



Hornsby Heights Public School

Behaviour Support and Management Plan

Overview

At Hornsby Heights Public School everyone has a right to learn and grow in a safe, positive environment. Hornsby Heights Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Students are consistently recognised for their effort, achievements and performance.

The key program prioritised and valued by the school community is the research-based approach to student behaviour management called Positive Behaviour for Engaging Learning (PBEL). PBEL provides students and staff at Hornsby Heights Public School with a positive and proactive system for defining, teaching and supporting appropriate student behaviours. PBEL replaces “rules” with “expectations”. These expectations are applied across all school environments.

Hornsby Heights Public School has the following school-wide PBEL expectations:

- Respect
- Responsibility
- Personal Best

Promoting and reinforcing positive student behaviour and school-wide expectations

Hornsby Heights Public School supports a whole school approach which incorporates targeted programs and strategies to support student wellbeing and behaviour. Through explicit instruction and teaching of the expectations, students gain a comprehensive knowledge and understanding of the behaviours expected of them in the classroom and playground. All staff are responsible for teaching the behaviour expectations, providing consistent positive feedback to students, and delivering consistent corrective feedback

and consequences when expectations are not followed. This provides a framework for student decision making and subsequent actions. Students who meet the expectations are rewarded regularly and acknowledged through our school merit systems.

Students whose behaviour does not meet the expectations will be encouraged to reflect on how their behaviour could be improved to match the expectations.

PBEL ensures a consistent, fair and holistic approach to behaviour management that encourages positive behaviour in all areas of school life. An example of how expectations can be reflected in student behaviour can be found in the charts below.

PLAYGROUND		
Respect	Responsibility	Personal Best
<ul style="list-style-type: none"> • Keep your hands and feet to yourself • Line up when you hear the bell • Put rubbish in the bins • Share the area with others 	<ul style="list-style-type: none"> • Return equipment • Wear your hat • Walk on hard surfaces • Stay in-bounds • Look after your belongings • Put rubbish in the bins 	<ul style="list-style-type: none"> • Play safely • Be a friend • Play by the rules 

CLASSROOM		
Responsibility	Respect	Personal Best
<ul style="list-style-type: none"> • Demonstrate the five 1s • Use your manners • Respect equipment and belongings • Keep your hands and feet to yourself 	<ul style="list-style-type: none"> • Be safe • Be ready to learn • Keep the classroom clean and tidy 	<ul style="list-style-type: none"> • Be a positive role model • Have a growth mindset • Encourage others 



Hornsby Heights Public School Behaviour Support Systems

We have a continuum of support that promotes student learning and wellbeing for all students across the [Care Continuum](#). Students and teachers have access to support as needed. The continuum emphasises prevention and early intervention and includes interventions for:

- All students – creating a safe and respectful learning environment
- Some students – providing early intervention and targeted support for students at risk of developing negative behaviours
- A few students – supporting students with complex and challenging behaviour needs through intensive, individual interventions.

Hornsby Heights Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

Table 1 Examples of Programs and Strategies

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBEL Award System	<p>Students receive PBEL stickers in the classroom for demonstrating our school values of Respect, Responsibility and Personal Best. Students place their stickers on a chart as they work towards receiving a Bronze, Silver, Gold or Platinum Award Certificate at Assembly.</p>  <p>Bronze Award – 10 PBEL Stickers Silver Award – another 15 PBEL Stickers Gold Award – another 20 PBEL Stickers Platinum Award – another 20 PBEL Stickers</p>	Whole School
Prevention	Gumnut Tokens (often referred to as “free and frequent” rewards)	<p>Gumnuts are given for small ways of following the school expectations. Gumnut tokens are placed in a barrel for the weekly draw of a canteen voucher. In addition, there is a whole school incentive to fill the barrel in order to receive a whole school reward such as extra play time. Student voice is incorporated to ensure the incentives are valued by the students.</p> 	Whole School
Prevention	Class Rewards	<p>Teachers and all specialist staff develop and use positive reinforcement systems suited to the needs of individual students that are designed to maximise the unique qualities of each class. Teachers use a wide variety of reinforcers including; verbal praise, stickers/stamps on work, written comments in books, individual and / or class charts or showing achievements to other teachers, students and principal/executive staff members</p>	Whole School
Prevention	House Points	<p>Each student is assigned to a sport house (Wiseman, Somerville, Galston and Crosslands) when they enrol at the school. Students receive house points at sport carnivals and within each class during</p>	Whole School

Care Continuum	Strategy or Program	Details	Audience
		sport lessons. Points can be given for citizenship, school spirit, cooperation or participation in sporting events and gaining a place in a sports carnival. The sport house at the end of the year that has the highest points receives a reward e.g. Mufti Day. Points are updated on the house point chart which is displayed in the school assembly hall.	
Prevention	Zones of Regulation	Students are taught via four zones (blue, green, yellow and red) to identify and monitor their emotions at any given time and to understand how their behaviour impacts those around them. Students learn what tools and strategies to use when managing their emotions and reactions.	K-6 Universal strategy and more intensively for individuals as needed
Prevention	The Resilience Project	The Resilience Project lessons support mental health in the classroom, school and family home. Through explicit lessons taught, students learn to engage in practices that incorporate gratitude, empathy, mindfulness and emotional literacy.	Whole School
Prevention Early Intervention	Lunch Time Games Room	Under teacher supervision, students can join the Games Room with their peers or on their own to play a range of quiet collaborative games during lunch time in a small group setting.	3-6
Prevention Early Intervention	Toy Shed	Students in K-2 lead the borrowing system for students to play with specially "student driven" purchased equipment for use in the playground.	K-2
Prevention	School Assembly 'Spirit' Mascot	Our PBEL mascot 'Spirit' watches over students during our K-2 and 3-6 Assemblies. The class demonstrating our school values of Respect, Responsibility and Personal Best receives Spirit for the week.	Whole School
Prevention	Kindy Playmates	Year 6 students lead Kindergarten students in group play and games on the playground for the first few weeks of school in order to promote a smooth transition to the playground.	Kindergarten and Stage 3 students

Care Continuum	Strategy or Program	Details	Audience
Prevention	Lunchtime Legends	Run by our PE teacher and sport captains, students participate in a range of fundamental movement skills and team sport activities to build skill level, physical fitness and positive social interactions at lunch time. This program operates 1 day a week on the school playground and alternates between having a K-2 and 3-6 focus.	K-2 3-6
Prevention	PBEL Systems	Explicit lessons, signage around school, classroom step chart, prompts, redirecting and reteaching our school wide expectations.	Whole School
Prevention	PBEL Focus conversations	Each week at student lines or via slideshows shown to classes, students are told what the focus for the week, fortnight or month is in relation to Positive Behaviour for Engaging Learning. The focus is taken from analysing the PBEL data each Month.	Whole School
Prevention	Buddy Classes	Each class has a buddy class. Classes meet at least once a term to take part in lessons aligned with the PD/H/PE syllabus.	Whole School
Prevention	Anti - bullying lessons	Students take part in Anti-bullying lessons at the start of each year and revisit lessons through the year.	Whole School
Prevention	Transition programs	A comprehensive Preschool to Kindergarten and Year 6 to Year 7 transition program is in place for students as well as new students entering the school (they are given a buddy) and transition programs between grades e.g. Year K-1 and 2-3 also take place to help support transitions between stages.	K, Yr 1, Year 2, Year 3 and Year 7
Prevention	Line Legends	Points are awarded at each K-2 and 3-6 lining up period and the class with the most points at the end of the week becomes the Line Legends with the award displayed on their classroom door.	Whole School
Prevention & Early Intervention	PBEL Big 5 Data	Every 5 weeks, negative incident data from our school database in Sentral is collated and analysed. Patterns across grades and stages, teachers, playground areas and classrooms, time of day and types of	Whole School

Care Continuum	Strategy or Program	Details	Audience
		behaviours are analysed and reported to staff, the executive team and students to ensure all students are adequately supported. Changes are made to school routines if data indicates preventative measures are needed.	
Targeted Intervention & Individual Intervention	Check In System	Students needing individual behaviour support are given co-constructed goals to work towards each day that are mapped out over time. Students are allocated a mentor teacher (executive staff/Principal) to check in with either once, twice or three times a day depending on individual student needs.	Individual students, families
Targeted Intervention & Individual Intervention	Learning and Support	The Learning and Support Team work with teachers, students and families to support those students who require personalised learning and support. This may include development of risk assessments, behaviour support plans, Personalised Learning Support Plans, learning adjustments, assisted technology and the development of short and long term goals.	Individual students, families, staff
Individual Intervention	Adjustment Documents	Each class teacher keeps a record of students needing extra adjustments to meet curriculum and behavioural needs. This is shared with specialist staff and parents so each child's needs can be catered for in a personalised and collaborative manner.	Whole Class Individual Staff
Individual Intervention	Student Learning and Support Officer (SLSO)	Students with a disability (or who have Integration Funding Support) needing one to one support are assisted by an SLSO in the classroom.	Whole School

Behaviour Code for Students

The Behaviour Code for Students can be found at [Behaviour Code for Students \(nsw.gov.au\)](https://www.nsw.gov.au/behaviour-code-for-students). High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Detention, Reflection and Restorative practices

To ensure the safety and wellbeing of all students and staff, as well as provide an educational environment where all students can achieve and succeed, it is essential that behaviour is managed appropriately. Where students do not respond positively to the expectations and school wide behaviour systems at Hornsby Heights Public School, it may be necessary to apply further fair, reasonable and proportionate action.

Hornsby Heights Public School focuses on positive reinforcement and proactive strategies such as redirecting and reteaching. Restorative conversations are part of our behaviour support planning and include goals, explicit instructions of replacement behaviours, measures to check progress and personalised feedback to the student.

To ensure consistency and fairness across the school, teachers use a schoolwide decision-making flowchart applicable to either classroom or playground settings to determine consequences for behaviour that does not meet school expectations (See Appendix). Negative incidents and behaviours are either minor (with warnings) or major (with immediate action). All incidents are recorded in Sentral for tracking purpose.

Action	When and how long?	Who coordinates?	How are these recorded?
Green Incident card/classroom Incident reflection sheet (minor/major)	<ul style="list-style-type: none">When behaviour does not meet school expectationsAt the time of the incident5-10 minutes reflection time	Class/duty teachers	Incident recorded in Sentral
Lunch Time Reflection	After 3 Minor Incidents (playground or classroom) in a 2 week period OR a Major Incident (playground or classroom) Students meet an Assistant Principal for 15-20 minutes during play time. The time is	Assistant Principals	Incident recorded in Sentral

Action	When and how long?	Who coordinates?	How are these recorded?
	<p>age/developmental level dependent.</p> <p>Depending on the severity/number of the incidents, students may have a reflection time extended over a maximum of 3 days.</p> <p>Parents are notified.</p> <p>This does not interfere with eating time, students will still have their usual eating time.</p>		

All procedures with this Plan are aligned with the [Student Behaviour Procedures Kindergarten to Year 12](#).

Partnership with parents/carers


Hornsby Heights Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies in a range of ways. The [School Community Charter](#) informs parents and carers on how to engage with NSW public schools.

Hornsby Heights Public School will communicate these expectations to parents/carers by regular on-going contact with families and community members via:

- Meet The Teacher Night
- Fortnightly School and Termly Stage Newsletters
- Teachers communicate via letters, phone calls and Seesaw
- 2 written reports per year at the end of Term 2 and 4
- 1 formal interview period plus additional interviews as requested by the teacher and/or families
- School Website
- Seesaw and Enews

Parents/Carers use the below Code of Enquiry outlining who they can contact if they have concerns about their child.

1. The classroom teacher should, where appropriate, always be spoken to first. Families contact the teacher via Seesaw, note or leave a message with the office for the teacher to make a suitable time to discuss the issue.

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2. Each grade has a supervising Assistant Principal who would be the next contact point.
 3. Any general issues or concerns that require further intervention or are of a whole school nature should be addressed to the Principal.

School Anti-bullying Plan

Below is the school's Anti-Bullying Plan

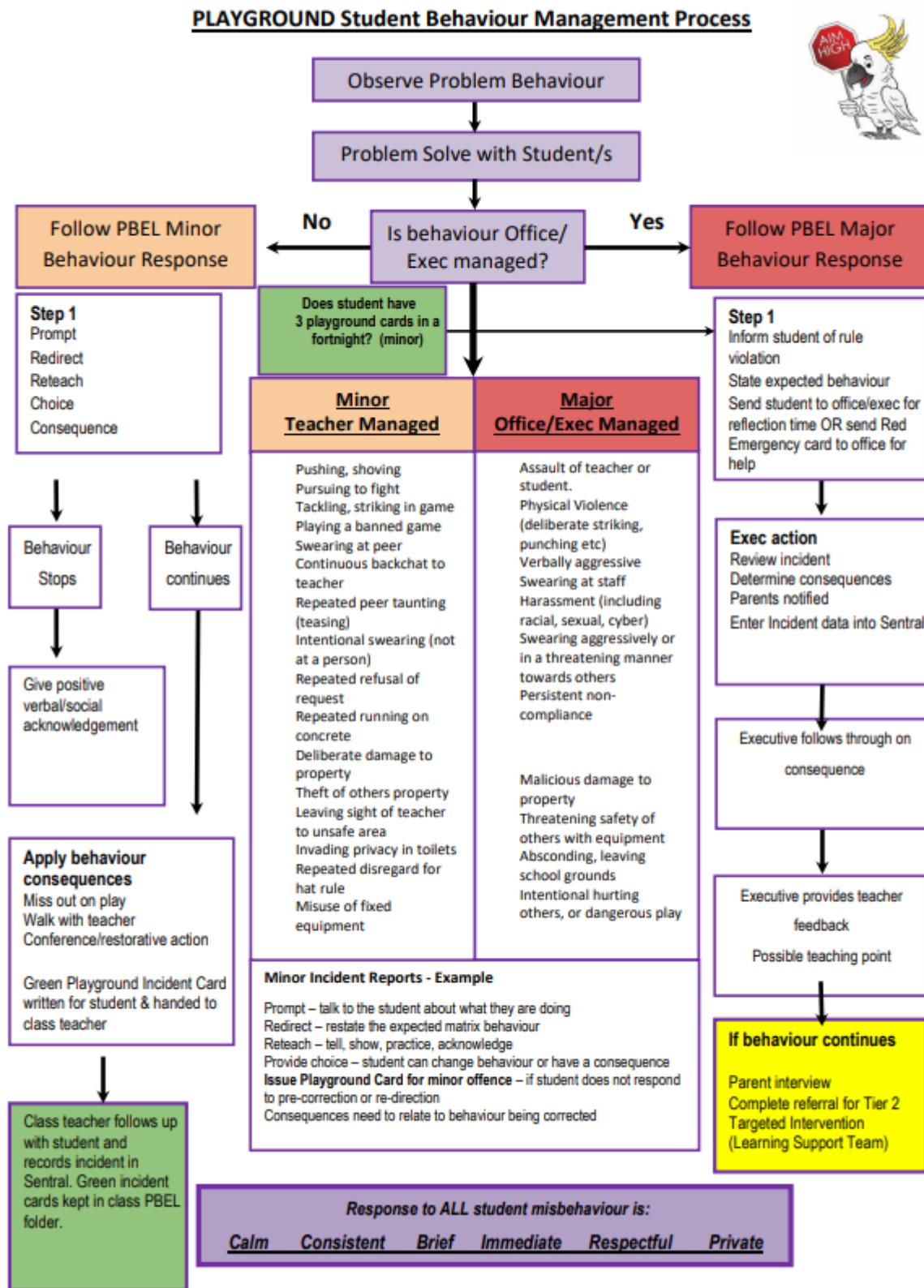
[HHPS Anti-bullying plan](#)

Reviewing dates

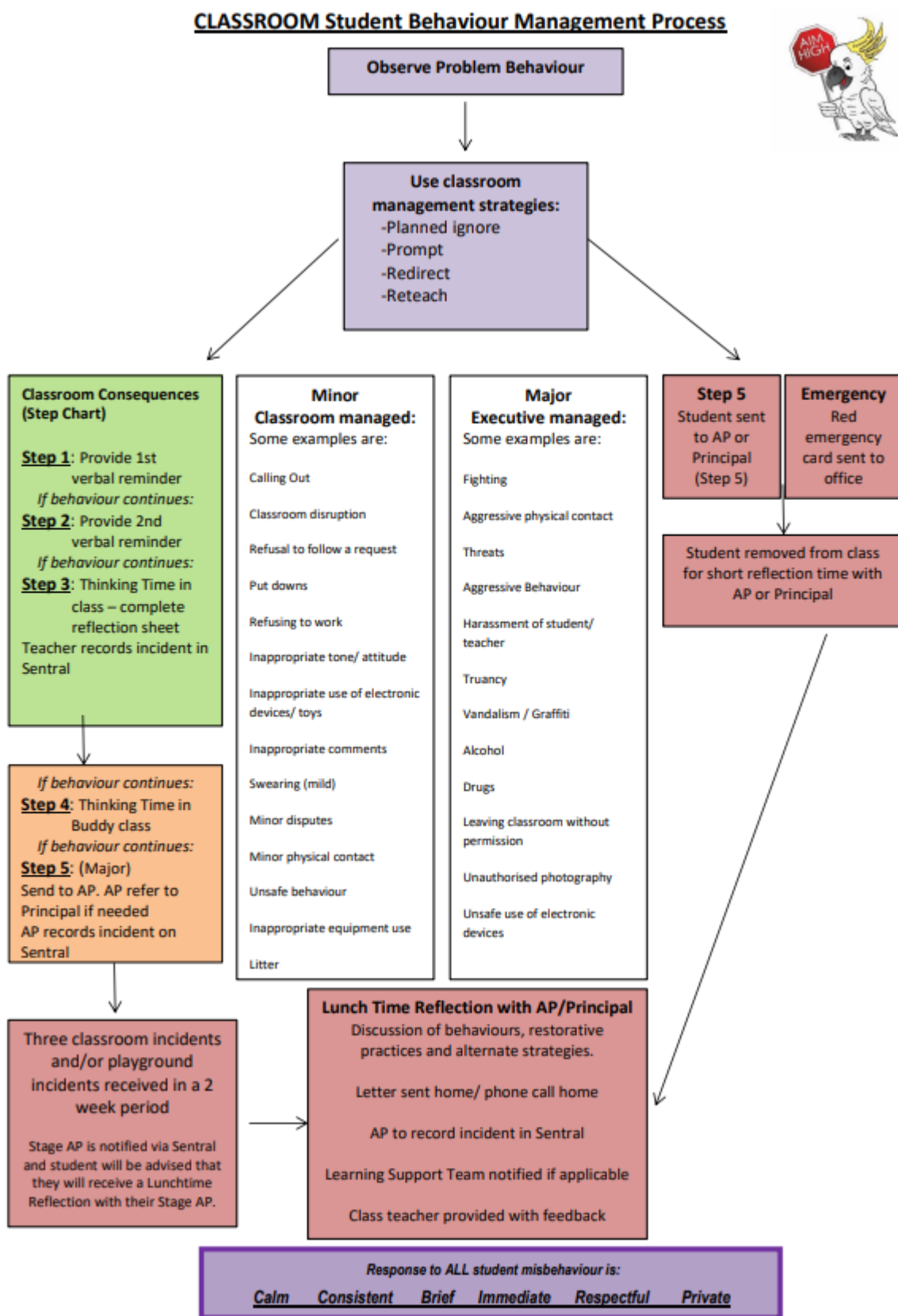
Last review date: 30 January 2024

Next review date: Term 1, 2025

Appendix: Playground Flowchart – Student Behaviour Management Process



Appendix: Classroom Flowchart – Student Behaviour Management Process



PBEL - Executive Procedures

The **Assistant Principal** for each stage will complete the '*Lunchtime Reflection*' for the students within their stage.

PLAYGROUND procedures:

Minor incident	Major incident
Teacher on duty speaks to the student and records on the playground incident card. Classroom teacher enters the data on SENTRAL register.	Send the student to the office with a playground incident card (green card) for Lunchtime Reflection. Office contact AP for the stage. Major incident recorded in SENTRAL by AP.
3 playground incident slips (over a fortnight) – send student to LUNCHTIME REFLECTION in courtyard. Reflection sheet and Behaviour Code completed by student. AP to call/contact parents (depending on context (student, parents, issue)). AP (or CT) sends above documents to parents on Seesaw (and inform class teacher). AP to follow process as determined by how many reflections times the student has had.	AP to confirm incident is major and notify Principal if related to violence/high complexity. Student completes Lunchtime Reflection Sheet and Behaviour Code. AP to call/contact parents. AP sends above documents to parents on Seesaw (and inform class teacher). AP records in SENTRAL - determine how many Lunchtime Reflections in the Term. AP to discuss/use restorative practice with student reminding of school values.



CLASSROOM procedures:

Minor:

Class Teacher uses Behaviour Consequence Chart (Step Chart) in class. When a student gets to step 3, they have class reflection time and complete the reflection sheet. If a student has a total of **3 referrals (classroom and/or playground) within a fortnight**, the class teacher speaks to the AP for their Stage. The student will complete a Lunchtime Reflection with the AP and a phone call will be made and /or Parent Letter sent home. AP will record in SENTRAL and determine how many days off the playground in accordance with the number of Lunchtime Reflections as stated below.

Major:

If a major incident occurs, class teacher will follow the process on the step chart and send student to the AP for their stage. AP will determine whether student needs to go to the Principal.

Lunchtime Reflections will start again at the beginning of each term, and not be carried over.

When a student gets to **at least 3 Lunchtime Reflections in one term** - a behaviour support plan will be developed with the student and class teacher (parents also aware of this).

Student Reflection Sheet K-2



HORNSBY HEIGHTS PUBLIC SCHOOL

Reflection Sheet Year K-2 for


☐

in-class reflection (teacher managed)

☐

3 minors in 2 weeks (executive managed)

☐

major incident (executive managed)

Student: _____ Class: _____ Date: _____

We value **Respect** and **Responsibility** and we always try to do our **Personal Best**.

Draw a picture or write about what happened:

Tick the box to explain why this behaviour is not okay:

	it is not safe	
	it is unkind	
	it hurt someone	
	it damaged property	
	it disrupted learning	
	it is against our school values	

How were you feeling when this happened?



angry



bored



embarrassed



sad



scared



worried



frustrated

Another feeling?

What could you do if this happened again?

Wait and cool off



Talk to a teacher



Apologise/choose



kindness

Tell them to stop



Walk away and let it go



Take deep breaths



Count to 10 slowly



Other?

How could you make it right or better?

Which part of the Behaviour Code will you work on?

Teacher Name/Signature: _____

Student Reflection Sheet 3-6



HORNSBY HEIGHTS PUBLIC SCHOOL

Reflection Sheet Year 3-6



☐ in-class reflection (teacher managed)

☐ 3 minors in 2 weeks (executive managed)

☐ major incident (executive managed)

Student: _____ Class: _____ Date: _____

We value **Respect** and **Responsibility** and we always try to do our **Personal Best**.

What happened?

How were you feeling at the time?



angry



bored



embarrassed



sad



scared



worried



frustrated

Another feeling?

Who has been affected by what you have done? In what way?

How can you make it right or better?

What part of the Behaviour Code will you work on?

Teacher Name/Signature: