NSW Department of Education

Hayes Park Primary School Behaviour Support and Management Plan

Overview

At Hayes Park Public School, we are dedicated to fostering a positive and inclusive school culture by explicitly teaching and modelling positive behaviours that support student engagement in learning.

Our goal is to inspire every student to actively contribute to the school community and develop the skills to thrive beyond it. We are committed to promoting excellence, creating opportunities and ensuring success for every student, every day.

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.

At Hayes Park PS we develop and embed a comprehensive, integrated approach to support students' cognitive, emotional, social and physical wellbeing, ensuring alignment with our School Improvement Plan and prioritising quality teaching and learning to drive whole-school success.

To achieve our mission, key programs prioritised and valued by the school community are:

- [Berry Street Education Model](#)

- [Second Step: Social-Emotional Learning Programs](#)

- [Positive Behaviour for Learning](#)

At Hayes Park Public School, we are committed to creating a safe, inclusive, and respectful learning environment that promotes the wellbeing of every student. We reject all forms of bullying, including online (cyber) bullying, and actively work to foster a positive and welcoming school culture where diversity is valued, and positive relationships are prioritised.

Our staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

We believe in the power of a collaborative community, where every member plays an active role in promoting kindness, understanding, and respect. Our staff are committed to addressing incidents of bullying promptly and effectively, ensuring that all students feel supported and empowered to learn and grow.

Partnership with parents and carers

Hayes Park Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and anti bullying 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.

Hayes Park Public School will communicate these 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

Hayes Park Public School has the following school-wide expectations and rules:

To be respectful, responsible, safe and resilient learners.

HAYES PARK PS EXPECTATIONS MATRIX

Value	Classroom	Playground	Canteen	Out and about	Toilets and bubblers	Assemblies	Office
RESPECT	Let others learn Listen to the person who is speaking Use appropriate words and volume	Care for others and yourself Keep personal space Share equipment fairly Show sportsmanship	Use manners	Be polite to all members of our school community Walk quietly Keep left	Keep clean Allow privacy Straight in-straight out	Look and listen Show good audience manners Enter and exit quietly	Speak clearly and politely Use manners
RESPONSIBILITY	Look after my belongings Participate in all learning tasks Care for property Report problems Wear school uniform with pride	Report problems Return equipment Wait for the teacher Stay in bounds	Buy at the right time Buy and go	Wear school uniform with pride Be prepared Right place, right time Keep walkways clear	Wash hands and return to class quickly Turn taps off Keep clean	Participate with pride Stay still and quiet	See a teacher first Know your message Leave when finished
RESILIENCE	Keep trying and not give up Listen to and act upon feedback Ignore distractions Stick with it	Solve problems before seeing a teacher Bounce back Share the area Join in and do your best	Wait your turn	Bounce back Stick with it Accept change and advice	Use at break times	Celebrate the efforts of others Ignore distractions Congratulate success	Wait your turn
SAFETY	Use equipment safely Move safely in the classroom Keep hands and feet to yourself	No school hat, play in the shade Keep hands and feet to yourself Move and play safely Sit to eat	Line up sensibly	Move and play safely Walk on the concrete Walk bikes and scooters	Flush Wash hands Walk	Enter and exit with care Line up sensibly	Enter and exit with care

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
- 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.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Second Step	Second Step® are programs that help students build social-emotional skills — like nurturing positive relationships, managing emotions, and meeting goals — so they can thrive in school and in life.	Students K - 6, Parents/carers
	Berry Street Education Model	The Berry Street Education Model (BSEM) is an educator-designed and evidence-led framework that empowers you to create classrooms where every student is ready to learn and able to thrive.	Students K - 6
	Positive Behaviour and Learning	Positive Behaviour for Learning (PBL) 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.	Students K - 6
	Stage reward days	Reward Days are designed to celebrate and encourage positive behaviour. By making responsible choices and demonstrating respectful behaviour throughout the term, students can remain eligible to participate.	Students K - 6
	Hayes Hero Token System	Students receive tokens as part of a school-wide approach to positive behaviour and learning to encourage our school values.	Students K - 6
	Zones of Regulation	The Zones of Regulation is a complete social-emotional learning curriculum, created to teach children self-regulation and emotional control.	Students K - 6

Care Continuum	Strategy or Program	Details	Audience
Prevention	National Week of Action (NWA)	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Staff, Students 3 - 6
	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
	Australian eSafety Commissioner Toolkit for Schools 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.	Students K - 6
	Merits and Deadly awards	Students receive Merit Awards and Deadly Awards for their exceptional achievements and dedication in academics, leadership, or extracurricular activities.	Students K - 6
Early Intervention	Hayes Hangout	A space that students can access at lunchtime to build social connections with their peers. The space is resourced with games, crafts and sensory items.	Students K - 6
	Sensory Room	A quiet space for students to utilise who are heightened and need time away from the classroom. The space has a range of sensory resources for students to use.	Students K - 6
	Lunchtime Structured Games Program	Students play a range of social skills games to develop their understanding of Hayes Park Public School's PBL values and build a range of strategies for dealing with social interactions.	Students K - 6
Targeted and Individual Intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support to foster their academic, social and emotional needs.	Individual Students K - 6
	Sista Speak	Sista Speak is a First Nations program that empowers Aboriginal girls through cultural expression, leadership development, and community connection.	First Nation girls 3 - 6
	Community Partnerships - Careways	First Nations students work with Careways to immerse themselves in culture, dance and language to build positive relationships and community connections.	

Care Continuum	Strategy or Program	Details	Audience
	Attendance	The LST refer students to the attendance coordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual Students K - 6, Deputy Principal
	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP

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. See Appendix 1.

Hayes Park 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)
- 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 in 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.

- Incidents are recorded on SchoolBytes

Classroom	Non-classroom setting
- rule reminder - re-direct - offer choice - error correction - prompts - reteach - seat change - stay in at break to discuss/ complete work - conference - detention, reflection and restorative practices - communication with parent/carer.	- rule reminder - re-direct - offer choice - error correction - prompts - reteach - play or playground re-direction - walk with teacher - detention, reflection and restorative practices - communication with parent/carer.

Hayes Park Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Berry Street Education Model and Second Step lessons consist of evidence-based strategies used daily by teachers to 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 they 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.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
1. Behaviour expectations are taught through PBL lessons in the first 5 weeks of Term 1 and referred to regularly throughout the school year. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules through Hayes Hero tokens.	1. Refer to the school-wide PBL matrix, wellbeing walls and zones of regulation so the student can self-regulate.	1. Contact the 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 on Schoolbytes.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour. (Reward days, merit awards, Hayes Hero tokens, class shops)	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Executive/CT 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.
3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on SchoolBytes. (Reward days, merit awards, Hayes Hero tokens, class shops)	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 low-level consequence is applied.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on SchoolBytes and contact parent/carer by email or phone. Executive/Principal may consider further action e.g., formal caution or suspension.
4. Social-emotional learning lessons are taught (Second Step) weekly. Structured games and Hayes Hangout are available for students daily.	4. Teacher records on SchoolBytes by the end of the school day. Monitor and inform family if repeated. For some incidents, a referral is made to the school's anti-racism contact officer (ARCO).	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.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at weekly stage assemblies.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to the Learning Support Team may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on SchoolBytes. 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 support team

- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments

- Reflection room 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.

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.

Reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. 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 room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at 1st half lunch	Assistant Principal	Documented in SchoolBytes
Alternate play plan – withdrawal from free choice play and re-allocation to Structured Games/ Hayes Hangout for supervised play following a breach in behaviour. The purpose is to assist the student in achieving the desired behaviour, reflecting on their behaviour and making positive choices.		Assistant Principal	Documented in SchoolBytes

Review dates

Last review date: 17th December 2024

Consulted with Parent and Community: 17th December 2024

Consulted with Sample Student Body: 17th December 2024

Next review date: 11th February April 2025

Appendix 1: HPPS PBL Behaviour Management Flowchart

HPPS PBL Behaviour Procedures

Serious behaviour or repeated Red Level behaviour incidents can go straight to Purple Level

Major behaviour incidents can go straight to Red Level

Critical behaviour incidents

Hayes Hero Zone – Positive behaviour choices being made. Students being safe, respectful, responsible and resilient learners.

1st Reminder given of expected behaviour – FIRST CHANCE TO CHANGE BEHAVIOUR TO A POSITIVE

2nd Reminder given of expected behaviour - SECOND CHANCE TO CHANGE BEHAVIOUR TO A POSITIVE

3rd Reminder given of expected behaviour - THIRD CHANCE TO CHANGE BEHAVIOUR TO A POSITIVE

YELLOW BEHAVIOUR LEVEL – CLASSROOM TEACHER LEVEL

YELLOW LEVEL BEHAVIOURS EXAMPLES INCLUDE, BUT ARE NOT LIMITED TO:	CONSEQUENCE FOR BEHAVIOUR:
• Being disruptive/off task (talking, repeatedly calling out, interrupting) • Inappropriately transition between activities • Display negative behaviour • Breaking a school PBL values • Misuse of computer equipment, Ipads or school property • Refuse to work or follow instructions • Not to complete set work appropriately • Late to class after break time (not attendance related)	• Teacher to conference with student about behaviour • Teacher to give consequence • Time out given or small loss of play time • Modification of class environment may be needed • Curriculum adaptation • Possible contact made to parents / carers by classroom teacher if needed • Additional lessons on class/school expectations • Focus on turning behaviour back to positive

2 Yellow Levels in 3 consecutive days = 1 Red Level
4 Yellow Levels in a term = 1 Red Level

RED BEHAVIOUR LEVEL – ASSISTANT PRINCIPAL LEVEL

RED LEVEL BEHAVIOURS INCLUDE, BUT ARE NOT LIMITED TO:	CONSEQUENCE FOR BEHAVIOUR:
• Provoked or unprovoked physical contact • Repeated non-compliance • Bullying/harassment (verbal/teasing) • Swearing or back chatting • Continually disrupting the learning of others • Continual refusal to complete set work appropriately • Continually late to class after break times (not attendance related) • Continual or serious misuse of technology • Minor vandalism • Persistent negative behaviour • Repeatedly breaking school PBL values • Physical intimidation • Verbal intimidation • Social intimidation • Absconding from the classroom (staying in school grounds)	**1st Red Level in a term** • ½ Lunch in reflection room to revise school values • Loss of play time • Stage Assistant Principal to call parents/carers **2nd Red Level in a term** • 2 full lunch times in reflection room to revise school PBL values • Loss of play time • Warning letter of non attendance to end of term Reward Day • Learning support referral • Stage Assistant Principal to call parents/carers **3rd Red Level in a term** • 3 full lunch times in reflection room to revise school PBL values. 1 of the days with Deputy Principal / Principal to discuss behaviour • Formal letter of **non-attendance** to end of term reward day given • Formal **warning of suspension** letter given • Loss of play time • Student placed on a behaviour monitoring card • Stage Assistant Principal to call parents/carers • Possible meeting with Parent/Carers • Possible loss of out-of-class privileges

2 Red Levels in 5 consecutive days = Purple Level
4 or more Red Levels in a term = Purple Level

PURPLE LEVEL – DEPUTY PRINCIPAL / PRINCIPAL LEVEL

Serious behaviour incidents or consistent Red Level behaviour incidents will be dealt with by Deputy Principal/Principal – Turn over for further details.

HPPS PBL Behaviour Procedures

Critical behaviour incidents can go straight to Grey Level

PURPLE BEHAVIOUR LEVEL –DEPUTY PRINCIPAL / PRINCIPAL LEVEL

PURPLE LEVEL BEHAVIOR EXAMPLES INCLUDE, BUT ARE NOT LIMITED TO:	CONSEQUENCE FOR BEHAVIOUR:
• Verbal threat of harm or intimidation towards staff (aggressive behaviour physical / verbal / cyber) • Repeatedly absconding from class • Absconding from class and leaving the school grounds • Absconding from excursions • Major vandalism • Theft • Ongoing physical, verbal, mental intimidation of peers (bullying, threatening) • Persistent physical or verbal violence toward students (e.g. intentional hitting, shoving, kicking, etc.) • Physical aggression towards another person • Aggressive throwing or kicking objects with intent to harm (staff, students, self) • Repeated physical contact (provoked or unprovoked) • Physical fighting	• Deputy Principal / Principal to set consequence • Student to be given a formal written warning of suspension or given a suspension, at the discretion of the Deputy Principal / Principal • Learning Support Team referral given • Parents / carers meet with Principal, Assistant Principal and classroom teacher to discuss suspension and return from suspension. • Development and/or review of Behaviour Management Plan • Loss of out-of-class privileges • Exclusion of extra-curricular activities (excursions, gala days, representative opportunities) • Loss of end of term Rewards Day • Student may need to be collected early from school by parents / carers • If a warning of suspension is given student will attend the Reflection Room for 2 days following the incident • Once student returns from suspension student will attend Reflection Room to check in and help manage their return to school • Department of Education and Communities Suspension and Expulsion of School Students – Procedures to be followed.

2 Red Levels in 5 consecutive days = Purple Level
4 or more Red Levels in a term = Purple Level

GREY BEHAVIOUR LEVEL –PRINCIPAL LEVEL

GREY LEVEL BEHAVIOR EXAMPLES INCLUDE, BUT ARE NOT LIMITED TO:	CONSEQUENCE FOR BEHAVIOUR:
• Physical violence toward staff, students or self. • Sexual assault or intimidation. • Serious criminal behaviour. • Intentionally causing serious damage to property (e.g. smashing window). • Actions considered criminal. • Possession of banned item or illegal substance • Repeated or persistent Purple Level incidents	• Suspension given or possible expulsion from the school, at the discretion of the Principal • Learning Support Team referral • Parents / carers meet with Principal, Assistant Principal and classroom teacher to discuss behaviour • Development and/or review of Behaviour Management Plan • loss of all out-of-class privileges • Exclusion of all extra-curricular activities (excursions, gala days, representative opportunities) • Loss of end of term Rewards Day • Student will need to be collected early from school by parents / carers • Once student returns from suspension the may be asked to go to Reflection Room to check in and help manage behaviour

If student obtains another RED LEVEL incident in 5 consecutive days upon return to school from suspension, student will be placed on PURPLE LEVEL and process followed again.
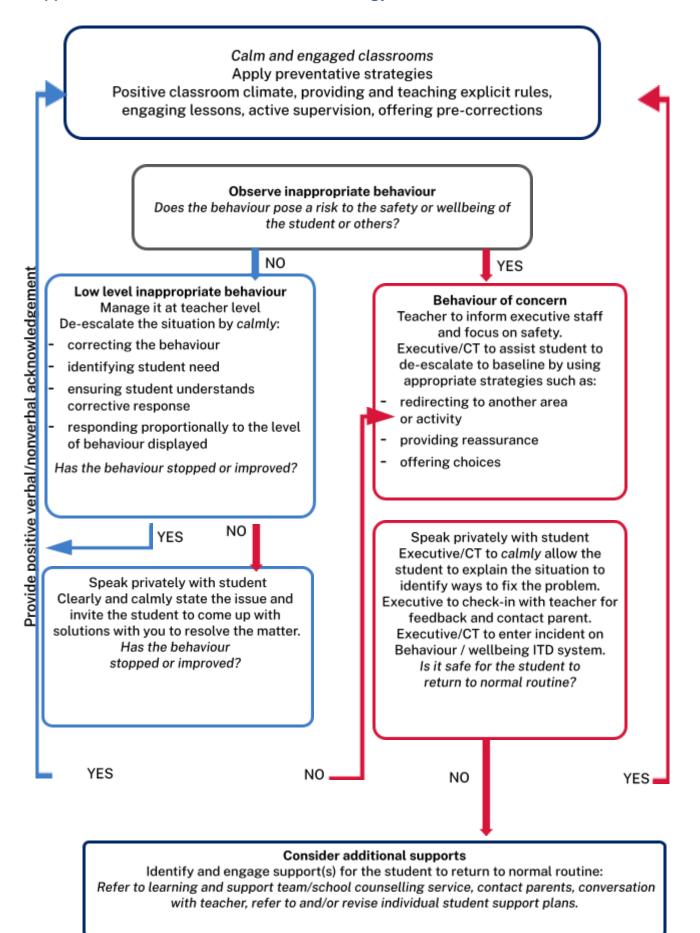
This document has been read, reviewed and approved by:

PRINCIPAL _____   P&C PRESIDENT _____   CLASS TEACHER REPRESENTATIVE _____

DATE: _____

Appendix 2: Positive verbal/non verbal strategy

Calm and engaged classrooms
Apply preventative strategies
Positive classroom climate, providing and teaching explicit rules, engaging lessons, active supervision, offering pre-corrections

Observe inappropriate behaviour
Does the behaviour pose a risk to the safety or wellbeing of the student or others?

NO

YES

Low level inappropriate behaviour
Manage it at teacher level
De-escalate the situation by *calmly*:

- correcting the behaviour
- identifying student need
- ensuring student understands corrective response
- responding proportionally to the level of behaviour displayed

Has the behaviour stopped or improved?

Behaviour of concern
Teacher to inform executive staff and focus on safety.
Executive/CT to assist student to de-escalate to baseline by using appropriate strategies such as:

- redirecting to another area or activity
- providing reassurance
- offering choices

YES   NO

Speak privately with student
Clearly and calmly state the issue and invite the student to come up with solutions with you to resolve the matter.
Has the behaviour stopped or improved?

Speak privately with student
Executive/CT to *calmly* allow the student to explain the situation to identify ways to fix the problem.
Executive to check-in with teacher for feedback and contact parent.
Executive/CT to enter incident on Behaviour / wellbeing ITD system.
Is it safe for the student to return to normal routine?

YES   NO   NO   YES

Provide positive verbal/nonverbal acknowledgement

Provide positive verbal/nonverbal acknowledgement or de-escalation strategy

Consider additional supports
Identify and engage support(s) for the student to return to normal routine:
Refer to learning and support team/school counselling service, contact parents, conversation with teacher, refer to and/or revise individual student support plans.

*Is additional time required for additional **planning time**? If so, refer to the principal for possible suspension.*

*Is a **mandatory report** required? If so, consult with principal and MRG.*

13