

Harwood Island Public School

Behaviour Support and Management Plan

Overview

Harwood Island Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are [insert names of programs].

Promoting and reinforcing positive student behaviour and school-wide expectations

Harwood Island Public School has the following school-wide rules and expectations:

- to attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
- Treat one another with dignity and respect.
- Care for property belonging to themselves, the school and others.
- Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.

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

- creating and maintaining a positive classroom climate
- using structured instruction to engage students in learning
- explicitly teaching students rules and routines
- offering pre-corrections to remind students of expectations
- using active supervision in the classroom.

Responsive strategies include corrective responses to inappropriate behaviours. They support students to re-engage in learning. Effective corrective practices:

- identify why the student is disengaged or being disruptive
- ensure the student understands the corrective response
- are consistent and expected
- are given calmly
- are proportionate to the level of behaviour displayed.

Behaviour Code for Students

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Smiling Minds Bounce Back	○ Supports teachers in their efforts to promote positive mental health, wellbeing and resilience for both students and teachers and build safe and supportive classes and our school learning environment.	Whole School
Prevention	eSafety Commissioner –	Students learn to: use their voices to make things	Years 3-6

Care Continuum	Strategy or Program	Details	Audience
	Be an eSafe kid – connect, reflect, protect	better online for themselves and others Adopt respectful online behaviours develop ways to protect themselves using help-seeking and reporting strategies	
Prevention	Buddy Program	Kindergarten students are buddied with a senior student so that the older children can offer support from day one of school.	K and Year 6
Targeted intervention	Learning and Support	The Learning and Support Team work with teachers, students and families to support those students who require personalised learning and support. Including instructional leadership, development of risk assessments and the development of short and long term goals.	Individual students, families, staff
Targeted intervention	School Counsellor	The School Counselor is available for students, teachers and parents who require personalised learning and support.	Individual students, families, staff
Prevention	School Chaplain	A workshop program which has a focus designed to inspire and motivate young people about the importance of education and leading the school.	Year 5/6 students
Prevention	Occupational Therapy Students	The Rural Health OT students are available for students, teachers and parents who require personalised learning and support.	
Prevention	New Students' Information Package	A clear policy regarding children who display bullying behaviours via a level system of discipline is outlined in this booklet.	Whole School
Prevention	Principal	Embed anti-bullying messages into each curriculum area and in every year. Develop and implement early intervention support for students identified by the school as being at risk of developing	Whole School

Care Continuum	Strategy or Program	Details	Audience
		<p>long term difficulties with social relationships.</p> <p>Develop and implement early intervention support for those students who are identified at or after enrolment as having previously experienced bullying or engaged in bullying behaviour.</p> <p>Empower the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders.</p> <p>Develop and publish clear procedures for reporting incidents of bullying to the school.</p> <p>Respond to incidents of bullying that have been reported to the school quickly and effectively.</p> <p>Match a planned combination of interventions to the particular incident of bullying.</p> <p>Provide support to any student who has been affected by, engaged in or witnessed bullying behaviour.</p> <p>Provide regular updates, within the bounds of privacy legislation, to parents or caregivers about the management of the incidents.</p> <p>Identify patterns of bullying behaviour and respond to such patterns.</p> <p>Monitor and evaluate the effectiveness of the Plan.</p> <p>Report annually to the school community on the effectiveness of the Plan.</p> <p>Maintain a positive climate of respectful relationships where bullying is less likely to occur.</p> <p>Develop and implement programs for bullying prevention.</p>	
Prevention	Staff	<p>Respect and support students.</p> <p>Model and promote appropriate behaviour.</p> <p>Have knowledge of school and</p>	Whole School

Care Continuum	Strategy or Program	Details	Audience
		<p>departmental policies relating to bullying behaviour.</p> <p>Respond in an appropriate manner to incidents of bullying by following the school's response flow chart.</p> <p>Implement Bounce back lessons with a focus on practical strategies for responding to bullying.</p> <p>Promote safe and supportive bystander responses to support students</p>	
Prevention	Community Participation	<p>HIPS seeks to include all community members in supporting students in their learning and behaviour. goal including</p> <p>Building a learning community in which students, staff and parents work together towards a common goal</p> <p>Encouraging parents and community members to participate in the education of the students at Iluka Public School</p> <p>Acknowledging parents as partners</p> <p>Encouraging students to have a sense of belonging and ownership to the school</p> <p>Assisting families to gain access to support services in the community</p> <p>Fostering close links with the wider community</p> <p>Encouraging links between parent and student representative groups</p> <p>Inviting parents to share their skills and experiences in the school community</p> <p>Supporting students and their parents in making decisions about learning programs</p> <p>Recognising students' cultures, languages and life experiences</p>	Whole School

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Level 1	20 minutes (2 nd half of lunch)	Principal	Sentral / Reflection and Restorative practices Book / Letter sent home to parents
Level 2	May only play under covered area for 2 weeks while sitting at tables.	Principal	Parents informed by formal letter home or by telephone. In serious cases parents may be contacted and asked to take student home.
Level 3	Cautionary letter of suspension sent home	Principal	Behaviour is monitored for those two weeks.
Suspension	Suspension action taken is to be consistent with the procedures of the Department of Education and Training's "Procedures for Suspensions ..." document and this school's Discipline Code. May be up to 10 school days	Principal	On return to school will be placed on Level 3 - may only play under the covered area for 2 weeks while sitting at the tables.

Partnership with parents/carers

Harwood Island Public School partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by communicating with our P and C and during class meetings at the beginning of each year.

Harwood Island Public School will also communicate these expectations to parents/carers via our newsletter and in the HIPS Information Booklet .

School Anti-bullying Plan

Insert a link to the school's existing anti-bullying plan [here](#). Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

Reviewing dates

Last review date: 02/02/2023

Next review date: Day 1, Term 1, 2024