

Hurstville Public School - Behaviour Support and Management Plan

Overview

Hurstville Public School is committed to the wellbeing of our school community as a priority where all students are known, valued and cared for. Our school is a place where everyone is treated with respect, courtesy, fairness and honesty.

The Student Code of Conduct, the NSW Anti-Bullying Framework and the Positive Behaviour for Learning Framework is embedded school wide and provides an evidence-based approach to develop a positive, safe and supportive learning culture across the whole school. Teachers explicitly teach and model positive behaviour to promote improved engagement to support student's learning and wellbeing.

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.

Partnership with students, parents and carers

Hurstville Public School partners with students and their parents & carers to establish expectations for engagement in developing and implementing student behaviour management and anti-bullying strategies, by inviting parent/carers and student voice through formal and informal means, such as surveys, focus groups, consulting with the P & C and the local AECG.

Hurstville Public School will communicate expectations to parents/carers through 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

Hurstville Public School has the following school-wide expectations and rules, in line with the Student Code of Conduct. Teachers and school staff help students learn, make good choices and stay safe. When all students follow the rules, support others, respect their rights, and share ideas, our school is a great place to learn and belong.

To be respectful, responsible learners, we:

Respectful	Responsible	Safe learners
- Wear the school uniform correctly and with pride - Listen and speak respectfully - Value and include everyone and treat them fairly - Let others focus on their learning - Care for our school environment.	- Attend school every day, arrive on time, bring what I need, and be ready to learn - Follow school and class rules and routines - Use technology safely and for learning - Complete my schoolwork, try my best and ask for help when I need it - Help others when I can - Learn from the mistakes and try to improve.	- Follow the instructions of teachers and school staff - Respect others' space, privacy and belongings - Speak up and ask for help if anyone feels unsafe or is treated unfairly - Resolve differences calmly and fairly.

Student Code of Conduct

In NSW public schools, everyone belongs and strives for the highest standards of learning. Hurstville Public School explicitly teaches, models and reinforces the expectations of the NSW Student code of conduct.

Students follow the code by:

Respecting everyone - Being considerate and understanding so everyone feels welcome and included.

Being responsible - Being careful with their actions so everyone can learn and get along.

Being safe - Caring for themselves and others so everyone can be safe at school.

Students are expected to follow the directions of teachers and school staff. The Code of Conduct applies to school activities at school and off-site, when travelling to and from school, online and in other circumstances where there is a clear connection to the school. At Hurstville Public School these expectations are explicitly taught and reinforced through Positive Behaviour for Learning, classroom and playground routines, wellbeing programs and the school's behaviour acknowledgement and response systems.

The Student Code of Conduct can be found at <https://education.nsw.gov.au/policy-library/familiarisation/student-code-of-conduct>

This document translated into multiple languages is available here:

<https://education.nsw.gov.au/schooling/translated-documents/student-code-of-conduct>

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.

The care continuum enables staff to respond consistently, proactively and proportionately, while providing the level of support required to strengthen student learning, wellbeing, safety and positive behaviour.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning (PBL)	PBL includes the following key features: clearly defined expectations, explicit teaching of expectations in all school settings, consistent positive feedback and acknowledgement system, continuum of strategies to respond to inappropriate behaviour, and ongoing monitoring and evaluation. The multi-tiered system of support enables our school to select and implement a range of contextually relevant programs and interventions to improve social, emotional, behavioural and academic outcomes for all students. Teachers follow the Behaviour Management System and Awards Procedures to manage and respond to behaviour. There are clear procedures on how to manage and respond to incidents of bullying.	All students
Prevention	Child Protection	Teaching Child Protection is a mandatory part of the PDHPE syllabus, involving teaching and learning about three themes: Recognising Abuse, Power in Relationships and Protective Strategies. Identify, preventing and responding to bullying behaviours, including cyber-bullying is also part of this program.	All students

Care Continuum	Strategy or Program	Details	Audience
Prevention	Student code of conduct – explicit teaching	Teaching the Student Code of Conduct is mandatory, involving teaching and learning about three themes: Respect Everyone, Be Responsible and Be Safe. From 2027, all students and parents/carers will be asked to acknowledge the Code at the beginning of every year.	All students and parents/carers
Prevention/ Targeted	Attendance Procedures	School Attendance Procedures are in place to establish and maintain clear and consistent school wide attendance procedures. Students with attendance concerns are discussed at Learning and Support meetings to determine strategies to improve attendance. Weekly attendance awards are distributed to the class with the best attendance to promote and encourage regular attendance.	All students
Targeted intervention/ Individual intervention	Learning and Support team	The Learning and Support team (LST) collaborates with students, teachers and families to support students who require personalised learning and support to reach their full potential. There are school wide systems in place to support teachers to cater for the diverse needs of students, including the steps needed for effective referral to the LST.	All students
Early intervention	Breakfast Club	The school provides breakfast each day of the week to support students to start the day feeling full and ready to learn. Breakfast Club helps to build relationships across the school where all students can connect with their peers and check in prior to the school day starting.	All students
Targeted intervention	One Beat Drumming	The school provides opportunities for targeted students to participate in One Beat drumming lessons at lunch time. This program utilises fun and engaging rhythmic musical activities to support social and emotional development.	Individual students
Targeted intervention / Prevention	Lunchtime wellbeing groups	Various lunchtime wellbeing groups are offered to students as an alternative venue to be off the playground at break times, and to support social and emotional development. These groups include games, Lego, mindfulness drawing, yoga, gardening and creative arts activities.	Individual students
Early Intervention/ Targeted Intervention	Peaceful Kids	Small group intervention to support and increase the coping strategies of students feeling anxious, stressed or who have poor resilience.	Individual students
Individual intervention	Individual Behaviour Support Planning	The LST develops, implements, monitors and reviews individual behaviour plans, including behaviour support, behaviour response and risk management plans.	Individual students, parent/carers
Prevention	Cyber Safety program	The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyber-bullying incidents. It supports students to use technology safely and for learning. The toolkit includes actions to report and manage cyber-bullying incidents.	All students
Individual Intervention	Individual Learning Plans	The LST develops, implements, monitors and reviews individual learning plans to support students to access the curriculum.	Individual students, parent/carers

Care Continuum	Strategy or Program	Details	Audience
Targeted / Individual Intervention	3Bridges Youth Workers	The 3Bridges Youth Workers provide individual and group support via student wellbeing and education programs (S.W.E.E.P). These programs include Chicks Clique, Seasons for Growth and RAGE.	Individual students
Targeted / Individual Intervention	School Counselling Service	The School Counselling service include counsellors and psychologists who work directly with students to help them with issues related to learning, peer and family relationships, and managing emotions, such as depression, anxiety, worry or isolation. The School Counselling service provides specialised psychological assessments, counselling and intervention services	Individual students

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

Hurstville Public School uses a whole-school, evidence-informed and multi-tiered approach to promote positive behaviour, prevent bullying and cyber-bullying, and respond to inappropriate behaviour and behaviours of concern.

Our approach is centred on the student and recognises the shared role of the school, family, community and support services. It aligns with the four components of the **NSW Anti-Bullying Framework: Preventing, Responding, Partnering and Implementing**.

Responses are developmentally appropriate, proportionate to the behaviour and individual circumstances, and designed to maintain safety, reduce harm, strengthen relationships and support positive behaviour change.

Identifying behaviour of concern, including bullying and cyber-bullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent or intensive intervention. It does not include low-level, developmentally appropriate behaviours that can be redirected through universal behaviour support strategies.

Bullying is typically ongoing and deliberate, involves a misuse of power in relationships, is repeated, may occur online or offline, and is intended to cause physical, social and/or psychological harm. Single incidents, disagreements or conflict between students of relatively equal power are not, by themselves, bullying; however, these behaviours will still be addressed in accordance with the school's behaviour procedures.

Staff may identify inappropriate behaviour, bullying or other behaviours of concern through direct observation, student disclosure, reports from parents/carers or community members, digital evidence, student work or information provided by other agencies. Students and parents/carers may report concerns to any member of staff.

Preventing

Hurstville Public School builds a positive, inclusive and safe whole-school culture in which respectful relationships, belonging and student wellbeing are actively promoted. Prevention aims to create an environment where bullying is less likely to occur or persist.

At Hurstville Public School, prevention is supported through a range of whole-school practices and approaches, including:

- explicitly teaching, modelling and regularly revisiting our school-wide expectations of being Respectful, Responsible Learners
- implementing Positive Behaviour for Learning (PBL) across classroom and non-classroom settings
- recognising and reinforcing positive, inclusive and safe behaviour through specific feedback and the school's acknowledgement systems
- explicitly teaching social and emotional skills, including respectful relationships, emotional regulation, empathy, communication, conflict resolution, help-seeking and strategies for responding to bullying
- teaching safe and responsible use of digital technologies and strategies to prevent and respond to cyber-bullying
- providing active supervision and predictable classroom and playground routines
- building strong, respectful relationships between students and staff so emerging wellbeing, relationship or behavioural concerns can be identified early
- providing inclusive learning environments where diversity is valued and students experience a strong sense of belonging
- providing universal, targeted and individualised wellbeing supports through the school's care continuum.

Responding

Hurstville Public School responds to inappropriate behaviour, behaviours of concern, bullying and cyber-bullying in a transparent, coordinated, prompt, fair and consistent manner. Responses are trauma-informed, culturally responsive and non-stigmatising, prioritising immediate safety, reducing further harm and providing appropriate support to all students involved.

Staff use the Hurstville Public School Behaviour Management System to determine whether behaviour is managed by a teacher or school executive, taking into consideration the nature, frequency, context and impact of the behaviour and any risk to student or staff safety and wellbeing.

For minor inappropriate behaviour, staff use proactive and corrective responses that may include:

- prompting and redirecting
- restating and reteaching the expected behaviour and providing opportunities to practise
- offering appropriate choices
- using specific corrective feedback
- applying a proportionate and related consequence, where required
- monitoring patterns of behaviour and communicating with families when behaviours are repeated or patterns emerge.

For behaviours of concern, including suspected bullying or cyber-bullying, staff and school executive will:

- take immediate action to restore safety and reduce the risk of further harm
- listen to and reassure students involved
- collect information from relevant students, staff and families and consider available evidence, including online material where applicable
- use structured triage to determine the severity, urgency and level of support required
- involve students in identifying appropriate next steps wherever appropriate
- record incidents and actions in the school's wellbeing system and communicate with parents/carers
- provide ongoing support and monitoring for students who have experienced bullying
- support students who engage in bullying to understand the impact of their behaviour, address underlying factors and learn positive replacement behaviours
- refer students to the Learning and Support Team, School Counselling Service or other supports, where appropriate
- develop or review individual behaviour support, behaviour response or risk management plans, where required.

Reasonable efforts will be made to ensure affected students receive appropriate support promptly following a reported bullying incident. The school's Bullying Response Flowchart guides staff through listening, documenting, collecting information, discussing next steps, implementing agreed actions, reviewing outcomes and providing ongoing follow-up.

Partnering

Hurstville Public School recognises that effectively preventing and responding to bullying requires active partnership between students, families, staff and the wider community. Strong partnerships support early identification of concerns, coordinated responses and appropriate ongoing support for students.

At Hurstville Public School, partnering includes:

- actively encouraging students to report bullying, seek help and support others
- involving students in decisions about actions and supports that affect them
- listening to student voice when reviewing bullying prevention strategies and school wellbeing practices
- communicating openly and respectfully with parents/carers about concerns, actions, supports and follow-up
- working collaboratively with families to understand each student's individual circumstances and cultural context
- seeking assistance from the Learning and Support Team, School Counselling Service, Team Around a School and relevant community agencies where additional expertise or support is required
- coordinating support for students whose needs extend beyond what can reasonably be provided by the school.

Implementing

Hurstville Public School embeds anti-bullying prevention and response within its broader student behaviour, wellbeing and learning systems rather than treating bullying as a separate process.

- maintaining a whole-school, evidence-informed and multi-tiered approach across prevention, early intervention, targeted intervention and individual support
- aligning bullying prevention and response procedures with the Student Behaviour policy, Hurstville Public School Behaviour Management System, Learning and Support processes, attendance procedures, Child Protection education, digital citizenship and other relevant school practices
- maintaining clear roles, communication and referral pathways for staff
- providing professional learning so staff can recognise and respond to overt, covert and online bullying and engage with students and families in trauma-informed, culturally responsive and empathetic ways
- regularly reviewing behaviour and bullying data to identify patterns, locations and emerging concerns
- monitoring the effectiveness of interventions and support plans
- reviewing and refining school anti-bullying practices and procedures as part of continuous school improvement.

Planned response continuum

<u>Prevention</u> Responses to recognise and reinforce positive, inclusive and safe behaviour.	<u>Early Intervention</u> Responses to minor inappropriate behaviour are teacher managed.	<u>Targeted (Individualised)</u> Responses to behaviours of concern are executive managed.
Preventing	Responding	Responding & Partnering
Behaviour expectations are explicitly taught, modelled and referred to regularly. Teachers provide opportunities for practice and acknowledge students for meeting school-wide expectations. PBL lessons and social-emotional learning build respectful relationships, inclusion, help-seeking and conflict-resolution skills. Positive behaviour is reinforced through specific feedback and the school's acknowledgement and Awards procedures.	Refer to school-wide expectations and regulation supports so students can self-regulate. Use indirect and direct responses such as proximity, non-verbal cues, prompt, redirect, reteach, specific corrective feedback and choice. Provide students with an opportunity to meet the expectation before applying a low-level, related consequence. Record repeated or significant concerns in the school's wellbeing system and engage parents/carers when patterns emerge.	Seek executive assistance immediately where there is a safety risk; otherwise notify the relevant executive as soon as practicable. Restore safety, provide reassurance, separate students or redirect to another area/activity where required, and schedule incident review when calm. Collect information from multiple perspectives, assess whether the behaviour meets the definition of bullying, determine next steps and record the incident. Engage the student and parent/carer in support planning and follow-up. Refer to the Learning and Support Team, School Counselling Service, Team Around a School or external agencies where appropriate. Consider individual behaviour support/response planning, tailored student risk management and disciplinary action in accordance with departmental policy and procedures.
Communication process		
Teachers communicate positively with parents/carers about student effort, achievement and demonstration of school-wide expectations. Positive behaviour is recognised through the school's acknowledgement and Awards procedures.	Teachers contact parents/carers when inappropriate behaviour is repeated, patterns emerge, or corrective responses have not been successful. Families are engaged early to discuss concerns, strategies and any additional support required.	School executive contacts parents/carers regarding behaviours of concern, including bullying and cyber-bullying, and works collaboratively with families to determine appropriate responses, supports and follow-up. This may include referral to the Learning and Support Team, School Counselling Service, Team Around a School or relevant external agencies.

Responses to serious behaviours of concern

Responses to serious behaviours of concern, including students who display bullying behaviour, are recorded on the school's wellbeing system. Responses 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
- reflection with executive (listed below)
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, meeting)
- formal caution to suspend, suspension or expulsion.

Reporting and recording behaviours of concern

Staff consistently report, record and respond to behaviours of concern, including bullying and cyber-bullying, in accordance with departmental and school procedures. Accurate and timely recording supports transparent processes, enables patterns to be identified, assists the school to monitor student safety and progress, and informs appropriate interventions and supports.

Behaviour and bullying data is regularly reviewed to identify patterns, locations, cohorts and emerging concerns and to evaluate the effectiveness of prevention, response and support strategies.

Staff comply with reporting and responding processes outlined in the:

- [Incident Notification and Response procedure](#), [Incident reporting](#) and [Incident notification and response flowchart](#) (staff only links)
- [Child protection - responding to and reporting students at risk of harm procedures](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#)
- [Anti-racism policy](#), [Anti-racism procedures](#) and [Religious intolerance](#)

Detention, reflection and restorative practices

Toilet and food breaks are always included if a student has reflection time with an executive, as a response to a behaviour incident. 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?
Reflection with executive	As soon as possible after the incident has occurred	Assistant Principal Deputy Principal	School's wellbeing system

Review dates

Last review date: 13/8/2026

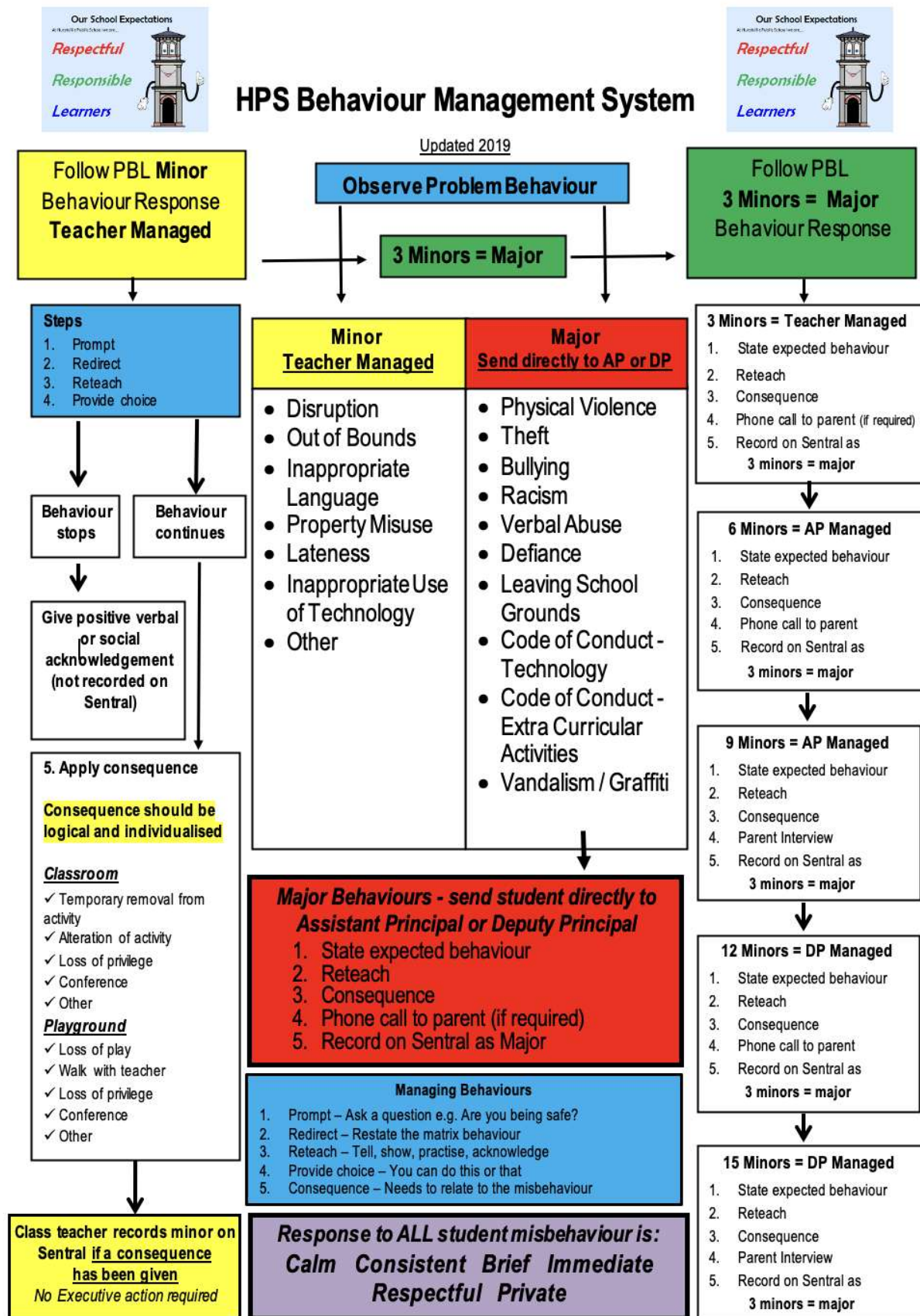
Next review date: 13/12/2026

Bullying Response Flowchart

— Simplified response process —



Appendix 2: HPS Behaviour Management System



Appendix 3: Definition of Minors

Minors at HPS

Only choose one behaviour when recording on Sentral

Problem Behaviour	Definition
Disruption	Having sustained, disorderly behaviour that prevents instruction from continuing after reasonable attempts to correct the behaviour . Examples include calling out, annoying others, interrupting learning, fussing, loud talk, yelling or out-of-seat behaviour.
Out of Bounds	Outside the boundaries / yellow lines, including under demountable buildings. Entering buildings without permission, particularly during recess and lunch.
Inappropriate Language	Swearing that is not directed at anyone or inappropriate language to self or others, including teasing, for example 'silly' or 'idiot'.
Property Misuse	Deliberately misusing school, teacher's, own or another student's property. Examples include sports equipment, stationery, toys and mathematics equipment. This does not include vandalism and graffiti (major).
Lateness	Deliberately being late to lines, class or when returning from the toilets or on a message. This does not include arriving late to school (partial absence).
Inappropriate Use of Technology	Deliberately playing games and using electronic devices at the wrong time or not as per instructions.
Other	Anything else deemed inappropriate by the teacher, which does not constitute a major.

Appendix 4: Definition of Majors

Majors at HPS

Only choose one behaviour when recording on Sentral

Problem Behaviour	Definition
Physical Violence	Student engages in actions involving physical violence with or without injury . Examples include hitting, punching, choking, spitting, throwing objects at someone, kicking, pinching, scratching, hair pulling and inappropriate touching or exposure of private parts (inform DP if there is touching or exposure).
Theft	Taking property belonging to the school or any individual or group without prior permission.
Bullying	Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or anti-social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can be obvious (overt) or hidden (covert).
Racism	Disrespectful behaviour based on race, religion or ethnic origin (including racist comments, ridicule or abuse, physical harassment and assault).
Verbal Abuse	Verbal threats or swearing directed at staff or other students.
Defiance	Refusal to follow directions (non-compliance), accept 'no' for an answer, or accept a consequence when reasonable efforts have been made to de-escalate and enable the student to cooperate.
Leaving School Grounds	Leaving school grounds without permission.
Code of Conduct - Technology	Deliberately breaking Technology Code of Conduct. Examples include cyberbullying (the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature), cyber racism, searching or sending inappropriate material or taking photos without permission.
Code of Conduct - Extra Curricular Activities	Deliberately breaking Extra-Curricular Codes of Conduct, including dance, PSSA etc.
Vandalism / Graffiti	Deliberately causing damage to, defacing or destruction of school property or the property of others. Examples include writing on toilet doors or breaking another student's property.

Appendix 5: Hurstville Public School's Expectation Matrix

Hurstville Public School's PBL Expectation Matrix			
 At Hurstville Public School, we:	Respectful	Responsible	Learners
All Settings	Wear school uniform Are polite and use good manners Accept differences Remove hats when entering a building Care for property and the environment	Keep hands and feet to ourselves Make good choices Help others Come prepared and on time	Are problem solvers Actively participate Follow instructions
Playground	Finish eating before we play Share and use equipment safely Use the bubblebers sensibly Care for property and the environment	Sit down while we are eating Put rubbish in the bins Play inside the yellow lines Wear our hats	Play safely Line up ready to listen
Toilets	Keep the toilets clean Respect others' privacy Finish eating before we buy Are polite and use good manners	Use the toilet appropriately Wash our hands and turn off the tap	Leave the toilets when finished Use our own money
Canteen	Walk quietly	Join the end of the line Return to our play area after buying Stay with the group Stay to the left on the stairs Take the safest route	Are ready for the next activity
Transitions	Share equipment Care for property Communicate appropriately Accept differences	Are responsible for our own things Sit sensibly Actively listen Collaborate effectively Make good choices	Are problem solvers Actively participate Follow instructions
Learning Spaces / Library / Hall	Wait patiently Are polite and use good manners	Use the correct entrance	Follow instructions
Office / Printroom / Staffroom	Take turns to enter and exit the gate Communicate appropriately	Walk safely on the footpath Cross the road at safe places	Follow road safety rules
Front Gate / Back Gate / Kenwyn Street Gate	Are polite and use good manners Care for property and the environment	Line up and wait safely Stay with the group Enter and exit sensibly Actively listen	Actively participate Follow instructions
Excursions / Bus			

