

Hoxton Park High School - School Behaviour Support and Management Plan

Overview

Hoxton Park High School is committed to explicitly teaching and modelling positive behaviour to support all students to be engaged with their learning. Our goal is to inspire every child to participate positively in society through the Hoxton Honour Code. 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.

The 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.

Our processes are founded on the idea that students must learn to take responsibility for their own actions and to ensure all staff respond to these challenges consistently to support students to acknowledge and learn from their behaviour.

Our school vision aims to build High Potential Teachers to inspire and unlock the high potential of all students. We are committed to delivering quality education to develop the potential and individual talents, interests and abilities of our students. Our aim is to provide a responsive and accountable school that produces well educated and responsible citizens who value life-long learning and have the tools, attitude and confidence to excel in their chosen field.

Our School Excellence Plan priorities are:

- Strategic Direction 1: Student Growth and Attainment
- Strategic Direction 2: High Potential Students
- Strategic Direction 3: High Potential Leaders

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

- Positive Behaviour for Learning (PBL)
- Restorative Practice
- Trauma Informed Practice
- You Can Do It! Program
- Creating Chances
- Top Blokes
- Peer Support

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. A restorative approach focuses on building, maintaining and

restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur

Partnership with parents and carers

Hoxton Park High School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including bullying behaviour by:

- Using the Parent Portal to communicate school expectation, gain broader engagement and feedback through formal and informal means
- Using key feedback from Tell Them from Me surveys and School surveys

Hoxton Park High School will communicate these expectations to parents/carers by using existing communication channels such as the Parent Portal, school newsletter, website and provide links to information and resources in the [Behaviour support toolkit](#)

Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing. Parents and carers play an important role in the school community. [The School Community Charter](#) informs parents and carers on how to engage with NSW public schools.

School-wide expectations and rules

Hoxton Park High School has the following school-wide expectations and rules:
To be a Safe, Respectful and an Active learner.

HOXTON PARK HIGH SCHOOL - HOXTON HONOUR CODE



At HPHS we achieve success by being:	In the classroom we achieve success by:	In the whole school we achieve success by:	In the community we achieve success by:
Safe	<ul style="list-style-type: none"> ➢ Maintaining a safe classroom environment ➢ Valuing the safety of others ➢ Lining up quietly & waiting for the teacher ➢ Following Department and School policy and rules ➢ Following Department Work, Health and Safety guidelines ➢ Following class rules 	<ul style="list-style-type: none"> ➢ Using areas of the school appropriately ➢ Moving sensibly around the school ➢ Ensuring everyone has the right to feel and be safe ➢ Showing integrity and making ethical decisions ➢ Turning mobile phones off and away in bags ➢ Reporting conflict, harassment or bullying 	<ul style="list-style-type: none"> ➢ Behaving safely, considerately and responsibly when travelling to and from school ➢ Following the school's safety guidelines at external activities ➢ Being a safe and ethical digital citizen ➢ Being considerate of your community's safety
Respectful	<ul style="list-style-type: none"> ➢ Listening to and following teacher instructions ➢ Wearing the correct uniform ➢ Showing respect for staff and peers ➢ Treating one another with dignity ➢ Communicating with respect ➢ Using appropriate language & tone 	<ul style="list-style-type: none"> ➢ Connecting with your cultural, religious or spiritual background ➢ Respecting diversity and identity ➢ Being courteous and well mannered ➢ Cooperating and communicating with respect ➢ Being a positive role model ➢ Taking pride in yourself, others and your school ➢ Valuing and caring for school property 	<ul style="list-style-type: none"> ➢ Being a positive ambassador ➢ Wearing the correct school uniform with pride ➢ Maintaining a positive image of Hoxton Park High School ➢ Showing respect to the general public
An Active Learner	<ul style="list-style-type: none"> ➢ Arriving to class on time and being prepared for learning ➢ Having the expected equipment for all classes ➢ Being an active and engaged learner ➢ Striving for your personal best ➢ Challenging yourself ➢ Completing all work to a high standard ➢ Contributing positively to all classes 	<ul style="list-style-type: none"> ➢ Being a creative and critical thinker ➢ Respecting your peers' right to learn ➢ Valuing and celebrating learning ➢ Encouraging others to succeed ➢ Being a committed and encouraging team member ➢ Actively participating in all activities ➢ Maintaining an attendance rate of 95+% 	<ul style="list-style-type: none"> ➢ Displaying good sportsmanship and honour ➢ Aspiring to connect, succeed and thrive for your success

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.

Hoxton Park High School takes strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning. See the [Behaviour Code for Students](#) for more details. This document translated into multiple languages is available here: [Behaviour Code for Students - Translated Documents](#).

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyberbullying behaviour. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents.

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 classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- actively supervising students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Hoxton Honour Code	Hoxton Honour Code A school code for positive school behaviour. Whole School	Students 7-12, staff, Families
Prevention	Breakfast Club	School community run a breakfast club program that provides access to a free healthy breakfast and builds strong student-teacher connections.	Students 7-12
Prevention/ Early / Targeted / & Individual intervention	Restorative Practice	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations.	Staff, students 7-12, Families
Prevention	PDHPE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7-10
Prevention / Early Intervention /	Australian eSafety Commissioner	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe	Students 7-12, staff, families

Care Continuum	Strategy or Program	Details	Audience
targeted / individual	Toolkit for Schools	online environments to prevent cyber-bullying incidents.	
Prevention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, students 7-12, Families
Prevention	National Week of Action Against Bullying and Violence (NWA)	Our school participates in the annual (NWA) – Term 3 each year.	Staff, students 7-12
Prevention	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school.	Incoming Year 7 students
Prevention	Peer support program	Builds resilience by helping students develop strong relationships and skills to manage life's ups and downs.	Students 7 and 11, and Staff
Prevention	Year Meetings	A strategy within Year Meetings to reaffirm schoolwide and classroom expectations to developing a positive, safe and supportive learning culture through wellbeing themes	Students 7 - 12
Prevention / Early intervention	Student support officer	Supports the implementation of the school's approach to wellbeing.	Students 7 - 12
Prevention / Early intervention	Year Advisors	Supports the implementation of the school's approach to wellbeing.	Students 7 - 12
Early Intervention	PBL (Tier 1)	Positive Behaviour for Learning (PBL) Tier 1 Schoolwide and classroom systems of support that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture.	Students 7 - 12
Early Intervention /Targeted Intervention	RAGE	This program aims to support students with poor emotional regulation (anger) to develop a strengths-based, solution-focused response to triggers.	Students 7-10
Early Intervention /Targeted Intervention	South Cares	A cultural and mentoring workshop program at our school, which has a strong cultural focus and is designed to inspire and motivate Aboriginal young people about the importance of education.	Aboriginal and Torres Strait Islander young people
Early Intervention /Targeted Intervention	Chillax	This program aims to support students with ADHD manage their symptoms and channel their energies constructively	Students 7-10
Early Intervention /Targeted Intervention	Managing the Bull	This program aims to support students to understand the dynamics and effects of bullying and building resilience in those who may be experiencing bullying.	Students 7-10

Care Continuum	Strategy or Program	Details	Audience
Early Intervention /Targeted Intervention	Perfect Presence	This program aims to support students in improving behavioural, cognitive and emotional engagement so that they feel stronger positive connections to school and learning and are supported to build on personal and social capabilities.	Students 7-10
Targeted / individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	Staff, individual students 7-12, Families
Targeted / individual intervention	Behaviour Support	For students who exhibit low-mid level behaviours of concern.	Students 7-12,
Targeted intervention	Leadership programs	These include Student Leadership Council, Prefects, Library Monitors and Peer Support Leaders	Students 7-12
Targeted intervention.	Attendance support	The principal will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, Staff
Targeted / individual intervention	Perfect Presence (Top Blokes)	This program aims to support students showing early signs of disengagement from school that have had between 2 to 4 suspensions. The aim is to increase stronger connections to school and learning and students are supported to build on personal and social capabilities.	Students 8-10
Individual intervention	DP Monitoring Booklet	A period of time on a DP Monitoring Booklet to change a pattern of behaviour.	Students 7-12
Individual intervention	Individual behaviour support planning	This may include developing, implementing monitoring and reviewing behaviour support, behaviour response and risk management plans.	Students, Families, Staff,
Individual Intervention	Moving Forward Class	This strategy aims to support students in Year 10 showing signs of disengagement from school. The aim is to increase stronger connections to school to support their educational & vocational goals	Students 10
Individual Intervention	Transitions	This strategy aims to support students in Years 9-12 showing signs of disengagement from school. The aim is to increase stronger connections to school to support their educational goals.	Students 9-12, Families

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

Identifying behaviour of concern, including bullying and cyberbullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.

Hoxton Park High School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

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 their Year Advisor, Student Support Officers or the School Counselling Service. At Hoxton Park High School, we are committed to the support and care for all our students. As a component of this commitment, we have developed key education information and the [Hoxton Park High School's Anti-Bullying Plan](#).

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, where there is a clear and close connection between the school and students' conduct.

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.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – behaviour of concern is managed by school executive.

Corrective responses by teachers may include:

- Hoxton Honour Code and rule reminder
- Re-direct, offer choice or error correction
- Prompts
- Reteach
- Seat change/play or playground re-direction
- Stay in at break to discuss/complete work/walk with teacher
- Conference
- Detention, reflection and restorative practices
- Communication with parent/carer

<p>Prevention</p> <p>Responses to recognise and reinforce positive, inclusive and safe behaviour</p>	<p>Early Intervention</p> <p>Responses to minor inappropriate behaviour</p>	<p>Targeted/Individualised</p> <p>Responses to behaviours of concern</p>
<p>1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules through the Merit system.</p>	<p>1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p>	<p>1. Seek help from Faculty HT/DP straight away if there is a risk. Otherwise notify Executive ASAP and before the end of the school day.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, space, redirect with specific corrective feedback.</p>	<p>2. CRT/Faculty HT/DP to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices.</p> <p>Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.</p>
<p>3. Tangible reinforcers include those that are:</p> <ul style="list-style-type: none"> • free and frequent • moderate and intermittent • significant and infrequent <p>Intermittent and infrequent reinforcers are recorded on the school-based system.</p>	<p>3. Use direct responses e.g. HHC and rule reminder, re-teach, provide choice, scripted interventions, student meeting. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.</p>	<p>3. Faculty HT/HT Duty/DP collects information and reviews the incident from multiple perspectives to determine the next steps. CRT/Faculty HT/HT Duty /DP to record incident on the school-based system and contact parent/carer by phone, email or SMS. DP/P may consider further action for e.g. formal caution/suspension.</p>
<p>4. Social-emotional learning initiatives/programs/workshop are facilitated throughout the school</p>	<p>4. Teacher records on the school-based system. by the end of the school day. Monitor and inform the family if repeated. For some incidents, a referral is made to the school's anti-racism contact officer (ARCO) or Student Support Officer</p>	<p>4. Refer to the school's Learning Support & Wellbeing Team considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment/management plan.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Parents may be notified by phone, email or SMS when intermittent and infrequent reinforcers are recorded on the school-based system. Student awards for positive behaviour are given at termly year group meetings.</p>	<p>Teacher contacts parents by phone, email or SMS when a range of corrective responses have not been successful. Individual planning and referral to Learning Support & Wellbeing Team may be discussed.</p>	<p>Parent/carer contact is made by Faculty HT/DP/P to discuss any support and behaviour responses, including referral to the LST Wellbeing team, school counsellor, outside agencies or teams around a School.</p>

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on the school-based 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 and Wellbeing Team
- Develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- Detention, reflection and restorative practices (listed below)
- Liaising with [Team Around a School](#) for additional support or advice
- Communication and collaboration with parents/carers (phone, email, SMS, parent portal or meetings)
- 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.

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.

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 [Suspension and Expulsion procedures](#).

If a behaviour of concern is also a child protection matter staff will use the [Mandatory Reporting Guideline Tool](#).

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](#).

Detention, reflection and restorative practices

Toilet and food breaks are always included when students are withdrawn from the playground as a planned response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

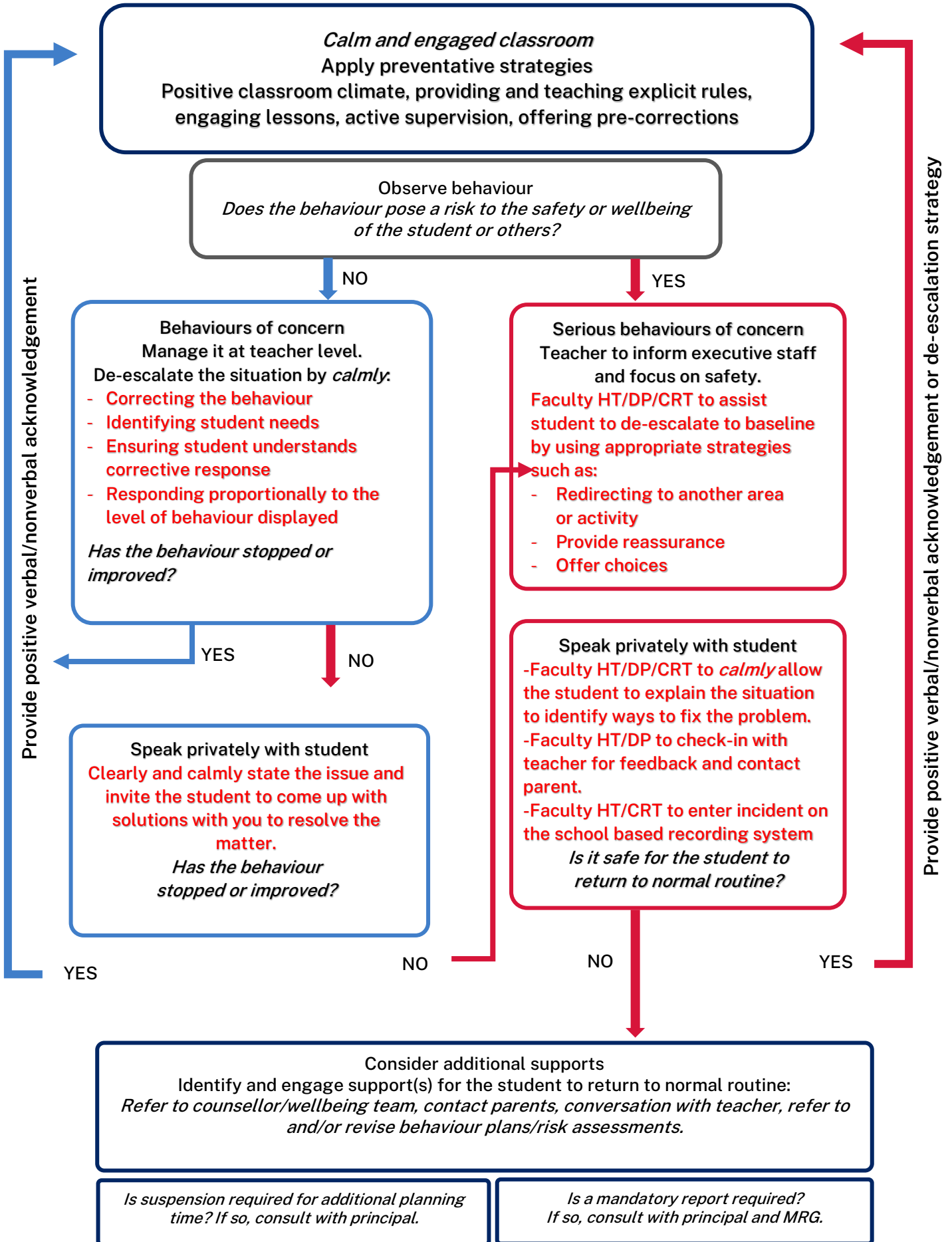
Strategy	When and how long?	Who coordinates?	How are these recorded?
Breaktime Detentions and Student Reflection sheets	Breaktimes – 15 minutes	Teachers	Sentral
DP Timeout Cards and Student Reflection sheets	During class time - 10 minutes	Deputy Principals	Sentral
After School Detentions (Lateness/Uniform)	After school - 30 minutes (Tuesdays and Thursdays)	Principal & Deputy Principals	Sentral
After School Detentions (Behaviour)	After school - 30 minutes (Wednesdays)	Head Teachers	Sentral
Peer Mediations, Circles or restorative conversations in groups	Scheduled as soon as all involved are available	Year Advisor/HT Wellbeing/SSO	Sentral
Return to School Planning Meeting with Parent/Carer	After a Suspension	Principal & Deputy Principals	Sentral

Review dates

Last review date: Friday 31st January - Day 1, Term 1, 2025

Next review date: Tuesday 27th January - Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart

The following flowchart explains the actions Hoxton Park High 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.



At Hoxton Park High School, we are committed to the support and care for all our students. As a component of this commitment, we have developed key education information and the [Hoxton Park High School's Anti-Bullying Plan](#).