



School Context

Hastings Public School has an enrolment of 680 students. We aim to provide a caring and nurturing environment for all students within which students feel a sense of belonging and pride in themselves as responsible and caring individuals. We believe that students learn best when they are well supported and feel happy and safe in the school environment.

We are guided by Department of Education policy and procedures and utilise the Wellbeing Framework, the School Excellence Framework and other DoE tools to continually monitor and evaluate our school approach to supporting students and families. Our school theoretical base, strategy and values support the Department of Education priority to ensure that 'every student is known, valued and cared for'.

Hastings Public School has developed a package of support, "CaRE for Learning" (Caring and Responsible Environment for Learning) which is being continually refined by the "CaRE Team" to monitor and review all programs and interventions. This program is centred on the core value of 'Care' – care for self, care for others and care for the environment. Our school approach is aligned to the Department of Education Wellbeing Framework which supports schools to create safe, supportive learning environments that enable students to connect, succeed and thrive.

The school community are involved through parent sessions, regular updates and feedback through the school P&C, regular sharing of focus areas and information through the school newsletter and school celebrations.

School policy and procedures are reviewed formally on an annual basis.

Hastings Public School is guided by the following Department of Education policies and procedures:

- NSW Anti Bullying Strategy
- Bullying of Students – Prevention and Response Policy
- The Wellbeing Framework for Schools
- Disability Strategy
- Healthy School Canteens
- Sport and Physical Activity Policy
- Code of Conduct
- Child Protection
- Drug Education
- SRE & Ethics program
- Student Discipline in Government Schools Policy
- Student Welfare Policy
- Suspension and Expulsion Procedures

Department of Education Context – 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.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community member
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community member
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

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

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education and Communities. We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect	Safety	Engagement
<ul style="list-style-type: none">• Treat one another with dignity• Speak and behave courteously• Cooperate with others• Develop positive and respectful relationships and think about the effect on relationships before acting• Value the interests, ability and culture of others• Dress appropriately by complying with the school uniform or dress code• Take care with property	<ul style="list-style-type: none">• Model and follow departmental, school and/or class codes of behaviour and conduct• Negotiate and resolve conflict with empathy• Take personal responsibility for behaviour and actions• Care for self and others• Avoid dangerous behavior and encourage others to avoid dangerous behaviour	<ul style="list-style-type: none">• Attend school every day (unless legally excused)• 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

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides 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 and Communities will back the authority and judgment of principals and school staff at the local level.

Promoting and Teaching Quality Behaviour

Research Base:

Hastings Public School approach to supporting student's social and emotional development, including the teaching of responsible behaviour is based on 'Choice Theory' (William Glasser). Students are explicitly taught, consistently guided and supported to learn how to satisfy their own needs in a responsible manner. At HPS we recognise that all behaviour is purposeful and that students will always be behaving in ways to attempt to satisfy their own personal needs. It is our role to support students, through care and genuine concern to help them to understand what needs they are attempting to satisfy and teach them how this can be done in a responsible manner. Alternate behaviour choices need to be taught with ongoing support, feedback and encouragement offered to the student.

Key understandings:

- Behaviour is internally motivated and thus we do not use external systems exclusively to motivate and reward students
- External strategies eg Playground withdrawals are only used in conjunction with support and teaching eg to provide an opportunity for learning replacement behaviours, supporting and coaching of students, keeping students safe
- Consequences eg missing out on a school event are utilised only when they are clearly outlined as part of a plan (of which the student is aware) and when there is a risk associated with the student participating. Consequences of behaviour are utilised as appropriate and are always clearly explained to those involved.

Whole School Strategies

HPS staff are committed to working continuously on a common approach as this has proven to promote a caring environment, positive behaviour and social and emotional well-being for all.

Key understandings:

- The success of all school programs is promoted through dedication and commitment to positive relationships
- All school programs must reflect and align with the school vision
- All intervention involves methods of working with others to promote Responsibility, Evaluation and Planning

Target support and teaching

Equity is providing for students needs and thus what one student requires is different to another. Therefore we do not have a one size fits all approach to supporting students and managing behaviour. Whilst there are common procedures throughout the school, support interventions will vary from student to student.

Key understandings:

- All students requiring individual support will be referred to the Learning Support Team and a record of intervention and support maintained
- All parents / carers of students requiring individual support will be notified and included in the planning and implementation of support, and will be kept informed of progress.

Common School Procedures

Whole School Programs

- **Social and Emotional Learning** - This is implemented in Term 1. There is a weekly focus across the whole school which supports teaching and promoting school and class expectations. Additional concepts are taught that promote a whole school culture of a caring and responsible environment for learning.
- **Values Education Program** - This is implemented in Term 2. Weekly value focuses across the whole school support a culture of shared high expectations and commitment to quality relationships and behaviour.
- **Ongoing monitoring and support** - Behaviour identification, monitoring and recording system - through the school Student Management system. Patterns of behaviour are recognised with follow up intervention initiated.
- **Whole School Expectations – Five Fair Rules** – Every class will establish their own values and expectations to promote a positive learning environment, however all classes are guided by the common ‘Five Fair Rules’. These are standard expectations across all school settings.
- **Classroom behaviour monitoring – Traffic Lights** - All classrooms display a common traffic light visual prompt that can be utilised to provide on the spot feedback and coaching to support students to monitor and self-regulate their behaviour.
- **Quality student behaviour and learning** is celebrated through incidental and periodic student awards eg. It is important to note that these awards are utilised to celebrate behaviour and learning not to motivate learning and behaviour.
- Other programs that support student wellbeing and safety eg Sun Safety, Child Protection, Drug Education, Bus Safety program, Road Safety, Extra Curricula activities, Police visits.

Common School Procedures - Classroom Procedures

What common procedures are in place in all classrooms and how do they operate?

Strategy	Details	Resources
5 Fair Rules	Classrooms teach and reinforce the '5 Fair Rules'. These are the tools for the explicit teaching of responsible behaviour. Posters can also be displayed in common areas.	5 Fair Rules posters (photographs updated regularly to reflect current students) demonstrating behaviours. Five Fair Rules songs and stories.
Visual Behaviour Prompt	This system also includes the common strategy of the 'Traffic Light System'. This is a visual prompt used to communicate to children when additional focus is required on their behaviour. Teachers coach the student, assisting the students to think about more responsible choices. All students begin each day on blue. Re-entry following a Time Out. Student is supported to verbalise their commitment to positive, courteous and responsible classroom behaviour. As the student demonstrates these behaviours, their name can move back onto the blue light.	Classroom Behaviour Time Out Slip is used to send the student to the AP.
Classroom Time Out Slip (orange)	Used to communicate time out to the AP.	Supply provided to all staff at the beginning of each year. Additional slips are available in the copy room.
Common Classroom posters (CaRE for Learning)	All classrooms display common visual prompts and posters which can be utilised at any time for 'on the spot' teaching and coaching of responsible behaviour	Classroom posters are audited annually.
Individual Support / Time Out	Individual support – provided to students experiencing difficulty in class. Support may be provided by an executive or an executive can relieve the Class Teacher to spend some individual time with the student.	
Recording of behaviours in student management system	Classroom incidents – entered onto the system by Class Teacher Time out to executive (Red Light and Emergency exit incidents – recorded by Executive). When an executive records an incident the Class Teacher will be emailed the incident record. If a classroom incident occurs with Support Staff (eg RFF) - the teacher records the incident on the system and notifies the Class Teacher via email. Incidents reported to executive involving bus, sport, excursions etc – recorded on the system by executive.	

Common School Procedures - Classroom Procedures

What common procedures are in place in all classrooms and how do they operate?

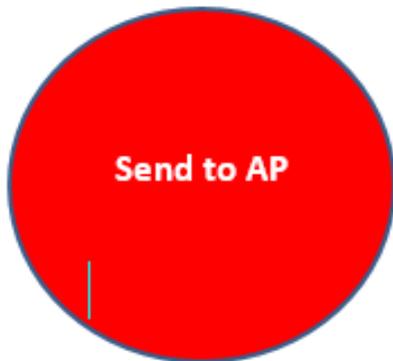
Strategy	Details	Resources / procedures
Ongoing Behaviour concerns	<p>Students who have been identified as having difficulty with behaviour are referred to the LST team where strategies of intervention and support are planned and communicated</p> <p>Parents and carers are notified through verbal and written means. Parents and Carers are involved in the planning and implementation of support plans and are provided with ongoing feedback of their child's progress.</p>	Learning Support Team referral processes are followed with the classroom teacher kept informed of recommendations and follow up.
Emergency procedure (red)	<p>Emergency cards are sent to the office requesting immediate support.</p> <p>Class Teacher should exit other students from the room if at risk. Students should move into a supervised neighbouring class or safe space.</p> <p>Supervision of the child requiring support should be maintained until an executive arrives.</p>	<p>Emergency cards in all learning spaces.</p> <p>Updated annually.</p>
Personal Emergency cards (red)	Some students with special needs have personalised emergency cards and procedures.	<p>Updated annually.</p> <p>Personal emergency procedures are displayed in the child's classroom and in all common areas.</p>
Sick Bay Notes (pink)	<p>Teachers complete sick bay form and send student to the office with the slip.</p> <p>If a student is required to go home, the partial absence is recorded by the office staff and the Class Teacher will be notified.</p> <p>Head injuries – parents contacted in all cases.</p>	<p>Teachers are provided with Sick Bay slips.</p> <p>Additional slips are available in the copy room.</p>
Blue Injury Emergency Card	Blue Injury Emergency card is to be sent to the office when a student is injured and requires immediate first aid assistance.	<p>Blue Injury Emergency card in all learning spaces.</p> <p>Updated annually.</p>
Reasonable adjustment register	Class teachers record all strategies being implemented to support students in the classroom. A copy must be in class programs as well as on the server.	Updated as required.

Classroom Traffic Lights

Be Respectful

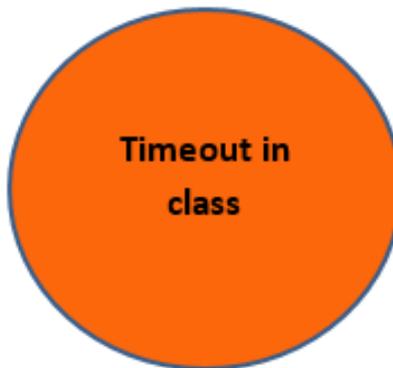
Be Responsible

Be Safe & Healthy



*If inappropriate behaviour continues place the student's name on the **Red Light**. Send the student to the Stage supervisor. Make sure the student is accompanied with a buddy. Stage supervisor discusses behaviour with the student and provide appropriate time out as required. Student returns to class when appropriate. AP records student behaviour on school data system.*

Student moves back to blue when they are interacting and learning again in a positive, courteous and responsible way.



*If the behaviour persists the student's name is placed on the **Orange Light**. Student has time out in the classroom in an established area away from class group where student can be supervised. Teacher enters student's name and behaviour onto school data system.*

Student returns to whole class. Student moves back to blue when they are interacting and learning again in a positive, courteous and responsible way.



*Name on the **Green Light**.*

(Reminder – Teacher coaching and encouragement)

Student moves back to blue when they are interacting and learning again in a positive, courteous and responsible way.



*All students start on the **Blue Light**.*

All students should be interacting and learning in a positive, courteous and responsible way.

Learning Caring Growing

Playground Procedures

Strategy	Details	Resources
Recess and Lunch time schedule	Structured organisation for recess to promote student eating, interaction and safe play. K-2 and 3-6 lunch times to promote equitable access to school facilities and safe play.	
Playground Expectations	Playground expectations in place to support student understanding of expectations. (These are reviewed at the beginning of each year and whenever there is a change to the playground area or circumstance)	Playground area descriptions and lessons available for all teachers to review with students.
Playground Supervision	Teachers and SLSOs supervise playground areas Active supervision - Teachers and SLSOs arrive promptly to their duty area, they are mobile, actively supervising and engaging with students. Teacher remains on duty while students return to class.	Playground folders – set up at the beginning of the year.
Supporting students to resolve issues	Any behaviour issues arising including minor disputes and problems between students are handled on the spot where possible, supporting students to problem solve and resolve minor issues. Teachers use discretion regarding whether to record behaviours. Minor problems do not require recording. Escalating and emerging patterns of behaviour should be recorded.	
Managing / recording behaviour incidents	Behaviour issues of concern including more serious incidents eg physical aggression, non-compliance, bullying and reoccurring incidents eg ongoing incidents of being out of bounds, are recorded on playground slips. Playground teacher completes the blue playground slip with the required detail. All playground slips are sent to the office and placed in the playground support box located in the front office. AP Wellbeing enters the information onto the system. Follow up email is sent to the class teacher and teacher on duty. AP follows up with the student/s ASAP when required.	Playground slips Playground folders
Behaviour Support and Coaching	Executive roster to support student learning of responsible behaviour prior to returning to the playground following an incident. Support may be off the playground or in the playground as appropriate to the need of the student. Parent communication and / or meetings.	AP Phone call and letter
Executive Playground Support	Executive roster of in playground support. Students check in with the Executive who monitors and supports as required. The purpose is to provide on the spot coaching as well as additional supervision and intervention.	

Playground Procedures

Strategy	Details	Resources
Reflection Room program	Structured behaviour instruction program based on restitution and reflective practice to teach responsible behaviour. Student introduced back to the playground slowly with ongoing monitoring by executive. Parent meeting.	Executive contact with Class Teacher and Parent. Reflective practice resources.
More serious playground / safety incidents	Referred to the AP Student Wellbeing and DP for follow up via playground slips or emergency card where appropriate.	
Emergency procedure	Emergency cards are sent to the available executive member to support with any serious incident requiring immediate and intensive support or to exit a student from the playground.	
Ongoing Behaviour concerns	Students who have been identified as having difficulty with behaviour are referred to the LST team where strategies of intervention and support are planned and communicated. Parents and carers are notified through verbal and written means. Parents and Carers are involved in the planning and implementation of support plans and are provided with ongoing feedback of their child's progress.	

Communication

Action / Procedure	Who	Purpose	Implementation
Classroom Time Out Slip (orange)	Class Teacher	Communicate a classroom behaviour issue that requires executive support.	Student takes time out slip to the AP.
Playground Slip (blue)	Playground Teacher / Class Teacher	Communicate any issues that have occurred on the playground and ensure that there is the follow up required.	<p>Playground teacher completes the blue playground slip with the required detail. All playground slips are sent to the office and placed in the playground support box located in the front office.</p> <p>AP Wellbeing enters the information onto ebs. Follow up email is sent to the class teacher and teacher on duty. AP follows up with the student/s ASAP when required.</p>
Teacher Phone Call / Letter	Class Teacher	<p>Class Teacher contacts parent by telephone to discuss a concern.</p> <p>To follow up a phone call to a parent regarding a behaviour / wellbeing concern.</p> <p>Keep record of communication.</p>	<p>Create letter from master.</p> <p>Save letter in Class Folder on server.</p> <p>Send letter home with the student.</p> <p>Copy of letter to the AP Wellbeing</p> <p>NB: A phone call to a parent does not always have to be followed up with a letter – teacher discretion, consult with AP if unsure.</p> <p>Record on ebs</p> <p>Send return slip to the AP Wellbeing.</p>
Teacher Meeting Request	Class Teacher	<p>To follow up a phone call to a parent to request a meeting to discuss a current concern particularly where a plan needs to be negotiated.</p> <p>Teachers may request executive support for parent meetings.</p>	<p>Create letter from master.</p> <p>Save letter in Class Folder on server.</p> <p>Send letter home with the student.</p> <p>Copy of letter to the AP Wellbeing.</p>
Suspension Letter	Principal	To provide an opportunity for the school to put plans into place to support the student.	Suspension implementation is as per the DoE Suspension and Expulsion Policy.

Communication

Action / Procedure	Who	Purpose	Implementation
AP Letter	Assistant Principals	To follow up a phone call to a parent. May be to communicate a more serious incident or an ongoing / escalating issue.	Create letter from master. Save letter in Executive folder on server. Principal signs letter. Send letter home with the student. Copy of letter to the AP Welfare Record on ebs. Send return slip to the AP Wellbeing.
DP Letter	Deputy Principal	To follow up an escalating issue or serious incident.	Create letter from master. Save letter in Executive folder on server. Principal signs letter. Send letter home with the student. Record on ebs.
Suspension Caution Letter	Principal	To communicate that a behaviour is a serious breach of the school Discipline Code and that any further incident may result in a suspension	Create letter from master. Save letter in Executive folder on server. Send letter home with the student. Return Slip to Principal.
Suspension Letter	Principal	To provide an opportunity for the school to put plans into place to support the student.	Suspension implementation is as per the DoE Suspension and Expulsion Policy.
Student Wellbeing updates	Executive	Communication during stage, whole staff, LST and Executive meetings for effective management, support and follow up as required.	A student wellbeing section is built into all meetings as necessary.

HASTINGS PUBLIC SCHOOL
Classroom behaviour communication

Date: _____ Time: _____

Name: _____ Class: _____

- | | |
|--|--|
| <input type="checkbox"/> Repeated reminders | <input type="checkbox"/> Verbal abuse / swearing |
| <input type="checkbox"/> Oppositional / Defiance | <input type="checkbox"/> Rudeness / disrespect |
| <input type="checkbox"/> Unsafe behaviour | <input type="checkbox"/> Physical aggression |

Details: _____

Class Teacher: _____ Refer to AP

AP Follow up:

- | | |
|---|---|
| <input type="checkbox"/> Time with AP: | |
| <input type="checkbox"/> CT to contact Parent | <input type="checkbox"/> AP to contact Parent |
| <input type="checkbox"/> Refer to DP | <input type="checkbox"/> Refer to P |

HASTINGS PUBLIC SCHOOL
Playground behaviour communication

Name: _____ Class: _____ Date: _____

Playground Area _____ Time: _____

- | | |
|--|--|
| <input type="checkbox"/> Teasing / Name Calling | <input type="checkbox"/> Verbal abuse / swearing |
| <input type="checkbox"/> Harassing another student | <input type="checkbox"/> Rough play |
| <input type="checkbox"/> Unsafe behaviour | <input type="checkbox"/> Physical aggression |

Details: _____

- | | |
|---|---|
| <input type="checkbox"/> Issue resolved | <input type="checkbox"/> Requires follow up |
|---|---|

Playground Teacher: _____

Class Teacher: _____ Refer to AP

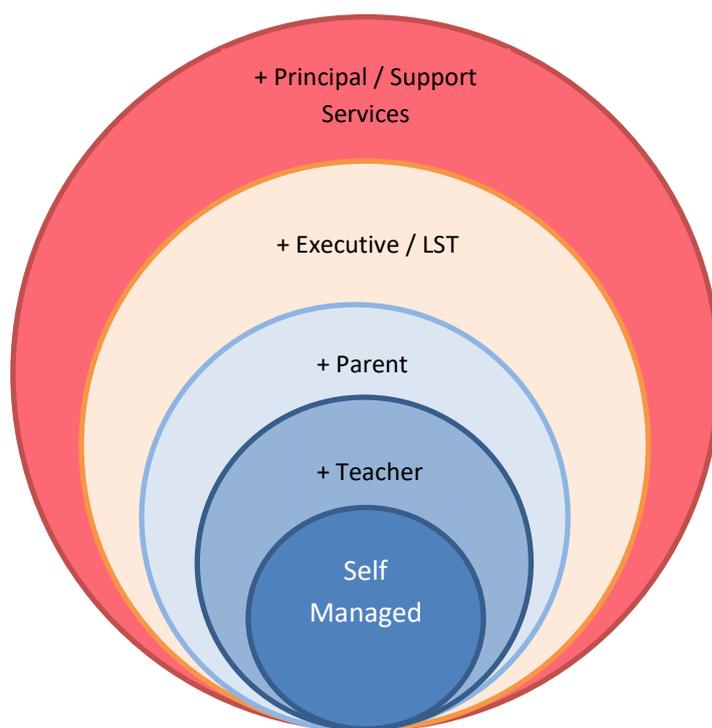
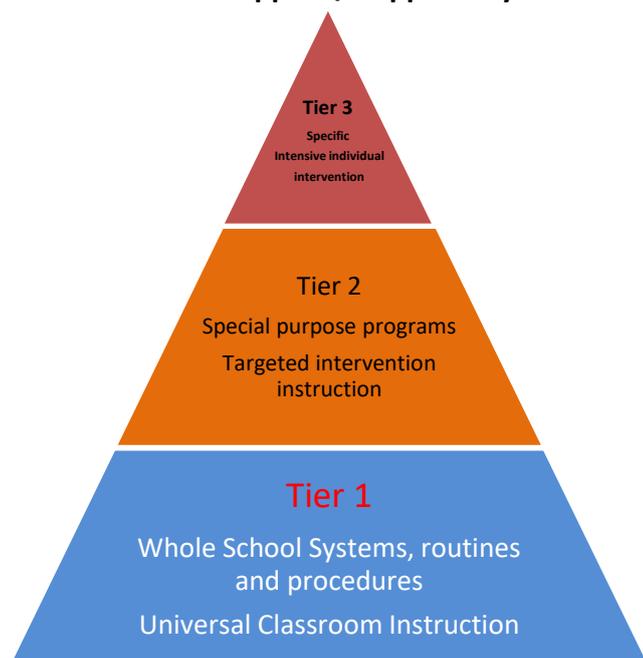
Summary of Wellbeing programs at Hastings Public School

All programs that are currently implemented support students to Connect, Succeed and Thrive. Hastings Public School is committed to implementing a range of programs, interventions and strategies that positively influence the wellbeing of students.

Program / Intervention / strategy	Brief summary	CONNECT	SUCCEED	THRIVE	ENABLING SCHOOL ENVIRONMENT
Learning Support Team	School team in place to support the identification, intervention and monitoring of student needs.				
Student Safety procedures	A range of Operating Procedures and Guidelines in place and reviewed annually to ensure student safety in a range of contexts. These include: <ul style="list-style-type: none"> • Sun Safety • Safe Bus Travel • Road Safety • Bike Safety • Cyber Safety / Safe on Social Media • Pet Safety 				
Social and Emotional Learning Program	A whole school program delivered to all classes in Term 1 which involves a weekly focus and includes explicit teaching of social skills, emotional regulation and relationship building skills.				
Values Education Program	A whole school program delivered to all classes in Term 2 which involves a weekly focus on a school value. Students focus on behaviours that are consistent with the weekly value.				
5 Fair Rules Program	All students are taught about the 5 general school expectations that are common to all learning areas in the school. These are displayed throughout the school.				
School Parliament	Student leadership program to support active student participation in school decision making processes.				
Child Protection	Clear procedures for monitoring and maintaining mandatory staff training. Whole school scope and sequence for child protection lessons, with detailed units of work to support curriculum delivery.				
PD/H/PE Drug Education	This syllabus is based on a broad notion of health that encompasses all aspects of an individual's wellbeing, inclusive of social, mental, physical and spiritual health. Drug Education is a specific component of the PDHPE Syllabus.				
Healthy Canteen Initiative	The school canteen is a recognised 'Healthy School Canteen' with a focus on healthy food choices.				
Kilometre Club	Kilometre Club provides an opportunity for Hastings students, teachers and community members to improve their physical fitness along with their social and emotional wellbeing. KM Club operates in Terms 2 and 3.				
Christian Special Religious Education (SRE)	Special Religious Education is offered to all students and takes place for half an hour each week. Christian SRE teaches the core beliefs of the Christian faith using an established curriculum. This program is run by volunteers.				
Bahai (SRE)	Bahai beliefs address themes as the oneness of God and religion, the oneness of humanity and freedom from prejudice. This program is run by volunteers.				
Ethics Program	The Primary Ethics program gives children the opportunity to discuss ethical issues with their peers while developing important thinking, reasoning and discussion skills. This program is run by volunteers.				

Individualised Support and Intervention

Tiered Levels of Support / Support Layers



Tier	Support Layer	People need to support the student	Description	Number of students
1	Self-management	Self	The student is self managed (appropriate to their age level) Self regulation.	Most students
1	Low level assistance	Self + Teacher	The teacher is co-managing the student regularly. Student may need individual attention but responds to prompts and strategies implemented by the CT.	Many students
1	Support and monitoring	Self + Teacher + Parents	Parents / Carers work closely with the teacher to manage the student's behaviour. Student responds to school and home working together, regularly communication between home and school.	Some
2	Intervention Support and Monitoring for improvement	Self + Teacher + Parents+ Executive	Executive support required to provide support. Behaviour referrals resulting in executive contact with student, teacher and parents. Learning Support Team Referral	Some
3	Intervention Intensive monitoring and restitution	Self + Teacher + Parents+ Executive + Principal	Intensive program of intervention / supervision / monitoring required to support the student, teacher, family. Learning Support Team ongoing monitoring. Possible support of outside professional services	Few

Summary of Interventions / Consequences

Interventions and consequences for unacceptable behaviour operate under a minimum to maximum co-management approach to promote and support learners to move towards self –management.

Program / Intervention / strategy	Brief summary	Strategies / Activities	Responsibility
Tier 1	Self- management Students consistently display behaviours consistent with the Self- Management Profile.	<ul style="list-style-type: none"> • Whole School Common language of expectations. • Class Rules • Whole School Common Courtesies. • Quality Teaching which is responsive to student learning need. • Mutually respectful school and class culture. • Trusting and supportive class environment. 	Classroom Teachers Students
Tier 1	Co-management Teacher Support	<ul style="list-style-type: none"> • Additional prompting and reminding of expectations • Use of Traffic Light visual prompt to guide self-correction • Individual coaching • Negotiated consequences 	Classroom Teachers Students
Tier 1	Co-management Student, Teacher and Parent Support	<ul style="list-style-type: none"> • Teacher contacts the parent • Use of communication to plan and follow up on behaviours, system established for two way communication regarding future behaviour. • Negotiated consequences 	Classroom Teachers Students Parents
Tier 2	Intervention Student, Teacher, Parent, Executive, LST.	<ul style="list-style-type: none"> • Teacher referral to the Learning Support Team • Executive contacts the parent (Phone call / letter) Possible strategies <ul style="list-style-type: none"> • Playground withdrawal • Classroom Withdrawal • Intensive coaching / planning for improvement • Behaviour Plan • Social Support group • Planning meeting and reviews 	Classroom Teachers Students Parents Executive LST
Tier 3	Intensive Behaviour Support Student, Teacher, Parent, Executive, LST, Principal, Support Services.	<ul style="list-style-type: none"> • In school withdrawal of classroom / playground privilege for an appropriate period • Student planning in Supervised Reflection Room • Case meetings with relevant support services • Formal Suspension Caution • Suspension 	Classroom Teachers Students Parents Executive LST Principal Support Services

Note: additional outside service support may exist at all levels.

Under consultation