

# Hopetown School Behaviour Support and Management Plan

## Overview

Hopetown is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs and practices are prioritised and valued. These are based around embedding a culture that enables the school community to feel connected and supported.

Schoolwide wellbeing programs underpin Behaviour Support and Management to ensure students value attendance and can achieve positive growth with not only academic but social and emotional and behavioural outcomes as well.

These programs include;

- The CAVE (Creative and Variable Education)
- The "Townie" program.
- The Studio and The Room.
- Aboriginal Student Mentor
- The Wellbeing Team
- Initiatives including The Knights of Hopetown and The Lego Cooperative
- Explicitly teaching SEL (Social & Emotional Learning).
- Equine Therapy.
- Student Support Officer (SSO).
- Acknowledging and engaging in events such as RUOK day, Mental Health Month and Bullying No Way and Harmony days.

## Partnership with parents and carers

Hopetown will partner with parents and carers in establishing expectations for engagement and in developing and implementing student behaviour management strategies.

Parent and carer voice will be sought to enhance collaboration in determining school wide focuses as well as individual behaviour goals and the strategies to achieve them.

Hopetown will communicate these expectations to parents and carers. Support is offered through regular contact with class teachers as well as invitations to engage in parent and carer meetings in order to develop students' academic, behaviour and social and emotional goals.

## School-wide expectations

- All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. To achieve this, all Hopetown will promote high standards of student behaviour.
- Hopetown staff must ensure that behaviour management takes into account factors such as the
  - age,
  - individual needs including the students current ‘headspace – brain functioning level’.
  - disability,
  - developmental level of the student.

Challenging behaviour is best understood as the result of lagging skills – cognitive, behavioural and Social and Emotional Learning (SEL) skills.

Hopetown staff need to ensure that students are aware of the behavioural expectation and **teach** the student the skills to reach that expectation.

## Behaviour Code for Students

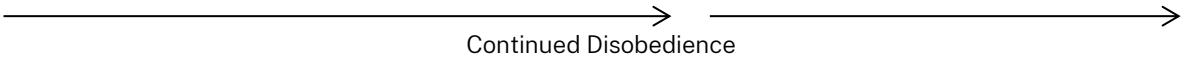
NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

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](#).

Behaviours are best managed at a classroom level.

Continued, escalating and non-negotiable behaviours need to be brought to the attention of the Learning and Support team, the Executive and the Principal.

Whole class Behaviour Management	Differentiated Behaviour Management	Non Negotiable
<ul style="list-style-type: none"> <li>Teacher managed – what skill or expectation does the student need to be taught?</li> <li>Classroom expectations</li> <li>Protocols</li> <li>Rewards</li> <li>Visual aids</li> <li>Connections</li> <li>Explicit Social/emotional/behavioural teaching and learning</li> <li>Curriculum accommodations and adjustments</li> </ul>	<ul style="list-style-type: none"> <li>Teacher/student, determined and managed.</li> <li>Consider student disability.</li> <li>Consider student's mental health.</li> <li>IEP/PLP Goals.</li> <li>Individual Behaviour Support Plan</li> <li>Referral to Learning Support Team</li> <li>Functional Behavioural Assessment</li> <li>Clinical Support.</li> <li>External Agency support</li> </ul>	<ul style="list-style-type: none"> <li><b>As per Departmental Policy</b> – implemented by the Principal. <ul style="list-style-type: none"> <li><i>IER Behaviour Policy</i></li> <li><i>Formal cautions</i></li> <li><i>suspensions</i></li> <li><i>WHS Risk Management</i></li> </ul> </li> <li>Continued disobedience</li> <li>Aggressive Behaviour</li> <li>Categories of physical violence</li> <li>Possession of a firearm or prohibited weapon.</li> <li>Possession, supply, or use of an illegal substance</li> <li>Serious criminal behaviour related to the school</li> <li>Use of an implement as a weapon</li> <li>Persistent or Serious misbehaviour</li> </ul>
e.g. hats off, hand up, out of bounds, placement of bags, seating patterns, lining up before entering room, bus rules, playground rules etc.	e.g. Student need for his hat to be worn at all times, Safe space in room during lunch break, negotiated time out of class/out for self-regulation plan, Negotiated attendance in class, sensory corner, accommodations and adjustments etc. Referral to specific programs can be sought e.g., RAGE, Rock, and Water etc.	
Consultation with DoE Student Behaviour Policy & Hopetown School's Risk Management of Student Behaviour Document		
<div style="text-align: center;">  <p>Continued Disobedience</p> </div>		
TEACHER	TEACHER ----- EXECUTIVE	PRINCIPAL
Detentions, restorative practice, loss of privileges, time in's, etc  Unless there is an immediate risk of harm, SLSO's need to refer the behaviour concern to the classroom teacher.		Suspension – extended with DEL support.

## POSITIVE STUDENT PRACTICE AT HOPETOWN SCHOOL

	All Settings	Classroom	Playground	Computers	Office	Assemblies
<b>Accountability</b>	Show pride in all you do. Be an active participant. Be a team player.  Be where you should be	Come prepared. Be responsible for your own learning. Share and take turns. Complete set tasks. Follow instructions.  Use classroom equipment and furniture safely.	Allow time for food, bathroom and rest.	Know and follow the rules. Stay on task. Use the internet appropriately.	Know why you are at the office.	Listen, watch and participate when required. Attend assembly as soon as the bell rings.  Stay still when seated  Arrive on time.  Answer when roll is being called.
<b>Kindness</b>	Listen to teachers and students. Be honest. Care for the school environment. Respect personal space.	Respect the right of others to learn. Be tolerant and allow others to have an opinion. Control your voice volume. Care for your Homeroom environment.	Allow others to play. Understand everyone has different abilities. Give personal space.	Treat computers and equipment with care. Follow instructions. Allow others to work.	Enter quietly. Use manners. Be polite. Allow staff to work.	Look at and listen to each presenter. Use appropriate applause.
<b>Courage</b>	Being a positive role model.  Being an “upstander” not a “bystander”	Attempt new tasks Ask for help if needed. Consider “not knowing” an opportunity to learn. Ignore others off task behaviours	Play by the rules. Accept the umpires’ decision. “Hands off”. Stay inbounds.	Allow other to show you new skills	Use the quickest and safest way to the office.	Support the younger students who may not be “handling” the expectations of assembly

## Whole school approach across the care continuum

Planning supports for Hopetown students is individualised. It involves a collaborative process incorporating the student, parent and carer, staff within the school and external wrap around supports with allied health, NDIS, external services etc.

Care Continuum	
<b>Prevention</b>	Hopetown will aim to establish connections and maintain safe, respectful learning environments for all students. These learning environments include classrooms, playgrounds, online and any other school endorsed events and should encourage prosocial behaviour. These interventions underpin effective teaching and will reduce minor behaviours of concern when applied consistently. “Value add” Practices and Programs foster a culture whereby community feel a sense of ownership and do want to achieve positive social/emotional/behavioural and academic outcomes. E.g. Breakfast Club and timetabled Yarn up. Student attendance is recognised and celebrated.
<b>Early Intervention</b>	Hopetown will develop a range of initial responses and approaches to work with students displaying emerging, low-level behaviours of concern. Early responses to behaviours of concern include preventive strategies, instructional strategies, logical consequences, and consultation. In addition, school staff can encourage positive behavioural expectations. School staff flag individual students at weekly Learning Support Team meetings. Strategies are actioned and followed up.
<b>Targeted Interventions</b>	Hopetown will facilitate positive behavioural supports (for example, making targeted and reasonable adjustments in the classroom) to support effective teaching and learning practices. Schoolwide behaviour focuses are scheduled, and their positive outcomes are celebrated.
<b>Individual Interventions</b>	Hopetown will build staff capacity to be able to collaboratively with students and their carers, develop and monitor Individual Behaviour Support, Risk Management and Education Plans. These will align with ACARA Personal and Social Capabilities. Achieved student goals will be celebrated. DoE Team Around a School - Learning and Wellbeing, Assistant Principals Learning and Support, Network Specialist Facilitator and Behaviour Support Officers - are utilised to assist in developing strategies to enhance positive behaviour outcomes.

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

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. Although still needing to be addressed, 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.

Hoptown staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels:

- directly observing a student's behaviour, 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 are encouraged to 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, as well as the bully, will be offered appropriate support. e.g. Executive, Homeroom teacher School Counsellor.

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.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour.	Targeted/Individualised Responses to behaviours of concern.
Behaviour expectations are taught and referred to regularly. Staff model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	Seek help from executive staff or other staff members if there is a risk to safety.
Verbal and non-verbal specific positive feedback is paired with the Townie Program in a school-wide continuum for acknowledging expected behaviour.	Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback	Executive staff and 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. Behaviour management plans are reviewed regularly.
Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent	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.	Executive staff collects information and review the incident from multiple perspectives and determine next steps. The incident is recorded on SENTRAL. Parent/carers are notified of the incident. Principal may consider further action eg: formal caution/suspension.
Social-emotional learning (SEL) is explicitly taught across the school.	Teacher records on the SENTRAL by the end of the school day. Monitor and inform family if repeated.	Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.
<b>Teacher/parent contact</b>	<b>Teacher/parent contact</b>	<b>Teacher/parent contact</b>
Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful.  In some cases, individual planning and referral to LST may be discussed.	Principal contacts parent/carer to discuss any support and behaviour responses, including referral to the LST, outside agencies or Team Around a School.

## Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded in 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 Sport team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- 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.

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](#).

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.

### Detention, reflection and restorative practices

Students are encouraged to be accountable for their behaviour. At times they may be asked to reflect on how to make amends for their behaviour.

This restorative practice may simply be reflecting on the event and re assessing strategies to achieve behaviour goals.

Restorative practice is also encouraged e.g. a student may be required to clean their graffiti off their desk or help repair a hole in a wall that they caused.

Students who by choice leave their classroom or aren't engaging in classwork may be required to make up that time during a break or prior to participating in offsite Friday afternoon activities.

Staff are aware of and adhere to restrictive practice policies.

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour.

### Review dates

Last review date: 31/1/25: Day 1, Term 1, 2025

Next review date: : 27/1/26; Day 1, Term 2026



