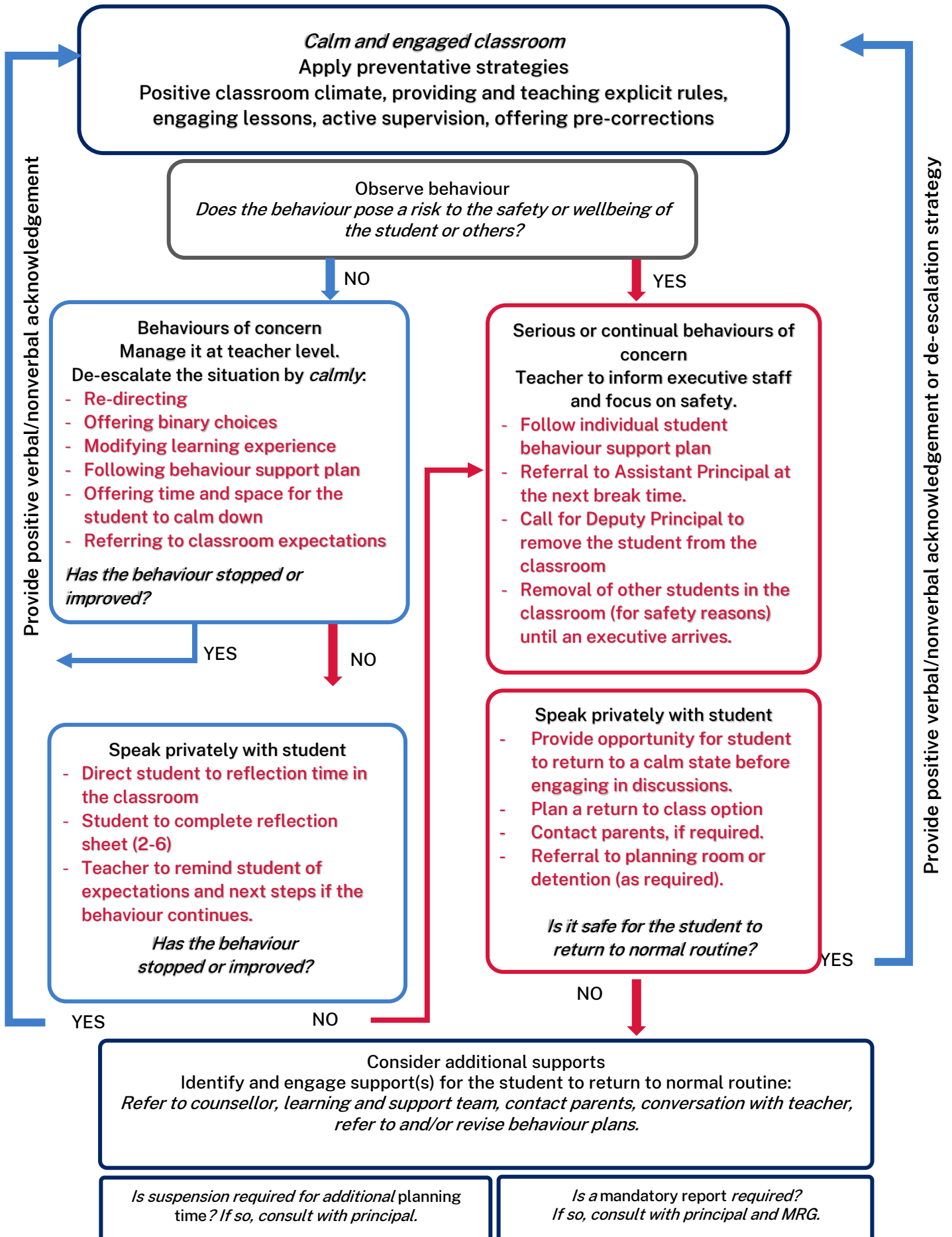
Strategy	When and how long?	Who coordinates?	How are these recorded?
	<ul style="list-style-type: none"> - as required to complete reflection sheets and/or undertake restorative practice intervention or emotional regulation learning. - students are not required to remain in planning room for all the break time. It is expected that students will return to the playground to practice the skills discussed/revised in planning room. 		
Detention	<p>When:</p> <ul style="list-style-type: none"> - as required, based on the severity and repeated nature of the behaviours of concern. <p>Duration:</p> <ul style="list-style-type: none"> - students will remain in detention for the duration of the break time. - students will be provided with time during detention to eat and will have access to the toilet at all times. 	Executives	Sentral

Review dates

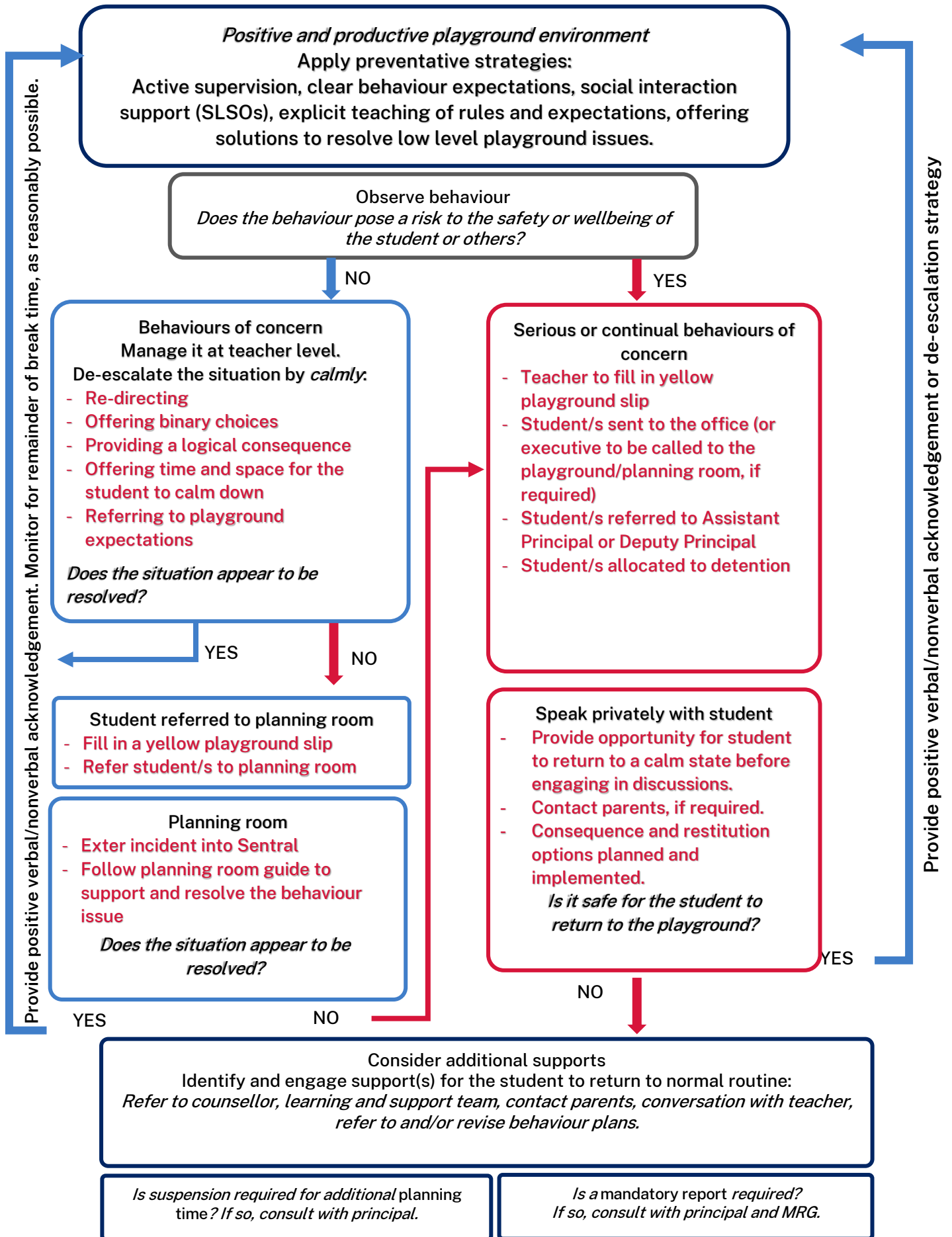
Last review date: 20/12/2024

Next review date: 19/12/2025

Appendix 1: Behaviour management flowchart - Classroom



Appendix 1: Behaviour management flowchart - Playground



Appendix 3: Antibullying Plan



ANTI-BULLYING PLAN - 2025

Hoxton Park Public School

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

Resources

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

Hoxton Park Public School's commitment

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

1 School culture and inclusion

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

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

1.1 Student assemblies


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

Dates	Communication topics
Term 1 (Wk 1)	Behaviour code for students
Term 2 (Wk 1)	What is bullying? AND How can we build a culture of respect?
Term 3 (Wk 1)	Behaviour code for students
Term 4 (Wk 1)	What is bullying? AND How can we build a culture of respect?

NSW Department of Education | PD-2010-0415-01-V1.1.2 | Applicable from 27/01/2021
 If this is a printed document, refer to the department's Policy Library for the most recent version.

1.2 Staff communication and professional learning

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

Dates	Communication topics and Professional learning
Term 1	PL sessions on Restorative Practices - school designed and MyPL Modules.
Term 2	PL session using resources from the DoE Anti-bullying website 
Term 3	PL sessions using MyPL resources for Anti-bullying
Term 4	Review of 2025 plan and consultation for 2026

1.3 New and casual staff

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

Casual Staff
 The school's anti-bullying plan (including the incident flow chart) will be in each casual class casual folder.

Temporary Contract Staff Members (commencing at varied times during the year)
 The school's anti-bullying plan (including the incident flow chart) will be provided with other school documents during the induction process.

2 Partnerships with families and community

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

2.1 Website




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

The following are published on our school's website. Check the boxes that apply.

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

2.2 Communication with parents

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

Dates	Communication methods and topic
Term 1	Publishing of the 2025 anti-bullying plan (within the School Behaviour Management Support Plan) and links to the DoE website on the parent portal through Sentral 
Term 2	Publish information from the DoE website for parents about children staying safe online, through the Sentral parent portal 
Term 3	Publish links for Bullying. No Way! website, through the Sentral parent portal.
Term 4	Publish information from the DoE website for parents about children staying safe online, through the Sentral parent portal 

3 Support for wellbeing and positive behaviours

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

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

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

- Regular messages for students about the above mentioned topics during out virtual morning messages (at least 2 weeks a term allocated to these messages).
- Explicit teaching of positive behaviours and wellbeing strategies through the whole school wellbeing program (including The Anxiety Project)
- Explicit teaching of school rules and expectations with direct links to anti-bullying.
- Use of the School Representative Council (SRC) to collect feedback from classes and discuss possible options for anti-bullying initiatives.

Completed by: **K Harvey**

Position: **Deputy Principal**

Signature: **Harvey6, Kate**  Digitally signed by Harvey6, Kate
Date: 2024.12.20 10:55:40 +11'00' Date: **20.12.24**

Principal name: **Kylie Donovan**

Signature: **Kylie Donovan**  Digitally signed by Kylie Donovan
Date: 2024.12.20 11:43:44 +11'00' Date: **20.12.24**

Appendix 4: Bullying Response Flowchart – Support for staff managing bullying

