

Hallidays Point Public School



Learning, Caring, Sharing

Behaviour Support Management Plan

Principal: Peter Johnson

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Artwork: *Gathang Country* created by Worimi Artist and Hallidays Point Public School's Aboriginal Education Officer, *Lara Went*. The artwork represents all people from the Worimi and Biripi communities surrounding our school, coming together as one - Learning, Caring and Sharing. The dolphin is the Worimi totem, and the shark is the Biripi totem. They are created in this artwork to show our bond protecting our people.



Behaviour Support and Management Plan

Hallidays Point Public School



Year:	2023	Network:	Great Lakes	Principal:	Peter Johnson
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Overview

At Hallidays Point Public School, we are dedicated to providing a positive and respectful learning environment for all students. This Behavior Support and Management Plan is designed to create a framework for promoting positive behavior, addressing challenging behaviors, and fostering a safe and inclusive school community.

Our Behavior Support and Management Plan is founded on the principles of understanding, support, and fostering positive change. By working together, we can create a school environment where every student has the opportunity to thrive and succeed while displaying respectful and positive behavior.

At HPPS we implement school-wide **Positive behaviour for Learning (PBL)** practices which focus on the core values of *Learning, Caring, Sharing*. As part of this approach to wellbeing, the school has a designated PBL team which is made up of classroom teachers, parent representation and school executives. The school uses PBL to reinforce positive expectations using a school-wide matrix, fast and frequent rewards (Bubbles Tickets which are drawn weekly for canteen vouchers and end of term super draw with prizes), fortnightly PBL awards presented at assembly and the Behaviour Management Continuum to support consistent behaviour responses. PBL is evaluated annually by the Executive Team and PBL team leader.

The school also recognises the need to support targeted individuals with their wellbeing. A number of initiatives are implemented each year through the Learning & Support team, school counsellor and external providers. These include (but are not limited to) **Heart to Heart and Creative Calm Kids** (art-based mindfulness programs), **Cultural groups**, **Kindergarten Buddies** (Kindergarten mentoring), **Bubbles Buddies** (playground support program), **social supports** and **The Resilience Project**.

In 2020, the school began the journey of **Trauma Informed Practice**. This is an area that has gradually been developed by the school, with staff participating in training for the *Berry Street Model* for Education in 2021 and Trauma Informed Practices professional learning in 2022. Practices are regularly embedded into classroom routines.

This plan is updated annually by students, staff and community. The school utilises the annual **parent Tell Them From Me survey** to ensure the plan is relevant to all families, and to value the voice of parents and carers. Students conduct the annual **Tell Them From Me** and **The Resilience Project surveys** to add student-voice to our plan, so that strategies can be adjusted to the everchanging needs of our young people. The staff complete the annual teacher **Tell Them From Me survey** and participate in a range of collaborative meetings throughout the year to help evaluate the effectiveness of our approach to wellbeing.

Promoting positive student behaviour

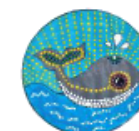
Initiative	Where?	Description
Fast and Frequent	All-settings	Small tickets ('Bubbles Tickets') given to students who are following school-wide expectations.
Restorative Conversations	School, Classrooms and Restoration Station	Restorative conversations allow the teacher to demonstrate empathy, teach children how to resolve conflict, and most importantly, allow students to have a voice.
Weekly 'Bubbles Ticket' Draw	C.O.L.A.	Weekly Monday draw from Bubbles Ticket box, captains randomly select 2 students from K-2 and 2 students from 3-6 to receive a \$2 canteen voucher (funded by P&C).
End of term 'Superdraw'	Recess assemblies	Bubbles Tickets from the term are put into a large barrel. 10 names are randomly drawn to receive a canteen voucher at the end of term.
Classroom PBL expectations	Classrooms	Each class establishes a set of classroom expectations to promote positive behaviour.
Learning, Caring and Sharing rewards	Classrooms	Each teacher gives out Learning, Caring and Sharing awards based on classroom achievements. These awards may also be given to acknowledge efforts on a project or in a competition. These awards are worth 1 point each in our award system.
PBL Award	Recess assemblies	Students are recognised for their outstanding efforts in assemblies. This includes a PBL award for demonstrating PBL expectations. These awards are worth 2 points in our award system.
Achievement Award	Recess assemblies	Students are recognised for their outstanding achievements in assemblies. This may be for academic or personal/social achievement or best effort/improvement.
Merit certificates, Class Citizenship and Medallions	Combined assembly	Recognition towards learning and wellbeing in every class. Students who have accrued 10 points worth of awards receive a merit certificate/medallion for accrued merit certificates at a combined assembly.
Annual presentation day awards	Presentation Day Assembly	Recognition of exemplary efforts over the school year.

School-wide Expectations – how we reinforce positive behaviour



Non-Classroom settings

HALLIDAYS POINT PUBLIC SCHOOL: PBL EXPECTATIONS MATRIX



		EVERYONE			EVERYWHERE				EVERY TIME				
Purpose Statement: The Hallidays Point Public School community promotes the values of Learning, Caring and Sharing to maintain a safe and respectful learning environment.													
Expectations		UNIVERSAL	ASSEMBLY	WALKWAYS	TOILETS	CANTEEN	BUSLINES	COLA	BASKETBALL COURT	OVAL	FIXED EQUIPMENT	OFFICE	LIBRARY
HALLIDAYS POINT PS STUDENTS ARE LEARNING	D E S I R E D	Be a responsible learner Right place, right time Be a positive role model	Sit quietly in class lines Follow instructions	Walk quietly in lesson times	Wash your hands Play free zone	Wait quietly Speak clearly Have your money ready 4 at a time at the counter	Wait quietly Be ready and on time Follow teacher and bus driver instructions Walk to and from the bus safely	Sit while you eat Wait for instructions from the duty teacher You can use skipping ropes, hoops and handballs here		Follow all teacher instructions	Follow all teacher instructions Wait for the teacher Use fixed equipment correctly	Wait quietly Follow office staff instructions Ask a teacher before going to the office	Work quietly at all times
HALLIDAYS POINT PS STUDENTS ARE CARING	B E H A V I O U R S	Be caring and respectful of others Look after your belongings Keep your hands and feet to yourself	Listen attentively and respectfully Enter and exit the assembly area quietly and in class lines	Walk at all times Pick up rubbish	Keep toilets clean	Say please and thank you Help younger students when needed	Play with care and respect when waiting for 2 nd bus Use manners and be respectful to driver and community while travelling	Walk at all times Play safely Be sun safe Involve others in play Use bubblers sensibly	Play safely Be sun safe Show sportsmanship Involve others in play	Play safely Be sun safe Show sportsmanship Involve others in play	Play safely Be sun safe	Speak respectfully and use manners	Look after books, computers and library resources
HALLIDAYS POINT PS STUDENTS ARE SHARING		Share spaces Co-operate with others	Legs crossed Hands in your lap	Walk on the left side	Respect others privacy Wait for friends outside	Leave area when you have finished buying	Share seating	Share equipment Return equipment	Share equipment Return equipment	Share sports equipment Return equipment	Take turns	Wait your turn	Share books, computers and library resources with others Return books and library resources after use

Promoting positive student behaviour

BEHAVIOUR MANAGEMENT CONTINUUM

Hallidays Point Public School

Learning Caring Sharing

Reviewed: Term 3 2023



REMINDERS: ● Behaviour is driven by thoughts, feelings & experiences ● All behaviours of all students are the responsibility of every teacher in the school.

BEHAVIOUR MANAGEMENT CONTINUUM					
<p>CALM/BASELINE LEVEL point-in-time managed</p> <p><i>Examples of calm, baseline behaviours</i></p> <ul style="list-style-type: none"> Compliance Positive interactions Work Completeness Engagement Rule Following Playing with friends Social norms <p><i>If you're not 'capturing' and recognising POSITIVE BEHAVIOUR often, then you will never see a change in the behaviours you want to see.</i></p>	<p>LOW LEVEL point-in-time managed</p> <p><i>Examples of low-level behaviours</i></p> <ul style="list-style-type: none"> Careless wandering/loitering Slow to comply Disruption Low-level inappropriate comment/behaviour Accidental breakage/loss of items through careless use Hands-on behaviour in learning or play 	<p>MID LEVEL Point-in-time managed Make a judgement, teacher managed (in which case record outcome in School Bytes) OR fill out a referral form to Restoration Station</p> <p>When there is repeated low-level behaviours and a correction in behaviour HAS NOT happened after a low-level teacher check-in</p> <p>OR</p> <ul style="list-style-type: none"> Intentional unsafe play (tackling/striking) Offensive tone, comments or body language Swearing amongst peers Repeated out of bounds Deliberate damage or theft (1st instance) 	<p>HIGH LEVEL Point-in-time managed Fill out a referral form to Restoration Station (exec to record in School Bytes)</p> <p><i>If a student or incident is posing an ongoing, unacceptable risk to others OR</i></p> <ul style="list-style-type: none"> Punching, kicking, high level physical aggression Verbally aggressive Targeted high-level put down Non-compliance of request Swearing/ offensive comments or body language directed at peers or staff Repeated theft Abscending – within sight 	<p>EXTREME LEVEL Referral to school Executive</p> <p><i>If a student refuses to engage in Restorative Conversations from a HIGH-LEVEL behaviour OR</i></p> <ul style="list-style-type: none"> Physical Harm inc. fighting. Sexualised Behaviours Abscending – out of sight Vandalism – inc. destruction. Ongoing harassment Persistent Bullying 	<p>CRISIS MANAGEMENT immediate escalation to Principal or delegate.</p> <ul style="list-style-type: none"> Stranger on site All-in Brawl Neighbour Issue Severe Injury Wellbeing/ MRG Parent/Carer Concern Unconscious Fallen Tree or Branches

RESTORATIVE FRAMEWORK					
<p>AFFECTIVE STATEMENT + BUBBLES TICKETS</p> <p>Bubbles Tickets Everywhere, any time!</p> <p>RESTORATIVE CIRCLES Preventative, positive interactions</p> <p>AFFECTIVE STATEMENT EXAMPLES</p> <p>"I love the way you are ..."</p> <p>"I can see you ..."</p> <p>"Thank you for being ..."</p> <p>"It makes me so happy to see ..."</p>	<p>TEACHER CHECK-IN</p> <p>PAST I'm disappointed to hear/see that</p> <p>PRESENT How are we right now?</p> <p>FUTURE What are you going to do to put things right? Are we clear on the consequences if we can't turn this around?</p> <p>Give a rule reminder (linked to PBL expectations) and offer redirection/ positive choices.</p>	<p>WARM restorative conversation</p> <p>PAST "I'm disappointed to see you weren't able to turn it around ..."</p> <p>PRESENT (REFLECT) I need you to think about your actions. Quiet space for reflection (5 minutes) and/ or teacher-led WARM conversation. OR fill out a referral form to Restoration Station</p> <p>FUTURE Tell me how you are going to make things right? Give a rule reminder (linked to PBL expectations) and offer redirection/ positive choices.</p>	<p>Restoration Station (WARM)</p> <p>Preliminary investigation and fill out a referral form to Restoration Station</p> <p>WHAT HAPPENED?</p> <p>WHO WAS INVOLVED?</p> <p>WHO WAS AFFECTED?</p> <p>WHO WITNESSED IT?</p> <p>Give the form to student/s and send to Restoration Station if the incident occurs during lunch (HELP card if assistance is required) OR inform the student/s and give the form to an executive member.</p> <p>THEN ... Exec who will help make a decision on suitable support and phone calls home.</p>	<p>EXECUTIVE INTERVENTION</p> <p>INDOORS</p> <ol style="list-style-type: none"> Call the office and ask for an Exec. Monitor situation. Office will locate an Exec. If one cannot be found, office will seek an SLSO to support with supervision until an Exec is available. <p>OUTDOORS</p> <ol style="list-style-type: none"> Ensure students are safe. Evacuate classroom/area if necessary. Send the HELP card to the office. Monitor until support arrives. <p>THEN ... Exec will record on School Bytes who will help make a decision on suitable support and phone calls home.</p>	<p>RESPONSE-ANALYSIS-SAFETY</p> <p>INDOORS</p> <ol style="list-style-type: none"> Call the office and state that assistance is needed for a CRISIS. Monitor & keep others safe. Office seeks Principal or delegate immediately. <p>OUTDOORS</p> <ol style="list-style-type: none"> Send a runner to the office with the HELP card. Monitor & keep others safe. Office seeks Principal or delegate immediately. <p>Principal or delegate will initiate a Response.</p> <p>A Hazard/Incident Form will be required by the supervising teacher.</p> <p>Seek support through EAPs or union rep if needed.</p>

<p>How can I access support for managing behaviour?</p>	<p>Approach an Executive/ supervisor</p>	<p>Learning & Support referral</p>	<p>Functional Behaviour Assessment</p>
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Behaviour code for students

Information for students and parents or carers

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

In NSW public schools students are expected, to the best of their ability, to:

- show respect to other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

Schools take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context, the NSW

Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Behaviour code for students: Student actions

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the Department of Education.

We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.

Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.





Engagement

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

Whole school approach

Care continuum	Strategy or program	Details	Audience
Prevention	PBL	Explicit weekly lessons delivered by classroom teacher, school-wide expectations, bubbles tickets, reward days.	All students
	Restorative conversations	Empathy approach teaching children how to resolve conflict, and most importantly, allow students to have a voice.	Whole school community
	Peer Support	Peer-mentoring by Stage 3 students throughout Term 2.	All students
	Lunchtime Clubs/Social Play or Groups	Supported by specific staff to encourage positive social connections.	All students
	Classroom Adjustments	Differentiated, Supplementary, Substantial or Extensive (NCCD)	Students with needs
	PLaSP (Personalised Learning and Support Plan) or PLP (Personalised Learning Plan)	Plans with specific goals for students which are created with the classroom teacher.	Students with needs, Aboriginal students
	Berry Street/Zones of Regulation and The Resilience Project	Creating a safe and supportive classroom environment. Identifying emotions and strategies.	All students
Early intervention	Communication with Parents/Carers	Phone calls, emails, or School Bytes Parent Portal contact.	Parents/ Carers
	Learning & Support Referral/Caseload	Referral made by classroom teacher for additional support and advice.	Students with needs
	Transition Program/s	Includes High School, Kindergarten and new enrolments.	Students with needs
	Staff Communication Meetings	Exec/Staff informing all of students to monitor.	Staff
	Literacy and Numeracy Tutoring	Providing intervention groups focusing on Literacy and Numeracy.	Targeted students
	Individual Behaviour Support Plan	Formal plan using the MAPA escalation scale for proactive behaviour management.	Students with complex behaviour
	Risk Management Plan	Formal plan when a student is presenting WHS risks in the school.	Students with health needs
	Health Care Plan	Formal plan to administer medication or to keep staff aware of health needs.	Students with health needs
Targeted intervention	Buddy Class	For students who require additional behaviour support (up to 10 minutes).	Students with an IBSP/agreed planned strategy.
	Time Out (teacher directed)	For students who are not following repeated instructions by the teacher.	
	Cool-Off Areas (self-directed)	Self-referred areas for students to assist with de-escalation of potential behaviour.	
	Counsellor Referral	Parent/carer permission for child to access the school counsellor.	Students and families
	Tier-2 & 3 Programs	MiniLit, MacqLit & MultiLit.	Targeted students
	AP Learning & Support	Leads the Learning & Support team and manages Access Requests.	
	Functional Behaviour Assessment	Conducted by the Learning & Support AP to assist with antecedent triggers.	
Individual intervention	Restoration Station	Restorative conversations during lunch time for students requiring support for mid to high level behaviour. Incidents requiring further investigation/social support or reflection time.	Students with at-risk behaviour
	Communication Book	Written communication between classroom teacher and parent/carer.	Students with at-risk behaviour
	Passport to play	Given to students for a week after having repeated planning room visits.	
	Allied Health Support	In-school support such as OTs and speech (organised by parents or carers).	Students with health needs (inc. NDIS) or a disability
	DCS	A disability confirmation sheet to assist with recognised diagnosis and access request.	
	Access Request	Completed by the school for either Support Class placement or Integrated Funding Support.	
	Learning & Wellbeing Officer/ AP Learning and Support	Provides advice and support to access non-school based resources.	
	Part Day Exemption	A formal plan to assist students with transition back to school.	
	Warning of Suspension	Issued for concerning or repeated behaviours which meet a certain threshold.	
	Suspension	Issued to mitigate the unacceptable risks to health, safety, learning, and wellbeing posed by a student's complex and challenging behaviour.	Students with complex behaviour
	Crisis Management Plan	Developed by the Principal for students and families who are experiencing significant challenges with their behaviour.	
	Behaviour Specialist	Accessed through the Learning & Wellbeing Officer to assist with strategies for dealing with behaviour.	
	Complex Caseload	Referred to by the principal for students exhibiting ongoing, problematic behaviours.	

Behaviour Support Strategies

Action	When and how long?	Who coordinates?	How are these recorded?
Calm Corner 	Classroom: 5-10 minutes	Classroom teacher (May be teacher directed or student directed)	Not recorded
Restorative conversation 	Classroom: up to 5 minutes Playground: up to 5 minutes	Classroom teacher Teacher on playground duty (Referral to Restoration Station if required)	Classroom reflection sheet Playground duty folder School Bytes (if referred to Restoration Station)
Buddy Class 	Classroom: 5-10 minutes	Classroom teacher (Referral to Restoration Station required)	School Bytes
Restoration Station 	At lunchtime - time as needed to complete restorative conversations and plan for success	Executive team member	School Bytes

Restorative Conversations


At Hallidays Point Public School, we firmly believe in the power of restorative practices to foster a supportive and inclusive school environment. Restorative practices form the cornerstone of our approach to conflict resolution and community building. Restorative circles, facilitated discussions, and proactive interventions, empower students to take responsibility for their actions, understand the impact of their behaviour, and work towards repairing harm caused within the school community. By emphasising accountability, respect, and relationship-building, restorative practices not only address conflicts but also cultivate a sense of belonging and mutual respect among our students and staff.

Restorative conversations are a short (5-10 minute) dialogue between two people. Typically, this occurs between a teacher and student; however, it can be used in almost any context including a principal and teacher or staff member.

Once the concern or issue is stated then both parties work to figure out how to heal the harm. Afterwards, it's always best to have both parties check in a couple of days or a week later to see how things have changed.


At Hallidays Point Public School, mistakes and muck ups happen but we can fix them.

Choose to keep your conversations WARM.




What happened?

How does what happened fit with how we do things at our school?
 What was I thinking about at the time?
 What am I thinking now about what happened?




Affect

Who was affected by what happened?
 Was what happened fair?
 Was what happened the right thing?



Repair

What do I need to do to repair things?
 How will this help to put things right?
 When will I do this?



Move forward

How can we make sure this doesn't happen again?
 What do I need to start/stop/stay doing?
 If this happens again, what do you think should happen next?

School Anti-Bullying Plan

The Anti-Racism Contact Officer (ARCO) is a teacher or executive member of staff who has been nominated by the principal to support anti-racism education in the school.

Our school's ARCO is: Ms Brady (Assistant Principal | Learning & Support Coordinator). Please refer to the school website for more information.

Documents published on the school website

Document title

- School Behaviour Support and Management Plan
- Anti-Bullying Plan
- PBL resources
- Behaviour Support Continuum
- ARCO

School Behaviour Support and Management Plan

Date Completed:	1st December 2023
Completed by:	Peter Johnson, Simone Brady, Glenn Lawless, Kerri Powell & Annette Barber
Position(s):	Principal, Assistant Principals & Assistant Principal Curriculum & Instruction
Next Review date:	October 2024
Next Review date with community input:	October 2024
Principal Name:	Peter Johnson
Principal Approval date:	1 st December 2023