

Hornsby Girls High School Behaviour Support and Management Plan

Overview

Hornsby Girls High School is committed to explicitly teaching and modelling Positive Education and Positive Behaviour, and to supporting all students to be actively engaged with their learning. Our Positive Education Programs are prioritised and valued by the school community. These programs drive our school culture of inclusivity and high expectations through the fostering of academic and emotional wellbeing, as well as student belonging and advocacy.

Facilitating the principles of inclusive practice, we are dedicated to celebrating diversity and promoting equity. Our goal is to create an inclusive learning environment that values and respects the unique contributions of individuals. By fostering a sense of belonging, we aim to empower every student to reach their Personal Best.

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

- Restorative practices
- Positive Education in Schools
- Personal Best Goal Setting
- Student Strengths
- School Values

These programs and approaches prioritise social and emotional learning which supports good mental health, building, maintaining and restoring of positive relationships, removing power imbalances and bullying behaviours. They embrace the four domains of potential (intellectual, social-emotional, creative and physical) to engage, challenge and develop the talents of our high potential and gifted students. We strive to build a community where every learner is known, valued and cared for.

Incorporating the ideas of Trauma-Informed Practices, Hornsby Girls High School focuses on how the school community can support and create safe places for students who have experienced trauma and is sensitive to these challenges by providing resources, physical and emotional safety, respecting diversity, building positive relationships and by implementing a strengths-based approach.

Partnership with parents and carers

Hornsby Girls High School regularly organises information sessions, workshops and events to assist in providing clear and open communication channels within our school community. We also use TTFM data to assist with our planning using parent and student feedback to guide decision making processes. Educating parents about school processes, policies, positive education programs, school values, expectations and providing an avenue for parents to work with the school on desired behaviours and principles to reinforce in the home environment.

Where a student requires additional support, Hornsby Girls collaborates with parents, external medical providers and support staff to develop Individual Learning Plans (ILPs). During this student's

strengths, unique needs, challenges and required supports are all taken into consideration to ensure a tailored approach to supporting the behavioural, physical, emotional and academic development of each individual.

For students who may experience trauma, resources, are provided to families via the HGHS Wellbeing Portal. These resources assist parents to understand and support their child's emotional wellbeing.

Hornsby Girls High School will partner with parents/ carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by:

- Promoting positive psychology and student wellbeing for High Potential and Gifted Education Students.
- Publicising DoE policy including 'Attendance Matters', 'Off and Away' Mobile Phone Policy, hands off policy and the 'Behaviour Code for Students'
- Consulting on approaches to Behaviour Support and Management with the school P and C, AECG and inviting families feedback through Tell Them from Me Survey's

Hornsby Girls High School will communicate these expectations to parents/carers by:

- Publishing information on Positive Psychology and wellbeing strategies for parents of HPGE students in the newsletter.
- Publishing DoE policy on attendance, mobile phone policy, behaviour codes, malpractice, cyberbullying, uniform standards and other behavioural issues in the school newsletter
- Consulting the P and C on school behaviour policy

School-wide expectations and rules

Hornsby Girls High School has the following school-wide rules and expectations to make explicit our positive school culture so all students can feel safe to develop their talents and thrive in a supportive learning environment:

HGHS Wellbeing & Positive Education Statement

Hornsby Girls High School is committed to providing a safe and supportive learning environment for all students. Positive Education frames our learning culture in conjunction with the Australian Student Wellbeing Framework (ASWF) which aims to ensure that all Australian schools are safe, supportive and respectful teaching and learning communities that promote student wellbeing. We aim to cultivate students' intellectual, socio-emotional and physical wellbeing. At Hornsby Girls we encourage students to focus on Personal Best Goals and the work of Andrew Martin who has defined Personal Best Goals as specific, challenging, and competitively self-referenced goals that involve a level of performance that meets or exceeds an individual's previous best. Students Personal Best Goals are published in their academic reports. Hornsby Girls High School also adopts the concepts presented by Professor Martin Seligman's PERMAH model and his Strengths-based Approach. This evidence based Positive Psychology approach, guides our school philosophy and planning to enable all students to flourish.

HGHS School Values

The Student Representative Council and Prefects worked with the staff on the following core School Values for the entire school community. These values are:

- Kindness
- Respect
- Inclusivity
- Social Responsibility
- Personal Bests
- Intellectual Curiosity

- Resilience

These values underpin positive relationships between all members of the school community. We set high expectations of student behaviour and attitudes, and the actions of our students are expected to reflect these agreed values.

HGHS Mobile Phone Policy

HGHS endorses the DoE Policy of “Off and Away”. This policy allows students to carry their mobile phones in their bags to and from school.

Students while on the school grounds must not use their phone to text, to make a phone call, play games or access social media.

Students can only use their phones for educational purposes under the direction of a teacher. This could be, for instance in a Maths or Science lesson, or to take screen shots of a teacher’s notes during class if allowed to by a teacher.

Students are to keep their phones in their bags, at all times while on the school premises.

If a teacher sees a student with a phone on a desk or not in a bag, the teacher will ask the student to put the phone away by saying “Off and Away” whether they are in a classroom or in the playground.

Repeated infringements will be referred to the relevant Head Teacher or Deputy Principal.

School staff can allow students to use their mobile phones in specific circumstances, for an educational purpose, for their wellbeing or to support students with specific needs.

These are called exemptions. Specific exemptions to our procedures include timetable checks, checking the time, and using your phone wallet to access your student card to allow you to swipe-on at the beginning of the school day.

If a student needs to contact their parent because of an emergency, they must go to the Reception Office.

Parents should continue to only contact their child through the Reception Office.

The mobile phone ban will apply during all school hours, including break times such as during lunch and recess.

Individual student requests for exemption will be managed by the principal and assessed by the school, for medical and learning needs.

HGHS Hands Off Policy

Hornsby Girls High School has a ‘hands-off’ rule to preserve the safety, wellbeing, and dignity of all members of the school community.

Feeling physically safe contributes to wellbeing. Safe environments optimise learning experiences for everyone.

The policy applies to students whilst they are wearing school uniform and/or are engaged in a school related activity.

Guidelines:

1. No student is to touch another student in a manner as judged inappropriate by staff.
2. No student is to promote, encourage or use any form of physical conflict against other students, even in “fun” or as a “practical joke”.
3. No student is to interfere with the property of others without the consent of the owner.

Consequences:

If a student does not follow the guidelines the student is to be referred to the Deputy Principal, who may issue an afternoon detention or take further action to manage the inappropriate behaviour.

Parents will be advised of the inappropriate conduct.

Hornsby Girls High School has the following school-wide expectations and responsibilities.

Expectation	Expectations	Responsibility
Attend school everyday	All students attend school everyday	Treat others with understanding, tolerance and respect, speak

		appropriately and follow staff directions.
Incorporate the school values into school life	Follow school rules and policies	Wear the school uniform correctly and with pride
Strives for their personal best in all facets for school life	Students have the right to feel safe in the school environment and have their property treated with respect	Behave appropriately in class and not disturb the learning of others

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](#).

DoE Right of Review Policy and Procedures for students (to be used where a detriment may occur usually associated with malpractice as defined by NESAs). Students can ask for a support person when questioned by staff over serious behaviour issues. This support person is usually the Year Adviser or a member of the Student Wellbeing.

Whole school approach across the care continuum

At Hornsby Girls High School we are committed to fostering a positive and inclusive learning environment where students are encouraged to flourish and achieve their personal best in line with our school values. Our approach to positive behaviour is to embed a range of strategies and programs throughout that encourage and support a students' social, emotional and academic development in a school of excellence.

The wellbeing team regularly collaborates with teachers, staff, parents and external agencies to develop individualised plans providing targeted strategies for positive behaviour development. Trauma-informed strategies are used to provide a safe and inclusive environment for all our students where they feel they can seek appropriate supports. We implement inclusive practices that celebrates diversity and creates a sense of belonging for every student.

A comprehensive wellbeing scope and sequence and Positive Education learning programs are embedded into our curriculum to equip students with the necessary skills to manage emotions, build relationships, assist in decision making and provide them with an avenue to seek support for a range of mental health issues. These programs contribute to the resilience of our students in becoming emotionally intelligent members of the community.

We implement and support the restorative practices approach allowing students the opportunity to reflect on their actions, take responsibility and work towards changing behaviours, promoting empathy and understanding.

We encourage leadership opportunities and mentoring programs that allow students to model positive behaviours and support student voice. Rewards are presented for exhibiting the school values.

Collaborating with our parent community is vital. We encourage families to attend information sessions, workshops, and special events that help to educate and support families to set up a partnership with the school community to reinforce the positive behaviour model leading to a successful, rewarding and fulfilling educational journey for every student.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Buddy System	Year 7 students provided with Year 10 buddy to build inclusiveness and a resource to assist in problem solving, building resilience in friendships and engage in structured coaching conversations.	Year 7 and 10
Prevention	Year 7,9,11 Camps	Team building activities to emphasise the need for cooperation between students and implement our positive education processes.	Years 7,9,11
Prevention	Digital Thumbprint	Workshops include cyberbullying, and respectful relationships.	Year 7-10
Prevention	Police Youth Liaison Officer	The PYLO delivers age-appropriate workshops and seminars to students to support their development related to the social-emotional capabilities continuum.	Year 7-12
Prevention	SWL sessions	Student Wellbeing Leaders run timetabled wellbeing sessions on Gratitude, Growth Mindset, Mindfulness, Cyber Safety, School Values, Goal setting etc.	Year 7-12
Prevention	Youth Aware of Mental Health	Suicide prevention program to provide students with tools and education on how to seek support and provides positive mental health strategies.	Year 10
Prevention	Peer Support	Contributes to establishing a positive school culture where year 10 leaders model behaviour to maintain a respectful and inclusive school community. Builds resilience by helping students to develop strong relationships and skills to manage challenges.	Year 7 and 10

Care Continuum	Strategy or Program	Details	Audience
Prevention	Year 6 Orientation Program	Focussing on a safe and successful movement into high school	
Prevention	Year 7 Transition Program	3-day program incorporating wellbeing and activities to build connectedness between students	Year 7
Early intervention	Attendance Monitoring	Attendance team monitors attendance patterns and considers this alongside wellbeing data to commence planning for improved attendance under the 'Attendance Matters' Policy tier approach.	Whole School
Early intervention	Wellbeing/learning support referrals	All staff make referrals to wellbeing or learning support staff to assist students with challenges through Sentral. Actions and plans are put in place to address individual student needs.	Whole School
Early intervention	Student Support Officer	QR code for students to book time for discussions regarding wellbeing, difficulties at school or externally, friendship and relationship issues.	Whole School
Targeted intervention	Learning and Support	The Wellbeing Team, LaST, SLSO, SSO, ARCO provide learning and wellbeing support, create risk management plans and conduct safety planning in consultation with students, parents, teaching and support staff and external professionals.	Whole School
Targeted intervention	Underperforming Students	Students are monitored and processes put in place to identify students underperforming across 7-12 involving interventions from faculty, head teacher and deputy level occur.	7-12
Targeted intervention	Student check ins	High risk wellbeing students may check in on arrival at school each morning and throughout the day to report safety risk and mental health levels.	Individual students 7-12
Individual intervention	Individual student progress reports	Developing, implementing, reviewing and monitoring student progress.	Year 7-12

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Leadership Programs	Prefects, SRC, SWL, Café Gratitude, Library Monitors, Canteen helpers, Traffic Prefects	Years 7-12
Individual intervention	Individual Learning Plans	Developing personalised learning and support plans tailored to the specific needs, strengths and challenges of individual students.	Whole school
Individual intervention	Year 12 Mentoring	A strength Based mentoring program that teams year 12 student up with teacher mentors in their last year of school. To offer targeted academic, wellbeing and learning support.	Year 12

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

<p style="text-align: center;">Prevention</p> <p style="text-align: center;">Responses to recognise and reinforce positive, inclusive and safe behaviour</p>	<p style="text-align: center;">Early Intervention</p> <p style="text-align: center;">Responses to minor inappropriate behaviour</p>	<p style="text-align: center;">Targeted/Individualised</p> <p style="text-align: center;">Responses to behaviours of concern</p>
<p>Students are encouraged to exhibit positive and appropriate behaviour in all areas of the school. Their efforts are recognised and reinforced regularly</p> <ol style="list-style-type: none"> 1. Positive reinforcement, praise, commendation by teachers in class and acknowledgement of the positive behaviour witnessed supporting a positive and supportive school culture. E.g. Wellbeing Postcard initiative 2. Wellbeing program (SWL-being) implemented by Student Wellbeing Leaders to reinforce positive behaviours and address socio-emotional student needs across the school. 3. Behaviour expectations are taught and referred to regularly. Teachers and staff model appropriate behaviours and provide students with opportunities for practice. 4. School policies addressed in year meetings to remind students of processes 	<ol style="list-style-type: none"> 1. Restorative practices/approaches to help students reflect on their actions, understand the impact on others, and work towards repairing and harm caused. 2. Behavioural reflection where students are given the opportunity to reflect on their behaviour, understand the consequences and make alternative choices in the future. 3. Consequences may include loss of privileges, separation from peers or other school measures in line with code of conduct. 4. Teacher records behaviour on Sentral and is monitored by faculty head teachers, deputies, and head of wellbeing. This may also be communicated with the school's Anti-racism contact officer (ARCO). 	<p>For behaviours of concern our planned responses prioritise the safety and wellbeing of all students.</p> <ol style="list-style-type: none"> 1. Staff are to contact the office for assistance immediately if there is any risk. HT/DP/SSO/SLSO contacted to assist. 2. Based on the situation HT wellbeing/DP collects information and reviews the incident to determine the next steps. 3. A record of the incident is to occur on Sentral by CT, head teacher to review and monitor. A letter of concern or email is generated to inform parents of detention and the reasons why. 4. Engaging with parents regularly to discuss concerns, an collaborate plans to address and prevent future incidents. 5. Counselling and support services are also part of addressing any behaviour concerns. This would be put in place for both the victim and perpetrator to address the root causes of the behaviour and guide/provide strategies to assist

Certificates and Awards-
Minerva award and merit
system that addresses the
following categories:

1. Academic endeavour and achievement
2. School Spirit and Service
3. Creative and Performing Arts
4. Sporting Endeavour and Achievement
5. Community Service

Behaviour expectations for all students are communicated and referred to regularly. Teachers and students in leadership positions model positive behaviours and

with implementing change.

6. Embedding anti-bullying and cybersafe programs across the whole school to educate students and encourage positive use within the school community.

Responses to serious behaviours of concern

Responding to serious behaviour of concern requires a thoughtful and comprehensive. The following is a general outline of the process a school may take:

Immediate response- Ensure safety of all students and individuals involved. If necessary, implement emergency protocols or involve appropriate authorities.

Documentation- record the incident details on Sentral and for incidents where an injury has been sustained via the incident hotline. Details to be recorded include, date, time, location, individuals involved and any relevant details sticking to the facts only no opinions etc.

Notification and Communication- notify the parents or guardians of any student involved, ensuring transparent communication regarding the incident. Maintain open lines of communication with staff and if necessary, law enforcement or other external agencies.

Gather information- assign a designated authority for serious matters or investigate to gather additional information. Interview witness, review any available information and collect evidence to understand the context and severity of the behaviour.

Engage support services- offer counselling support to the victim and the perpetrator, addressing the emotional and mental health of all individuals involved. Engage external agencies for further advice where appropriate. Support services also need to be provided for staff who are impacted. EAP, debrief, release from teaching time where appropriate.

Disciplinary matters- determine appropriate disciplinary measures. This may include suspension, expulsion, or other consequences in accordance with the school's code of conduct and policies.

Legal Considerations- involve law enforcement where necessary.

Restorative practices- consider the restorative justice practices to address the harm caused, promote accountability, and facilitate reconciliation between the parties involved.

Individual plans- develop plans to address the specific needs of the students and to ensure that ongoing support is being provided.

Prevention Strategies- implement proactive measures to prevent similar incidents occurring in the future. This may mean further training of staff to support or assist in managing these behaviours, educational programs for students and reviewing existing school policies.

- 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.

Students or parents can report bullying to staff at any time. Students who have been bullied will receive the appropriate support, through the wellbeing team, investigations into the situation will occur to prevent harm and educate students to improve behaviour aligned with our school values.

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](#).

Reports can also be made to the eSafety Commissioner and links for most sites can be found at the eSafety guide.

Detention, reflection and restorative practices

The detention is utilised as a consequence for behaviours that warrant an action being taken. The aim is to provide students with an opportunity to reflect and in line with restorative practices.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Guided Reflections	If required. Duration is half a lunchtime (20 minutes)	Class Teacher and Head Teacher	Sentral Wellbeing notification
After School Guided Reflections	Held on Wednesday afternoons if required for issues such as truancy, fraudulent or disobedient	Deputy Principal	Recorded on Sentral through the Wellbeing function. Letter generated to inform parents of detention and specific reasons

Strategy	When and how long?	Who coordinates?	How are these recorded?
	behaviours repeated wrong uniform, shop lifting		for it being given.
Warnings/suspensions	If required	Deputy Principal	Sentral via deputy section
Wellbeing/Counsellor meetings with parents and/or students (face to face or by phone)	If required	Wellbeing team	Sentral Wellbeing notification
Deputy principal or principal meetings with parents and/or students (face to face or by phone)	If required	Deputy Principal	Sentral notification deputy section

Reflection:

Guided reflections occur in discussions with staff, through written reflections or by engaging in activities that promote self-awareness and educated the student on their behaviour. Students are required to set goals throughout the year and focus on behaviour improvements and to develop strategies more appropriate to use in the future.

Restorative Practice:

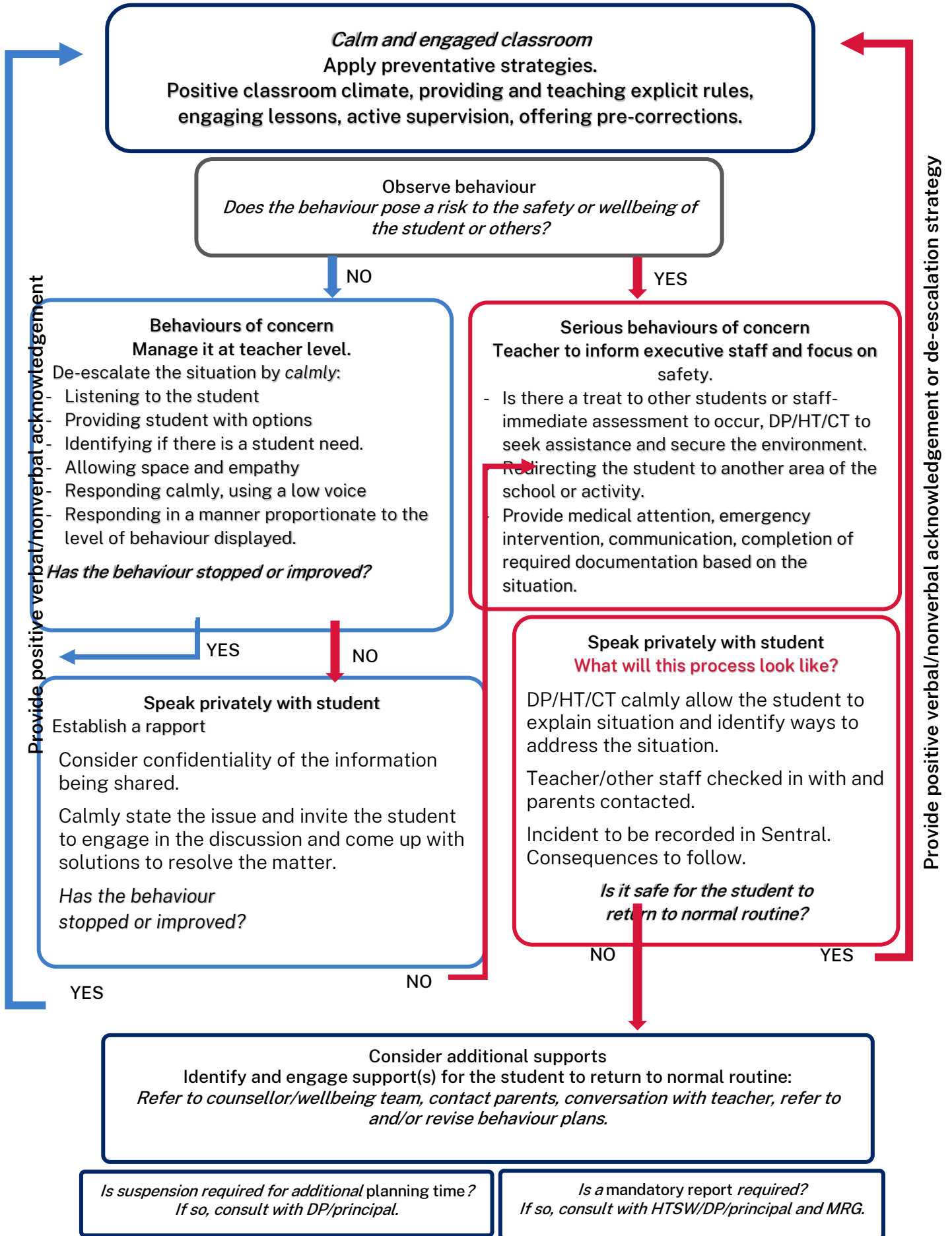
These focus on repairing harm, fostering accountability, and restoring relationships. This may involve mediation, restorative circles, or community building.

Review dates

Last review date: 03/04/2024 , Term 1, 2024

Next review date: 03/04/2025: Term 1, 2025

Appendix 1: Behaviour management flowchart (Alternative example)



Appendix 2: Bullying Response Flowchart

