

Overview

Hannans Road Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Our goal is to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

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.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

Partnership with parents and carers

Hannans Road Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parent/carers and student feedback through formal and informal means, such as departmental endorsed survey instruments, school surveys, focus groups, consulting with parent groups and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Hannans Road Public School will communicate our expectations through our key messages. These key messages describe our school expectations.

Our school values are at the core of what we, as a community believe in, and strive for, in our learning and sense of belonging at Hannans Road Public School.

Anything is Possible - I don't give up; I keep trying my best.

The relentless pursuit of growth - I keep working to improve my learning.

Connect and collaborate - We work together to share ideas and get the best results.

Take care, take risks - Even if I'm not sure, I have a go. I learn from and am better because I make mistakes.

Our expectations and values are communicated to parents and caregivers 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.

Hannans Road school-wide expectations

Keep it Small	I keep calm and try to solve any problems. If I can't, I see a teacher.
Respect for self, others and place.	I make sure my actions keep myself, others and our school safe, and make Hannans Road a safe, happy learning environment.
Right place, right time	I'm where I need to be when I need to be there.
My choices affect others	I think about my choices before I make them. I make choices that ensure everyone is safe, happy and learning.

Behaviour code for students

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

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour Code for Students](#).

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:

- Explicitly teaching our key messages and values
- Establishing and teaching whole school and classroom routines
- Providing learning experiences that meet the needs of all students
- Providing positive acknowledgment and feedback to encourage expected behaviour
- Provide consistent and calm responses to disengagement and disruptive behaviour
- Responding effectively to the social and emotional needs of students
- Cultivating a sense of belonging through positive relationships between the students, teachers and home.

Care Continuum	Strategy or Program	Details	Audience
Prevention	PDHPE Syllabus (Link)	The study of PDHPE provides students with the opportunity to enhance and develop resilience and connectedness and learn to interact respectfully with others. Through PDHPE, students develop self-management and interpersonal skills to help them become empowered, self-confident and socially responsible citizens.	All students engage in the PDHPE curriculum
Prevention	Rock and Water	The Rock and Water program is aimed at raising self-awareness of personal strengths and abilities and at learning how to play, work and live together with others in a changing and multicultural society.	Each stage participates in the program for one session each week
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.	All students

Care Continuum	Strategy or Program	Details	Audience
Prevention	<u>Child protection</u>	Teaching child protection education is a mandatory part of the syllabus that is explicitly taught in term 3 and addressed as required throughout the year.	All students
Prevention	Key messages	Our key messages provide a framework for students to be happy, safe learners. These are taught and reinforced across all school settings.	All students
Prevention	Circle Time	Implementation of circle time provides opportunities for students to collaboratively solve problems, develop positive relationships between peers and provides the tools to engage and listen to each other.	All students Each class engages in regular circle time each week
Prevention	Kindergarten Orientation and Transition	Transition to school program to support students starting Kindergarten. Four sessions in term 4.	Pre-schoolers enrolling in kindergarten for the following year
Prevention/Early Intervention	Restorative Practices	Is a teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions.	Strategy used to support repair of relationships for all levels of behaviour
Prevention / Early Intervention/ Targeted Intervention/ Individual Intervention	Australian eSafety Commissioner <u>Toolkit for Schools</u> to prevent and	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with	All students through class curriculum and also used as a resource to support small

Care Continuum	Strategy or Program	Details	Audience
	respond to cyberbullying	the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	groups or individuals as required
Prevention/Early/Targeted/Individual Intervention	Brain Breaks/Movement Breaks	Short, less than 5-minute, activities to support regulation of students.	Used proactively to support learning in all classrooms and as a response to student need.
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	Students identified through referral process
Targeted / individual intervention	Attendance support	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Students identified through referral process
Targeted / Individual intervention	Anti-racism Contact officer (ARCO)	The ARCO plays an important role in assisting and working collaboratively with the principal to implement major aspects of the Anti-Racism Policy, including, promoting anti-racism education. The ARCO supports both students and the school in dealing with reports of racism. It is vital to ensure everyone feels	Students referred to ARCO by other students or staff

Care Continuum	Strategy or Program	Details	Audience
		respected and heard. The responsibilities of the ARCO include implementing strategies, managing reports and providing guidance.	
Targeted/Individual	Playground and activities	Additional supervision and social skills support.	LST or executive identify students who require additional support
Individual intervention	Personalised Learning & Support	Personalised learning and support planning that may include developing, implementing, monitoring, and reviewing a range of plans to support the behaviour, learning or health care needs of students.	Students referred through LST
Individual/Targeted Intervention	Student Learning support officer (SLSO)	SLSO may work across settings to support the implementation of personalised plans.	LST and executive develop SLSO timetable of support for identified students

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

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining our commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur

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.

Below are some behaviours that students may display and possible responses. This is not an exhaustive list of potential behaviours and listed responses may be modified to meet the needs of individual students.					
		Increased frequency		Increasing severity	
	Regulated	Low level disruptive behaviours	Persistent low level disruptive behaviours	Intentional / directed behaviours	Risk behaviours
Example student behaviours	Engaged Following direction Appropriate voice level Following class routines Meeting expectations	Fidgeting Minor inappropriate language Low intensity misuse of property Out of seat Brief or low intensity failure to respond to adult request. Low level conflict / Disagreement between peers Not following routines in timely manner	Fidgeting Minor inappropriate language Low intensity misuse of property Out of seat Brief or low intensity failure to respond to adult request Low level conflict / Disagreement between peers Not following routines in timely manner	Directed negative language to staff Verbal assault or threat to peer Serious physical contact with risk of injury Property damage Misuse of technology Use of objects as potential weapons	Self or others at risk of significant injury Use of objects as potential weapons
Example positive behaviour support strategies in continuum of response	All staff Explicit teaching of expectations and values Active supervision Engaging lessons Clear routines Positive reinforcement Positive environment Visual supports Positive relationships Use language of expectations and values to reinforce positive behaviour	Teacher managed Proximity Non-verbal cue Increase pre-corrects Offer support Prompt Apply logical consequence Remind re expectations Praise of students meeting expectations Restorative Conversation	Teacher managed Re-direct / re-teach Take up time Provide choice Individual conference Circuit breaker – time out / walk / reset Parent contact Restorative Conversation Caution of Suspension Apply consequence(s) Consult Supervisor Record on School Student Management System (School Bytes)	Executive managed Set limits Individual conference with executive and others involved Time out of classroom Parent contact Caution of suspension and/or suspension Record on School Bytes LST referral – personalised planning for wellbeing / behaviour	Principal or delegate managed Employ safety strategies Follow DoE policy and processes Parent contact Request support from Team around a School Caution of suspension and/or suspension

Responses to serious behaviours of concern

Responses for serious behaviours of concern are managed by executive staff and are recorded on School Bytes Student Management System. 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 and restorative practices
- 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 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 and Restorative practice	<p>Scheduled for either lunch or recess break, as close to the behaviour incident as possible.</p> <p>A conversation takes place with a teacher or an executive about behaviour/s of concern, and a plan is made utilising positive strategies that align with school expectations</p>	Teacher/Executive	Documented in School Bytes Student Management System
Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervision following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group	Next break	Teacher/Executive	Documented in School Bytes Student Management System

Review dates

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

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

Defining Bullying

Bullying is defined in the National Safe Schools Framework (NSSF) as an ongoing misuse of power in relationships through repeated verbal, physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert)

Bullying has three key features. It:

- involves a misuse of power in a relationship
- is ongoing and repeated, and
- involves behaviours that can cause harm.

Bullying can also occur online. This is known as cyberbullying, which is using technology such as the internet or mobile devices to bully someone. It can include sending abusive texts and emails, posting hurtful messages, and putting inappropriate comments on pictures of others.

Bullying of any kind is not acceptable in NSW schools, whatever the reason. Schools are committed to working with parents, staff, and students to prevent bullying and respond quickly and effectively if it does occur.

Bullying Response Flowchart

The following flowchart explains the actions Hannans Road Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

