

Hargraves Public School Behaviour Support and Management Plan

Overview

At Hargraves Public School we strive to prepare all students to become lifelong learners and responsible citizens ready to meet the challenges of the future. In partnership with families and community, our goal is to deliver high quality, differentiated learning experiences that challenge all students to perform at their highest potential and develop the knowledge, critical thinking skills, and resilience necessary to succeed in a technologically advanced world.

Hargraves 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 society. 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.

Hargraves Public School rejects all forms of bullying behaviours, including cyberbullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

Partnership with parents and carers

Hargraves Public School partners with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and bullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means such as school surveys, consulting with the P & C and local AECG

Hargraves Public School communicates these expectations to parents/carers through the school newsletter. 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

Expectation Be Resilient	Expectations Be Respectful	Expectation Be Responsible	Expectation Be Safe
Give your full effort	Follow adult instruction	Be honest	Stay in bounds
Be a problem solver	Take turns and play fairly	Report problems to an adult	Hands, feet and objects to self
Use your time well	Use your manners	Be in the right place at the right time	Use equipment for its intended purpose
Keep trying	Contribute appropriately	Be in the right place at the right time	Move safely

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

Care Continuum	Strategy or Program	Details	Audience
Prevention	Rules and expectation anchor charts are visible in classrooms.	A daily reminder of school expectations Positive rewards system in place and visible.	All students
Early intervention	Pre-teaching and reminders of expected behaviours.	Classroom warning system to give students a chance to self-regulate. Parent/Teacher communication	All students
Targeted intervention	Behaviour monitoring	Individual learning plans	Targeted students
Individual intervention	Individual learning plans Risk management	Wellbeing Support Services	Targeted students

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

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

- Positive acknowledgement of expected behaviours.
- Frequent rewards for expected behaviours.
- Explicit lessons, social-emotional programs.
- Weekly 'well done' awards for students going above and beyond expectations.
- Behaviour plans created in consultation with parents/caregivers.
- Student check ins.
- Behaviour monitoring cards

Responses to serious behaviours of concern

Principal is called. Support staff to assist with supervision and parents called as necessary.

- The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.
- 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.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response procedure](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Detention, reflection and restorative practices

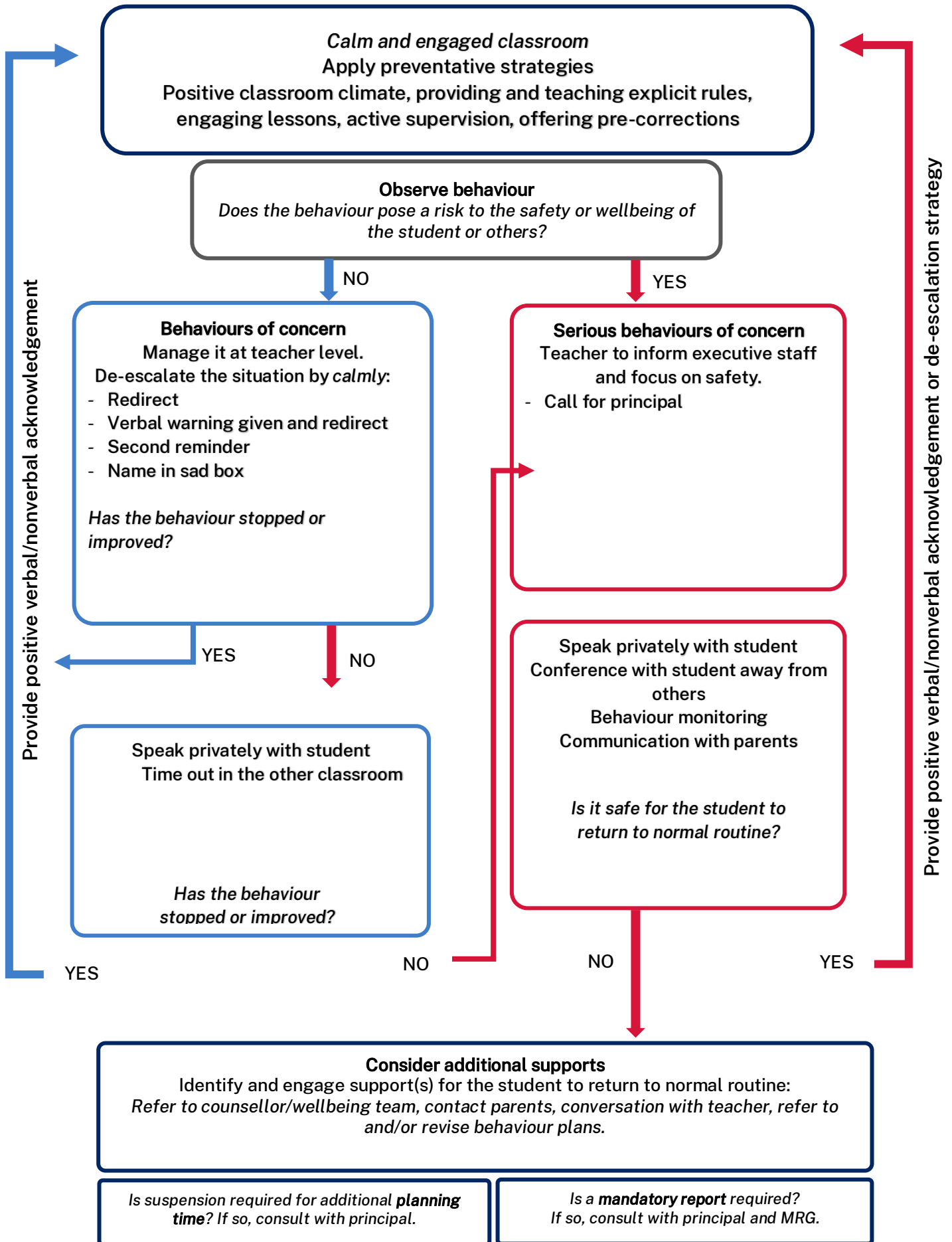
Strategy	When and how long?	Who coordinates?	How are these recorded?
Verbal Warning/pre-correct Second warning -name under sad face Third warning cross next name and time out	5 minutes	CT	Classroom board
No Play	10 mins (age dependant)	CT	Schoolbytes
Student teacher conference and revisiting expectations.	10mins	CT	Schoolbytes

Review dates

Last review date: 3/2/2025: Day 1, Term 1, 2025

Next review date: 3/2/2026: Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart (Alternative example)



Appendix 2: Bullying Response Flowchart

