

## NSW Department of Education

### HHPS 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. We are 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.

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 responsible, respectful learners, who strive for their personal best, 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:

[Positive Behaviour for Engaging Learners](#) (PBEL) - Positive Behaviour for Learning (PBEL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. Hornsby Heights Public School has the following school wide expectations –

Respect - Responsibility - Personal Best

[PAX Good Behaviour Game](#) (PAXGBG) – PAX GBG consists of proven behavioural strategies used daily by teachers with students in class settings. The ten evidence-based and trauma informed strategies build self-regulation in children, strengthen peer networks, reduce impulsivity and teach prosocial decision-making in children. The ‘peaceful’ classroom environment supports learning, wellbeing, participation and confidence.

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

Hornsby Heights 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

Hornsby Heights Public School partners 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, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Hornsby Heights Public School will communicate these expectations to parents/carers through Meet the Teacher information sessions, 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

Students are explicitly taught the following expectations each year with corresponding signage displayed in the classrooms and playground.

All Settings:

Respect	Responsibility	Personal Best
<ul style="list-style-type: none"> <li>• Listen and communicate politely</li> <li>• Willingly follow instructions</li> <li>• Accept the rights and differences of others</li> </ul>	<ul style="list-style-type: none"> <li>• Work and play safely</li> <li>• Make good choices</li> <li>• Be punctual and prepared</li> <li>• Care for personal belongings and the school environment</li> </ul>	<ul style="list-style-type: none"> <li>• Take pride in yourself and our school</li> <li>• Aim high</li> <li>• Be a positive role model</li> <li>• Be resilient</li> <li>• Embrace opportunities</li> </ul>

# PLAYGROUND

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

# CLASSROOM

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

## 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 and expected behaviours
- 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
- consistency of expectations and language from K-6.

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

Care Continuum	Strategy or Program	Details	Audience
Prevention	<u>Positive Behaviour for Engaging Learners</u> (PBEL)	<p>Positive Behaviour for Learning (PBEL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. Hornsby Heights Public School has the following school wide expectations –</p> <p>Respect - Responsibility - Personal Best</p> <p><b>Signage</b> around the school and in classrooms supports a common and consistent language between teachers, students and the community.</p>	Whole School & Community
Prevention	<u>PAX Good Behaviour Game</u>	<p>PAX Good Behaviour Game (PAX GBG) consists of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.</p>	Whole School & Community

Care Continuum	Strategy or Program	Details	Audience
		All teachers are trained in the PAX GBG and implement tools and strategies consistently across the school.	
Prevention	The Resilience Project	<p>A whole school, evidence-based, wellbeing program that teaches and supports positive mental health in the classroom, staffroom and wider community. Through explicit lessons taught, students learn to engage in practices that incorporate gratitude, empathy, mindfulness and emotional literacy.</p> <p><b>Signage</b> around the school and in classrooms supports a common and consistent language between teachers, students and the community.</p>	Whole School & Community
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.	Whole School & Community
Prevention	URSTRONG Friendship Strategy	<p>URSTRONG creates a common language of friendship among students, teachers, and parents. This program supports anti bullying practices by encouraging students to stand up for themselves in a kind, respectful way. Identifying conflict as a Friendship Fire vs Mean on Purpose.</p> <p><b>Signage</b> around the school and in classrooms supports a common and consistent language between teachers, students and the community.</p>	Whole School & Community
Prevention	PBEL Reward Systems # 1	<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

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBEL Reward Systems # 2 Gumnuts	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. 	Whole School
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 & Early intervention	PBEL data driven lessons	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 negative incident PBEL data every 5 weeks.	Whole School
Prevention & Early intervention	Class based reward systems	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	Whole School
Prevention & Early intervention	House Points	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 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 hall.	Whole School

Care Continuum	Strategy or Program	Details	Audience
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.	Students K-6
Prevention	<u>Child protection</u>	Teaching child protection education is a mandatory part of the syllabus.	Students K-6
Prevention	<u>Anti - bullying lessons</u>	Our school explicitly teaches and participates in the annual National Week of Action -Bullying No Way in August each year.	Students K-6
Prevention & Early intervention	Australian eSafety Commissioner <u>Toolkit for Schools</u> 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.	Whole School & Community
Prevention & Early intervention	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 & Stage 3 students
Prevention & Early intervention	Lunch Time Games Club	Under teacher supervision, students in Years 3-6 can join the Games Club with their peers or on their own to play a range of quiet collaborative games during lunch time in a small group setting.	Students 3-6
Prevention & Early intervention	Toy Shed, Cubby House & Sandpit	Students in K-2 lead the borrowing system for students to play with specially “student driven” purchased equipment for use in the cubby house, sand pit and a quiet small group setting.	Students K-2
Prevention & Early intervention	Organised playtime activities	In addition to Toy Shed and Games club, there are opportunities for alternate play time activities. These include chess club, open library, rock grinding station, table tennis, Green Team (garden club), media team and choir (3-6)	Students K-6
Prevention & Early intervention	PALS lunchtime sessions	Run by our PE teacher and volunteer students in Years 4-6. Students can 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 alternates between having a K-2 and 3-6 focus.	Students K-6

Care Continuum	Strategy or Program	Details	Audience
Prevention & Early intervention	Transition programs	Comprehensive transition programs are in place for Preschool to Kindergarten students, Year 6 to Year 7 students and for new students entering the school. We also provide transition sessions for Kindy to Year 1 and Year 2 to Year 3.	Kindy, Year 1, Year 2, Year 3 and Year 6 New students
Individual & Targeted intervention	Learning and Support	The Learning and Support Team (LAST) 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, LAST, School Counsellor, Principal, AP, class teachers
Individual & Targeted intervention	<u>Individual behaviour support planning</u>	Students with behaviour needs are supported in various targeted ways suited to their needs. This includes developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans. Students may use a check-in system with co-constructed goals and the support of a mentor teacher.	Individual students, LAST, AP, families, staff
Individual Intervention	Individual 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.	Teachers, LAST, AP, parents
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
Targeted / individual intervention	<u>Attendance support</u>	The Learning Support Team (LAST) refers students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, families, staff and attendance co-ordinator

## 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. Hornsby Heights 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)
- PBEL Big 5 Data on negative incidents across the previous 5 weeks – focus on trends, areas, grades and types of behaviours. Data is communicated to all staff at regular staff meetings and students at assemblies or by the class teachers
- Tell Them From Me and Culture Survey results (from parents/carers, students and teachers)
- whole school wellbeing surveys (from parents/carers, students and teachers)
- 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 and the Student Behaviour Management Process Flowcharts (Appendix 1 & 2) and Anti-Bullying Flowchart (Appendix 3) when 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 behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – behaviour of concern is managed by school executive.



Corrective responses are recorded in our school’s online system. These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> <li>● expectation reminder</li> <li>● prompts</li> <li>● reteach</li> <li>● re-direct</li> <li>● conference</li> <li>● offer choice</li> <li>● seat change</li> <li>● in class reflection time - Class Reflection Sheet issued</li> <li>● buddy class reflection time</li> <li>● communication with parent/carer</li> <li>● lunch time reflection and restorative practices with a member of the executive team</li> </ul>	<ul style="list-style-type: none"> <li>● expectation reminder</li> <li>● prompts</li> <li>● reteach</li> <li>● re-direct</li> <li>● conference</li> <li>● offer choice</li> <li>● reflection time with teacher (duty, RFF, class) – Green Card issued</li> <li>● communication with parent/carer</li> <li>● lunch time reflection and restorative practices with a member of the executive team</li> </ul>

Hornsby Heights Public School’s staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. The Positive Behaviour Engaging Learners (PBEL) system and PAX Good Behaviour Game (PAX GBG) consist of evidence-based strategies used daily by teachers to actively model and 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. Students 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.

<p><b>Prevention</b></p> <p>Responses to recognise and reinforce positive, inclusive and safe behaviour</p>	<p><b>Early Intervention</b></p> <p>Responses to minor inappropriate behaviour</p>	<p><b>Targeted/Individualised</b></p> <p>Responses to behaviours of concern</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 with free and frequent rewards (gumnuts) and moderate/intermittent rewards (PBEL stickers).</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 stage 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 of indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>2. Executive/class teacher 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 include those that are: free and frequent (gumnuts) moderate and intermittent (PBEL stickers) long and strong (Awards)</p>	<p>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 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 Behaviour / wellbeing system and contact parent/carer by email or phone. Executive/principal may consider further action e.g. formal caution or suspension.</p>
<p>4. Social emotional learning lessons are taught (PAX GBG and The Resilience Project) weekly.</p>	<p>4. Teacher records on Behaviour / wellbeing system as needed 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 the executive team.</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><b>Teacher/parent contact</b></p>	<p><b>Teacher/parent contact</b></p>	<p><b>Teacher/parent contact</b></p>
<p>Emails, reports, meetings and/or phone calls home are used to communicate student efforts to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies.</p>	<p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning 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 LAST, school counsellor or outside agencies.</p>

## Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on the School's online system. These may include:

- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- agreed upon de-escalation strategies such as language, safe places and calming activities to support students to regulate and reset behaviours
- determine appropriate response/s, including supports for staff or other students impacted
- review and document each incident
- refer/monitor the student through the school learning and support team
- communication and collaboration with parents/carers (phone, email, meeting)
- reflection and restorative practices
- liaise with Team Around a School for additional support or advice
- 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 (see Appendix 4, 5 and 6)

Strategy	When and how long?	Who coordinates?	How are these recorded?
Green Incident card/classroom Incident reflection sheet (minor)	At the time of the incident or next earliest appropriate time 5-10 minutes reflection/restorative time with a teacher	Teacher	Recorded in school's online system
Reflection time in a designated safe supervised space – structured debriefing and planning time following a major incident or 3 minor incidents in a 2 week period.	At the next lunch/recess break. Students meet an executive staff member to reflect on the incident, their behaviour and the <a href="#">NSW DEC Behaviour Code</a> for approximately 15-20 minutes during play time. The time is age/developmental level dependent. Students still have time to play and it does not interfere with eating times. There is access to toilets, food and water at all times. Students are supervised by a teacher at all times.  Depending on the severity/number of the incidents, students may have a reflection time extended over a maximum of 3 days. Parents are notified.	Assistant Principal	Recorded in school's online system
Restorative Practice – peer mediation	At the next most appropriate time – this is usually the next lunch/recess break.	Class teacher or Assistant Principal	Recorded in school's online system

## 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 Session
- Fortnightly School and Stage Newsletters each term
- Teachers communicate via letters, emails, phone calls
- Two written reports per year at the end of Term 2 and 4
- One formal interview period plus additional interviews as requested by the teacher and/or families
- School Website
- School Bytes

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 email, note or leave a message with the office for the teacher to make a suitable time to discuss the issue.
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.

### [HHPS Anti-Bullying Plan](#)

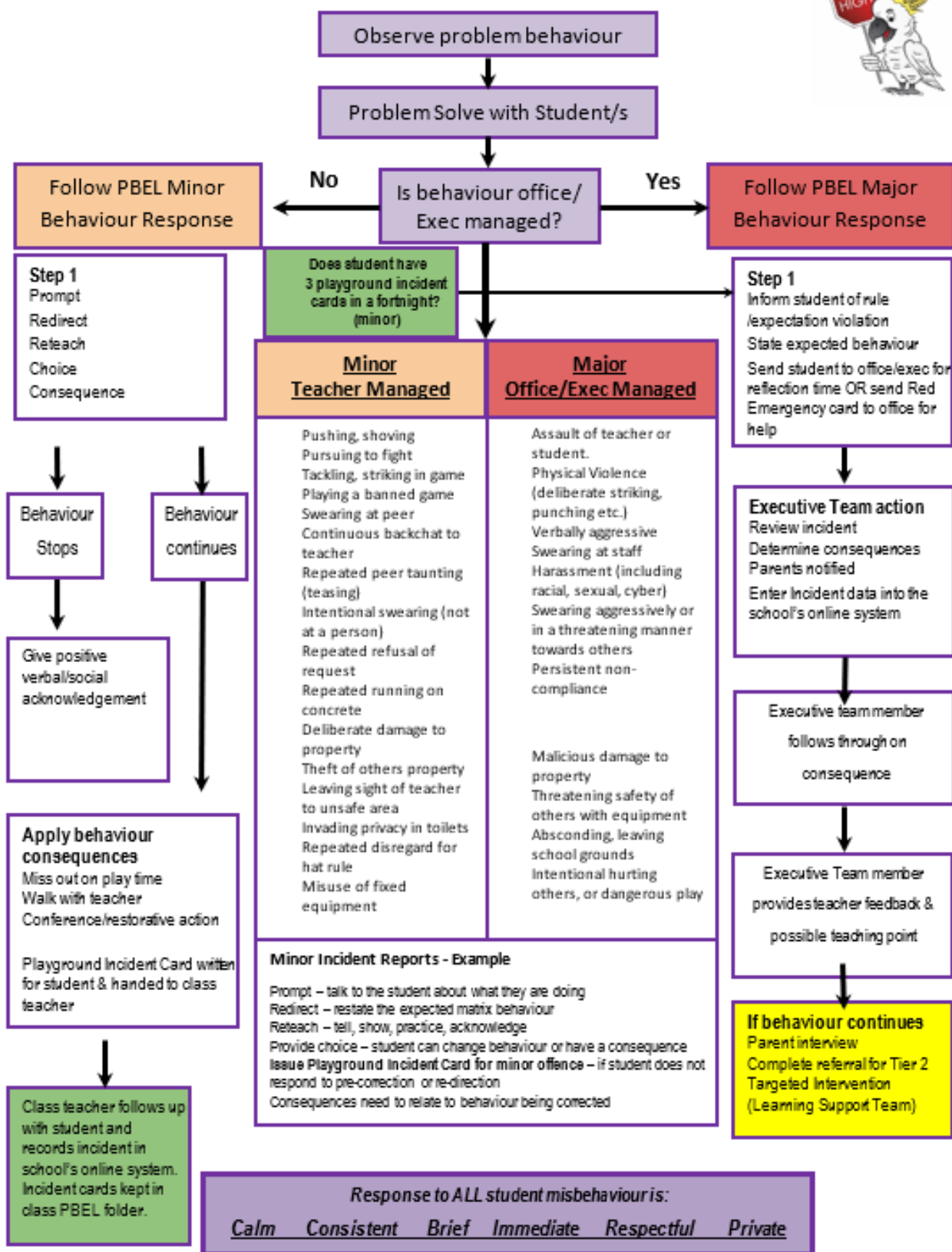
#### Review dates

Last review date: February 2025

Next review date: Term 1 2026

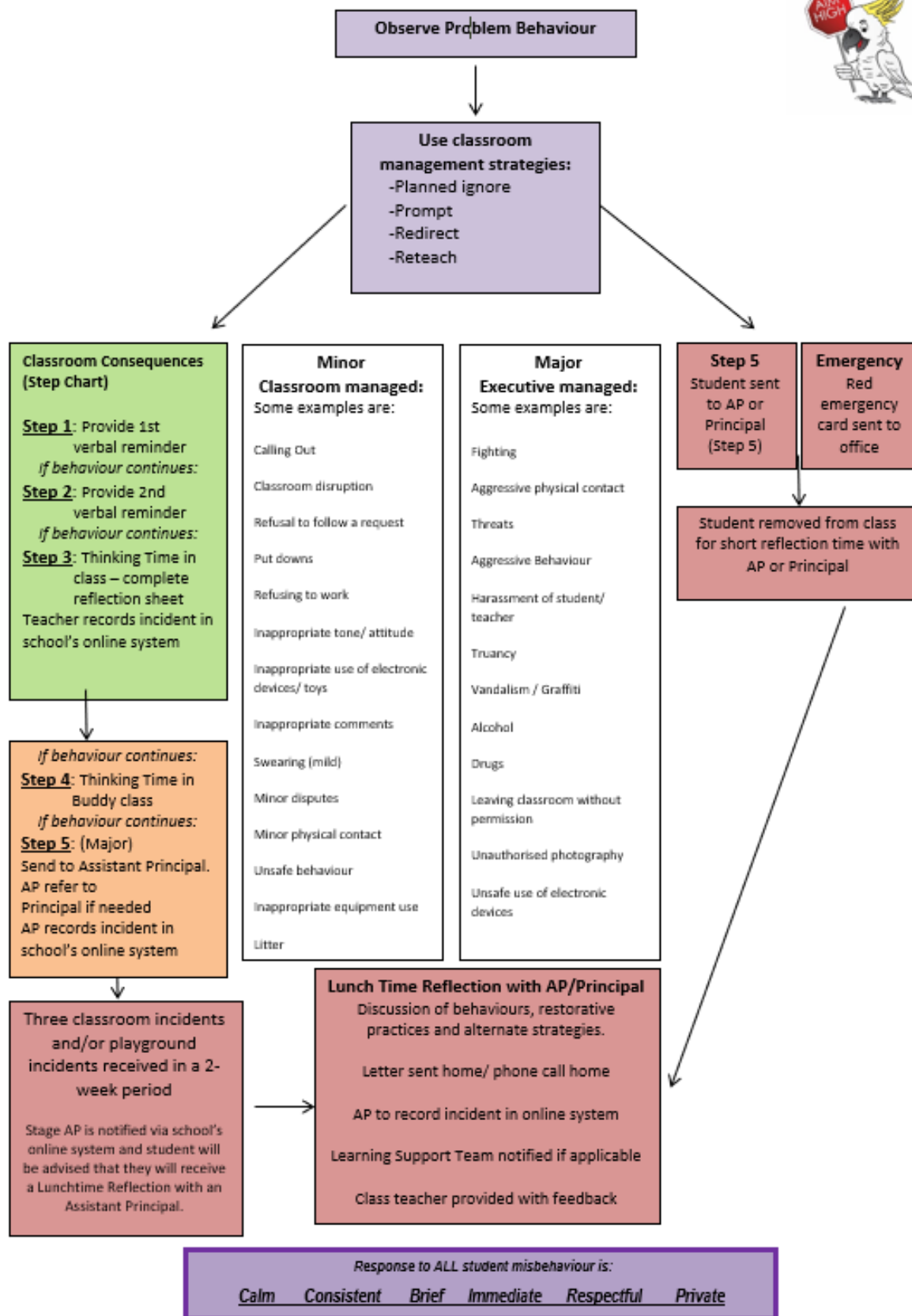
## Appendix 1: Playground Flowchart – Student Behaviour Management Process

### PLAYGROUND - Student Behaviour Management Process



## Appendix 2: Classroom Flowchart – Student Behaviour Management Process

### CLASSROOM Student Behaviour Management Process



### Appendix 3: Bullying Response Flowchart

The following flowchart explains the actions Hornsby Heights 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.





## Appendix 4 - PBEL – Playground – Teacher & Executive Procedures

Minor incident	Major incident
<p>Teacher on duty speaks to the student and records on the playground incident green card. Classroom teacher enters the details into the school’s online system/register.</p> <p><b>Three minor incidents (class and/or playground) in a two week period:</b></p> <p>Student completes Lunchtime Reflection Sheet and reviews Behaviour Code with AP at the time or next available lunch/recess break. AP to discuss/use restorative practice with student reminding of school values.</p> <p>AP to call/contact parents. AP sends above documents to parents on Seesaw (and inform class teacher).</p>	<p>Teacher on duty sends the student to the office with a playground incident card (green card) for Lunchtime Reflection.</p> <p>Office contact AP for the stage. AP to confirm incident is major and notify Principal if related to violence/bullying/high complexity.</p> <p>Student completes Lunchtime Reflection Sheet and reviews Behaviour Code with AP at the time or next available lunch/recess break pending investigation. AP to discuss/use restorative practice with student reminding of school values.</p> <p>AP to call/contact parents. AP sends above documents to parents on Seesaw (and inform class teacher).</p>
<p>The number of days off the playground is based on student age, needs and severity and frequency of incidents.</p>	

## PBEL – Classroom - Teacher & Executive Procedures

Minor incident	Major incident
<p>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.</p> <p>Ongoing behaviour that day may result in AP and principal involvement (Step 4 and 5)</p> <p><b>Three minor incidents (class and/or playground) in a two week period:</b></p> <p>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 details in the school’s online system.</p>	<p>If a major incident occurs in the classroom, the 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.</p> <p>AP/Principal to confirm incident is major and notify Principal if related to violence/bullying/high complexity.</p> <p>Student completes Lunchtime Reflection Sheet and reviews Behaviour Code with AP at the time or next available lunch/recess break pending investigation. AP to discuss/use restorative practice with student reminding of school values.</p>
<p>The number of days off the playground is based on student age, needs and severity and frequency of incidents.</p>	

When a student receives at least three Lunchtime Reflections in one term - a behaviour support plan will be developed with the student, class teacher, parents/carers, AP & LAST.

## Appendix 5 - 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**.

<p><b>Draw a picture or write about what happened:</b></p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>	<p><b>Tick the box to explain why this behaviour is not okay:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">it is not safe</td> <td style="width: 40px; text-align: center;"> <input type="checkbox"/> </td> </tr> <tr> <td style="padding: 2px;">it is unkind</td> <td style="text-align: center;"> <input type="checkbox"/> </td> </tr> <tr> <td style="padding: 2px;">it hurt someone</td> <td style="text-align: center;"> <input type="checkbox"/> </td> </tr> <tr> <td style="padding: 2px;">it damaged property</td> <td style="text-align: center;"> <input type="checkbox"/> </td> </tr> <tr> <td style="padding: 2px;">it disrupted learning</td> <td style="text-align: center;"> <input type="checkbox"/> </td> </tr> <tr> <td style="padding: 2px;">it is against our school values</td> <td style="text-align: center;"> <input type="checkbox"/> </td> </tr> </table>	it is not safe	<input type="checkbox"/>	it is unkind	<input type="checkbox"/>	it hurt someone	<input type="checkbox"/>	it damaged property	<input type="checkbox"/>	it disrupted learning	<input type="checkbox"/>	it is against our school values	<input type="checkbox"/>
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it damaged property	<input type="checkbox"/>												
it disrupted learning	<input type="checkbox"/>												
it is against our school values	<input type="checkbox"/>												
<p><b>How were you feeling when this happened?</b></p> <div style="display: flex; justify-content: space-around; align-items: center; text-align: center;"> <div style="text-align: center;">  angry                 </div> <div style="text-align: center;">  bored                 </div> <div style="text-align: center;">  embarrassed                 </div> <div style="text-align: center;">  sad                 </div> <div style="text-align: center;">  scared                 </div> <div style="text-align: center;">  worried                 </div> <div style="text-align: center;">  frustrated                 </div> </div>													
<p><b>Another feeling?</b></p>													
<p><b>What could you do if this happened again?</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 14%; padding: 5px;">                 Wait and cool off    </td> <td style="width: 14%; padding: 5px;">                 Talk to a teacher    </td> <td style="width: 14%; padding: 5px;">                 Apologise/choose                    kindness             </td> <td style="width: 14%; padding: 5px;">                 Tell them to stop    </td> <td style="width: 14%; padding: 5px;">                 Walk away and let it go    </td> <td style="width: 14%; padding: 5px;">                 Take deep breaths    </td> <td style="width: 14%; padding: 5px;">                 Count to 10 slowly    </td> </tr> </table>		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  					
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  							
<p>Other?</p>													
<p><b>How could you make it right or better?</b></p>													
<p><b>Which part of the Behaviour Code will you work on?</b></p>													
<p><b>Teacher Name/Signature:</b></p>													

## Appendix 6 - Student Reflection Sheet 3-6



# HORNBY 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:**