

Humula Public School Behaviour Support and Management Plan

Overview

At Humula Public School, we are dedicated to teaching and demonstrating positive behaviour, as well as encouraging all students to actively participate in their learning. Through this plan, we aim to help students develop into their best possible selves, by providing them with the necessary support and guidance to succeed. This plan supports our school vision:

We believe in a bright future.

A future where our students contribute to a better world for all.

We will equip our young people with the academic skills to achieve their personal best in all endeavours and inspire them to become the finest version of themselves possible.

Promoting and reinforcing positive student behaviour and school-wide expectations

Humula Public School has the following school-wide expectations:

- I show respect:
 - I look after myself
 - I care for others
 - I care for the environment
- I am responsible:
 - People can count on me to do the right thing
 - I know how to make good choices
 - I am accountable for my actions
- I am resilient
 - I have the skills to bounce back after challenges and tough times

We explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations by:

- Using [Restorative Practice](#) as a whole school approach.



- Delivering intervention in different ways along a [continuum of care](#) – from prevention to intensive individual support to best meet our students need.



- Having a planned approach to [wellbeing](#) using evidence-based strategies that are strengths based, preventative and focus on early intervention.

This is prioritised as a strategic direction within our school improvement plan.



Behaviour Code for Students

NSW Department of Education provides a [Behaviour Code for Students](#)

The behaviour code for students aligns to our expectations for behaviour. Student who are respectful, responsible and resilient display the actions identified within the code.

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Enabling School Environment	<ul style="list-style-type: none"> • Strong teacher/student relationships. • Consistent teacher expectations, routines, and responses to behaviour. • Recognising and celebrating students. • Students are provided opportunities to exercise choice in the context of self-regulation, ethical decision making and responsibility. • High expectations for every student. • 	Teachers Students
Prevention	Communication & Collaboration	<ul style="list-style-type: none"> • Communication with parents around school expectations. • Promoting individual and whole school success 	Parents Community Inter agency

Care Continuum	Strategy or Program	Details	Audience
		<p>through social media.</p> <ul style="list-style-type: none"> Liaison and sharing success with internal and external support agencies. Counselling and wellbeing services engaged to guide growth and development. 	
Prevention	Teaching & Learning	<ul style="list-style-type: none"> Explicit teaching and modelling of specific skills including behaviour expectations and social skills. High quality differentiated teaching that addresses individual learning needs of all students. Learning experiences that contribute to the development of the individual character traits and positive group dynamics. Turn taking activities, board games, card games to develop expressive and receptive communication skills. 	Teachers Executive
Prevention	Inclusive Practice	<ul style="list-style-type: none"> Use of the inclusive practice hub and resources to support individual and collective student need. Authentic partnership with Wagga Aboriginal Education Consultative Group Inc (AECG) Teacher professional learning is linked to the needs of the students. All staff undertake mandatory training to comply with legislative and policy requirements. 	Teachers Executive
Early Intervention	School environment &	<ul style="list-style-type: none"> Review of classroom and school routines. 	Teachers Executive

Care Continuum	Strategy or Program	Details	Audience
	Classroom Management	<ul style="list-style-type: none"> Accommodations and adjustments where required. Incorporate visual cues for routine. 	
Early Intervention	Communication & Collaboration	<ul style="list-style-type: none"> Increase communication with parents utilising communication books. Engage with relevant support services such as school counselling service. 	Teachers Executive
Early Intervention	Teaching and learning	<ul style="list-style-type: none"> Explicitly teaching and modelling of specific skills including behaviour expectations and social skills Support programs aimed at connection to country and community. 	Teachers Executive
Targeted Intervention	School Environment & Classroom Management	<ul style="list-style-type: none"> Modifies individual expectations and goals Transition strategies implemented for movement between physical school areas and between lesson. Access and implement calmer classroom resources. Targeted, reasonable adjustments to the physical environment. Behaviour response plans implemented. Student behaviour contracts implemented. 	Teachers Executive Parents
Targeted Intervention	Communication & Collaboration	<ul style="list-style-type: none"> Targeted support from expert behavioural and and/or allied health agencies including the school counselling service. 	Teachers Executive Parents
Targeted Intervention	Teaching & Learning	<ul style="list-style-type: none"> In class support for teacher and student provided by learning support officer. Specific teacher training targeted at student or group need. 	Teachers Executive Parents

Care Continuum	Strategy or Program	Details	Audience
		<ul style="list-style-type: none"> Resource allocation to develop learning and response plans. 	
Individual Intervention	School Environment	<ul style="list-style-type: none"> Functional behaviour assessment conducted to identify and eliminate contributing factors in the physical environment. Accommodations and adjustments to meet the individual students behaviour and learning needs. Consistent application of strategies in earlier stages of the care continuum. 	Teachers Executive Parents
Individual Intervention	Communication & Collaboration	<ul style="list-style-type: none"> Develop appropriate behaviour expectations and strategies across all areas of school and including all staff. Monitor impact of support through continuous data collection. Maintain strategies and adjustments consistent with students support plan. Develop risk management plans in collaboration with parents and other department staff. Apply for integration funding support. 	Teachers Executive Parents
Individual Intervention	Teaching & Learning	<ul style="list-style-type: none"> Access eLearning module <i>Introduction to Functional Behaviour Assessment</i> Investigate and provide intervention support and training for parents. 	Teachers Executive Parents

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Teacher	When: other de-escalation, teaching	Teacher	Recorded on

Action	When and how long?	Who coordinates?	How are these recorded?
directed time out	<p>practices and interventions have been tried.</p> <p>When: time for reflection and restorative conversations are necessary following an incident or behaviour.</p> <p>How long: for the shortest possible time to allow restorative conversations and feedback to the student</p>		<p>internal school welfare system Sentral.</p> <p>Parents notified.</p>
Self directed time out	<p>When: students on individual plans require 'cool down' time as an identified behaviour response.</p> <p>Self directed time out is not a school wide preventative action for all students.</p> <p>How long: for the shortest possible time or for a fixed duration as detailed in individual action plans.</p>	Teacher	<p>Recorded on internal school welfare system Sentral.</p> <p>Communication books.</p> <p>Individual plans.</p>
Detention and reflection	<p>When: A student has demonstrated repeated inappropriate behaviours that have been addressed at the classroom and executive level previously. The student has</p> <p>Detention and reflection is not the primary response for tertiary level behaviours.</p> <p>How Long: The duration of the detention is negotiated between teacher, parent and principal. Factors include age, likelihood of reflection changing behaviour, individual support needs of the individual and availability of staff to facilitate.</p> <p>Duration is not limited to one session, rather open in duration to achieve</p>	Teacher with consultation between parent and principal	<p>Recorded on internal school welfare system Sentral.</p> <p>Reflection tools and work samples kept in Sentral.</p>

Action	When and how long?	Who coordinates?	How are these recorded?
	<p>behavioural change through restorative practice activities.</p> <p>Duration of any one session will not exceed 20 minutes duration.</p>		
Suspension & Expulsion	<p>When: Only when non suspension measures have been considered and exhausted.</p> <p>When: Individual circumstances suggest that suspension will be effective in managing the behaviour</p> <p>When: A formal caution has been issued in the proceeding 50 school days OR there are immediate and significant health, safety and wellbeing concerns for students or staff that cannot be otherwise mitigated with the student at school.</p> <p>How Long: The shortest number of days required to implement supports for the student.</p>	Principal only after consultation with parent and Director Education Leadership	<p>Reported to Director Education Leadership</p> <p>Documented on internal systems and student record card</p>
Expulsion	<p>When: Serious behaviour/s of concern where risk management strategies and intervention, including suspension, have not been successful.</p> <p>How Long: Alternate educational placement to be arranged for the students.</p>	Principal and Director Educational Leadership	<p>Documented on internal systems and student record card.</p> <p>Written notification to parent/caregiver.</p>
Seclusion	<p><u>Seclusion is not permitted,</u> except in response to an emergency or crisis situation where there is an imminent risk of harm to a student, staff or other students.</p>	Principal only	Reported to Director Education Leadership & NSW DOE Incident Report and Response Line and emergency services.

Partnership with parents/carers

Humula Public School has partnered with parents/carers in establishing our shared behaviour expectations management strategies. We did this by presenting at P&C meetings, sending information home and providing formal and informal opportunities for feedback prior to implementation during Term 1, 2023. Student were included in the development of our school vision and shared expectations for behaviour.

Humula Public School will continue to communicate these expectations to parents/carers through the school website, newsletters, school assemblies and individually during one on one conversations with stakeholders.

School Anti-bullying Plan

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

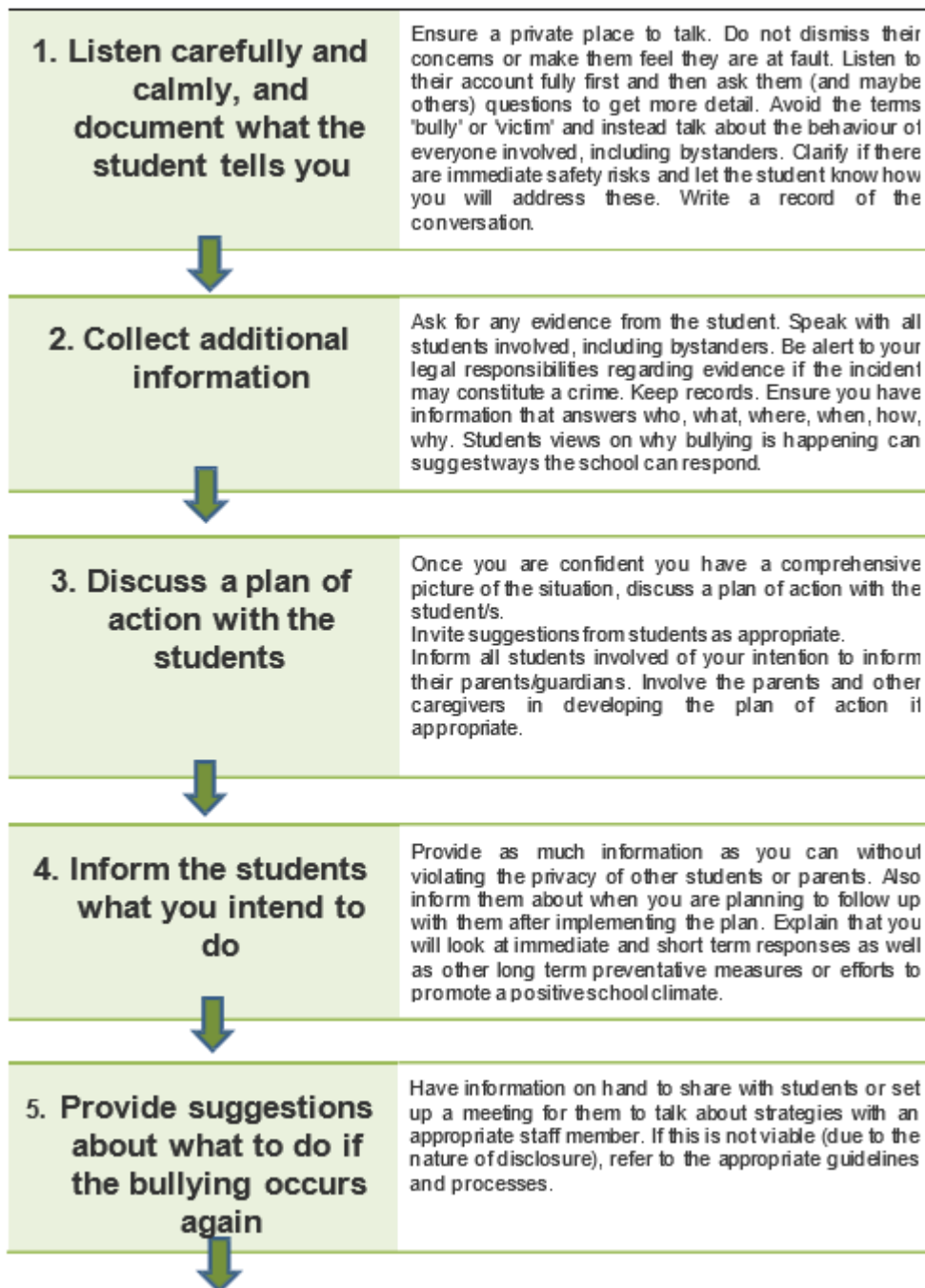
The primary aim of the school's response is to restore a positive learning environment for all students.

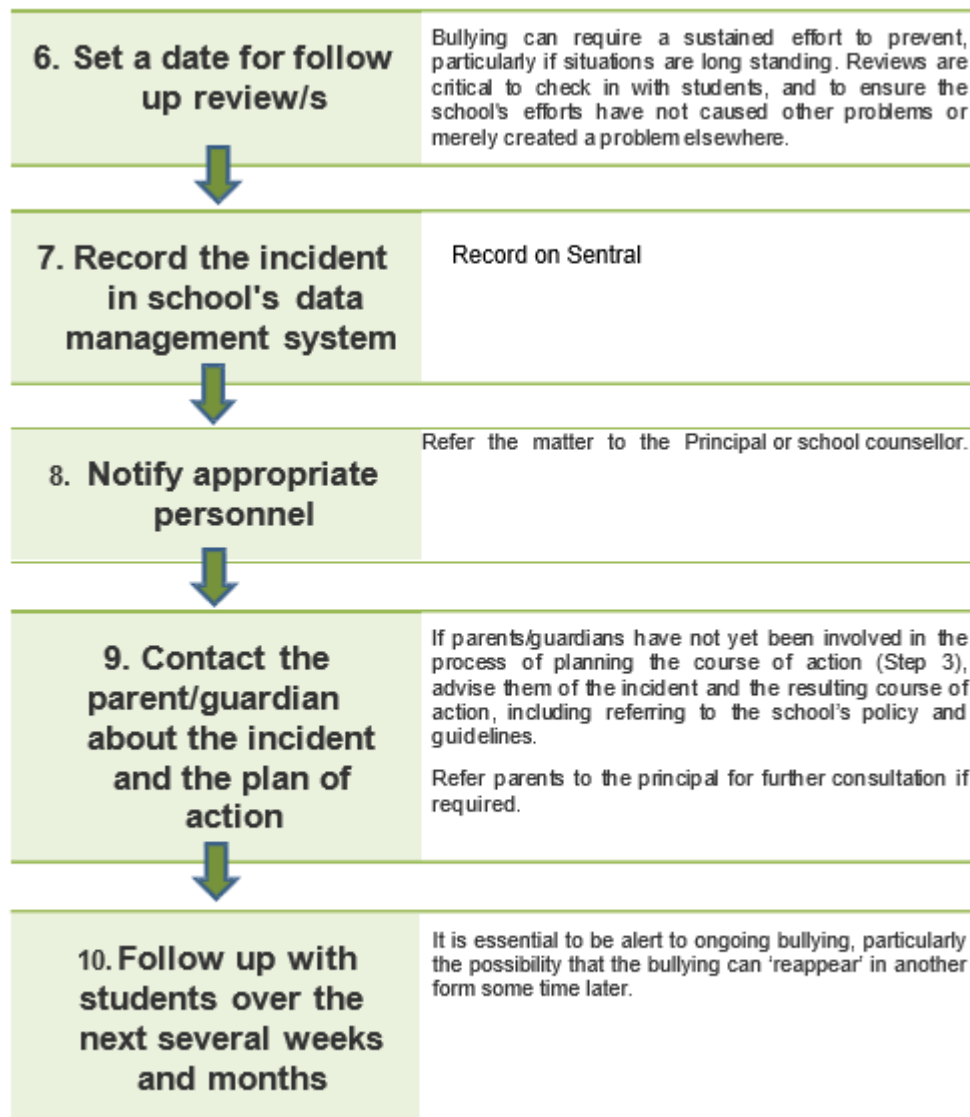
Positive responses are based on the understanding that children and young people are in the process of learning how to be a member of the school and wider community.

Humula Public school promotes positive and appropriate behaviours through the use of teaching resources, lessons and professional development provided by the bullyingnoway.gov.au website which supporting Australian school communities with evidence-informed resources and activities for a proactive approach to bullying prevention and education.



School response flow chart to bullying





Reviewing dates

Last review date: 05/02/25

Next review date: Term 1, 2026.