



# Hume Public School Behaviour Support and Management Plan

## Overview

Hume Public School is an inclusive community committed to lifelong learning. At Hume Public School we believe every student should have the opportunity and the expectation to achieve; academically, socially and emotionally. We provide a strong focus on student wellbeing, academic growth and social success through high quality evidence-based teaching practice.

Our goal is to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop 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:

- PBL
- Berry Street
- FRIENDS
- Trauma Informed Practice

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

Hume 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

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

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, and consulting with the local AECG.

using concerns raised through complaints procedures to review school systems, data and practices.

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

## Definitions

Term	Definition
<b>Behaviour of concern</b>	<p>A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions.</p> <p>A behaviour of concern does not include low-level, developmentally appropriate behaviour.</p>
<b>Bullying</b>	<p>Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.</p>
<b>School Behaviour Support and Management Plan</b>	<p>An operational document that outlines school processes and practices for behaviour support and management. It must be published on the school website, so it is available to all students, parents, carers and school staff.</p>
<b>Time-out</b>	<p>Teacher-directed time-out is a de-escalation strategy and occurs where a student is directed away from an educational activity or setting when they engage in behaviours of concern. It is used after other de-escalation strategies and teaching practices have been tried.</p> <p>Self-directed time-out enables a student to remove themselves from a situation or environment causing stress. It is a planned informal behaviour support strategy that may be used as part of a behaviour support response and documented as an agreed strategy.</p>

## Roles and Responsibilities

**Public Schools, including Directors, Educational Leadership and Delivery Support Team Around a School:**

- provide proactive and responsive specialist advice and support for schools in the development, implementation and monitoring of the SBSMP

**Principals:**

- lead the school community in developing, implementing and monitoring the SBSMP
- facilitate the annual review of the SBSMP
- ensure consultation with the school community, including school staff, students, parents or carers, in the development, implementation, and review of the SBSMP, as appropriate.

**School executive, teachers, school learning support teams and school support staff:**

- contribute to the development, monitoring and review of the SBSMP, as appropriate
- implement the processes and strategies within the SBSMP.

**Parents or carers:**

1. Work in partnership with the school to implement the SBSMP, supporting their child to abide by the [Behaviour Code for Students](#) , resolving issues about their child’s behaviour, and communicating with school staff and the school community respectfully and collaboratively consistent with the [School Community Charter](#).
2. Be involved in consultation with the school during the development, monitoring and review of the SBSMP, as appropriate.

**School-wide expectations and rules**

Hume Public School has the following school-wide expectations and rules:

**To be respectful, responsible learners and to be an achiever.**

Respectful	Responsible	Be an Achiever
Be kind and value others	Be safe	Actively participate in learning
Use appropriate language	Be on time	Aspire and strive to achieve the highest standards of learning
Work co-operatively	Be ready to learn	Active listening and track the speaker
Accept differences Treat one another with dignity Develop positive and respectful relationships Respect the learning needs of other students	Model and follow school and class rules and expectations around behaviour and conduct. Be aware of and take responsibility for how their behaviour and actions impact others. Be safe and help others to make safe choices that do not hurt themselves and others.	Stay on task Have pride in yourself, your learning and your school Challenge yourself Persevere

**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	Berry Street	Our school implements the trauma informed practices from the Berry Street Model.	All
Prevention	<a href="#">National Week of Action (NWA)</a>	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Staff, students 3 - 6
Prevention	<a href="#">Child protection</a>	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner <a href="#">Toolkit for Schools</a> to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
Targeted / Individual intervention	<a href="#">Learning and Support</a>	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted/ Individual intervention	WHIN	Partnership with NSW Health /Albury Wodonga Health and NSW Dept. of Education assisting our students and families to access external supports.	Individual students
Targeted/ Individual intervention	EAL/D	School team developing students' English language competence to access	Individual students

Care Continuum	Strategy or Program	Details	Audience
Individual intervention		curriculum and engage at school appropriately.	
Targeted / individual intervention	<a href="#">Attendance support</a>	The attendance co-ordinator will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance co-ordinator
Prevention	Breakfast Club	Breakfast program runs Mon, Wed and Fri mornings.	All
Individual intervention	<a href="#">Individual behaviour support planning</a>	This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, APW

## 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. See Appendix 1.

Hume Public School staff **will identify inappropriate behaviour and behaviours of concern**, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student’s behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member 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 the school counselling service.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site

outside school hours and off school premises where there is a clear and close connection between the school and students’ conduct

when using social media, mobile devices and/or other technology involving another student or staff member

**Preventing and responding to behaviours of concern**

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

**Teacher managed** – low level inappropriate behaviours are managed by teachers in the classroom and the playground.

**Executive managed** – behaviours of concern are managed by school executive.

**Corrective responses are recorded** on the Wellbeing section of Sentral (school management platform). These include:

Corrective responses	
Classroom	Non-classroom setting
<ul style="list-style-type: none"> <li>• expectation reminder</li> <li>• re-direct</li> <li>• offer choice</li> <li>• prompts</li> <li>• re-teach</li> <li>• seat change</li> <li>• stay in at break to discuss/ complete work</li> <li>• conference</li> <li>• restorative practices</li> <li>• communication with parent/carer</li> <li>• calming corner</li> <li>• buddy class</li> <li>• social story</li> <li>• CARE Room- used for planned and unplanned regulation/de-escalation, alternative work environment. Especially through transition. Executive provide supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Expectation reminder</li> <li>• re-direct</li> <li>• offer choice</li> <li>• prompts</li> <li>• re-teach</li> <li>• play or playground re-direction</li> <li>• walk with teacher</li> <li>• playground plan</li> <li>• restorative practices</li> <li>• communication with parent/carer</li> <li>• Social story</li> <li>• Suspension/Expulsion</li> </ul>

## Hume Public School Behaviour Support and Management Plan

Hume Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Berry Street, FRIENDS and PBL programs consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery, they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

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

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

Minor behaviours (Teacher managed)	Behaviours of Concern (Executive managed)
<ul style="list-style-type: none"> <li>• Indirect swearing</li> <li>• Making noises (ongoing)</li> <li>• Refusal to follow teacher instruction</li> <li>• Out of bounds</li> <li>• Back chatting/insolence</li> <li>• Disobeying class rules</li> <li>• Disruption to the learning of others</li> <li>• Banned object (minor) (toys, cards etc.)</li> <li>• Refusal impacting learning</li> <li>• Leaving classroom without permission</li> </ul>	<ul style="list-style-type: none"> <li>• Continued refusal impacting learning</li> <li>• Direct swearing</li> <li>• Threatening and intimidating behaviours</li> <li>• Destruction or theft of property</li> <li>• Possession of banned or prohibited object</li> <li>• Bullying</li> <li>• Physical violence</li> <li>• Absconding where immediate risk</li> <li>• Continued insolence</li> <li>• Vandalism</li> <li>• Verbal abuse</li> <li>• Use of objects as a weapon</li> <li>• Criminal action</li> <li>• Spitting, biting and antisocial behaviours</li> </ul>

## Hume Public School Behaviour Support and Management Plan

	<ul style="list-style-type: none"> <li>• Sexualised behaviours</li> <li>• Throwing objects with intent to hurt</li> <li>• Dangerous behaviour</li> <li>• Racism</li> </ul>
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Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour are teacher managed.	Responses to behaviours of concern are executive managed
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.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	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.
3. Tangible reinforcers include those that are: <ul style="list-style-type: none"> <li>• free and frequent</li> <li>• moderate and intermittent</li> <li>• significant and infrequent</li> <li>• Intermittent and infrequent reinforcers are recorded on Sentral</li> <li>• PBL awards/tickets/merits</li> </ul>	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.	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 e.g., formal caution or suspension.
4. Social emotional learning lessons are taught (Berry Street/FRIENDS) weekly.	4. Teacher records on Behaviour / wellbeing ITD system 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.	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.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the parent portal or phone calls home	Teacher contacts parents by phone or email when a range of	Parent/carer contact is made by school executive to discuss any



## Hume Public School Behaviour Support and Management Plan

are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly mini assemblies and half and full-term school formal assemblies.	corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.
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### Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal 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](#)

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](#).

## Restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

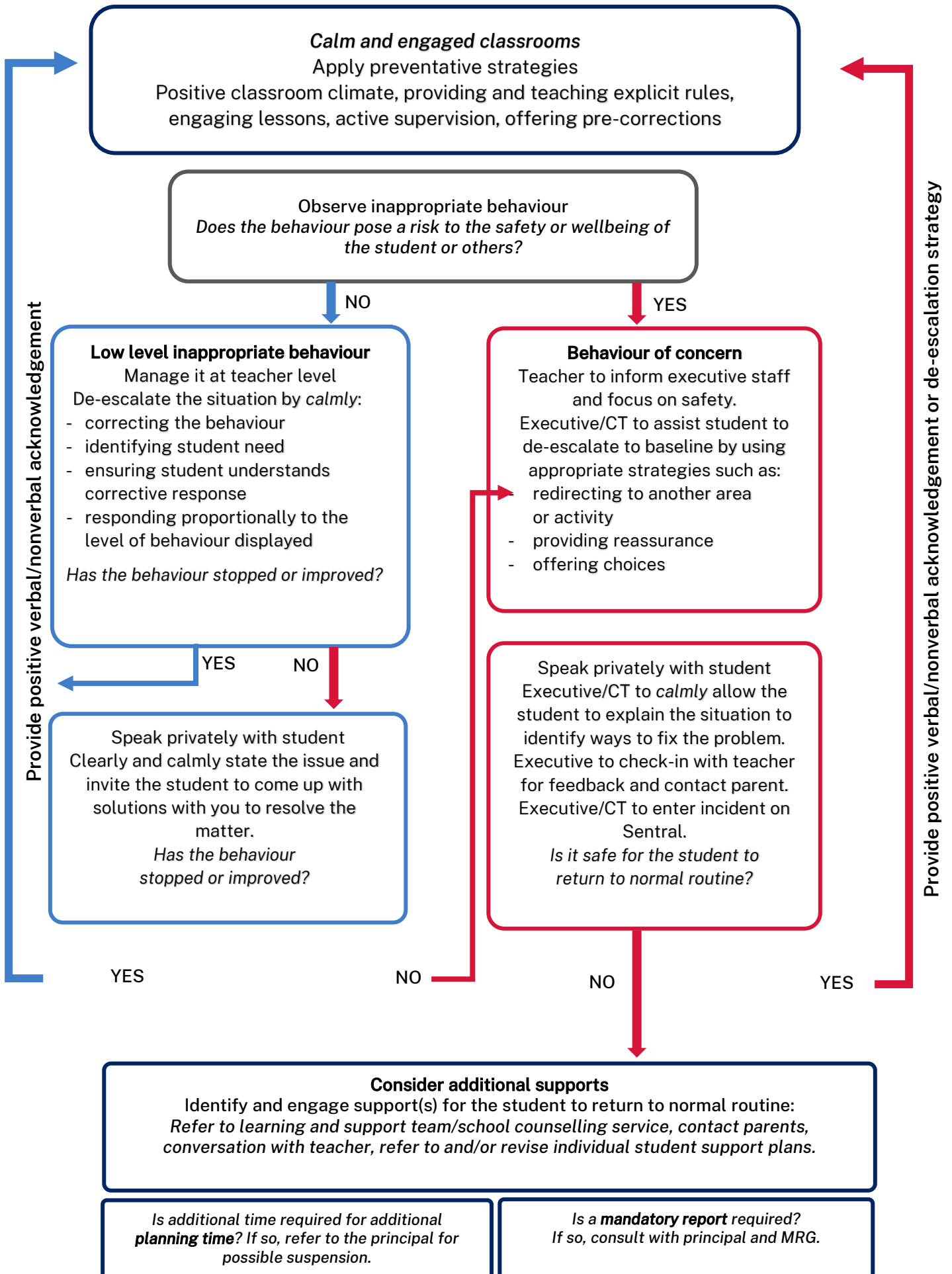
Strategy	When and how long?	Who coordinates?	How are these recorded?
<b>Reflection</b> – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student	Next day at either lunch or recess break	Assistant Principal	Documented in Sentral
<b>Alternate play plan</b> – withdrawal from free choice play and re-allocation to office or classroom for supervised play following breach in behaviour. Playground behaviour plan. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group	Next break	Assistant Principal	Documented in Sentral
<b>Restorative practice</b> –eg <a href="#">circles</a>	Scheduled for either lunch or recess break	Assistant Principal	Documented in Sentral

## Review dates

Last review date: Term 3, 2024

Next review date: Term 1, 2025

Appendix 1: Behaviour management flowchart



## Bullying Response Flowchart

The following flowchart explains the actions Hume Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

