

Haberfield Public School Behaviour Support and Management Plan

Overview

Haberfield Public School is a vibrant, creative and supportive community. Every student has the opportunity to achieve their personal best in a safe and caring environment. The school builds safe, respectful, responsible and resilient learners and citizens.

We develop a school culture that empowers each student to reach their full potential, allowing students to connect, succeed, thrive and learn.

Haberfield Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are PD/H/PE strengths-based learning, Positive Behaviour for Learning (PBL), Grow Your Mind Schools Program (NSW Education Quality Assured External Program), HPS Merit and Reward System, [Restorative Practice](#).

Promoting and reinforcing positive student behaviour and school-wide expectations

Haberfield Public School's behaviour management processes and procedures are written in line with the NSW Department of Education's [Student Behaviour Policy](#), [Wellbeing Framework](#) and [Care Continuum](#).

We use restorative practices to help students move forward when things go wrong.

Acknowledging and rewarding positive student behaviour form the basis of our behaviour management process. It is a system for consistently acknowledging positive behaviour, whilst providing a transparent structure for behaviour management and effective restorative conflict resolution. Our behaviour management system operates in every learning space across the school and provides a consistent dialogue for students, staff and parents.

Students of Haberfield Public School wrote and committed to their own school rules for each learning area including the following:

Haberfield Public School has the following school-wide rules and expectations:
We are all **RESPECTFUL**, **RESPONSIBLE**, **RESILIENT**, **SAFE**



Classroom

Respectful <ul style="list-style-type: none"> Listen to teachers and peers Share and take turns Use kind words and actions Include others in group work and play Follow instructions Be mindful of others' boundaries, needs, feelings 	Responsible <ul style="list-style-type: none"> Organised and ready to learn Look after own, other's and classroom equipment Keep learning spaces clean and tidy Honest words and actions Actively help others Work as a team Be an active bystander
Resilient <ul style="list-style-type: none"> Work towards your personal best Keep trying Learn from mistakes Ask for help when needed Take on new challenges 	Safe <ul style="list-style-type: none"> Be in the right place at the right time Keep hands and feet to yourself Move safely around the classroom - walk Use equipment appropriately

Other Learning Areas



Library

Respectful <ul style="list-style-type: none"> Think of others. 	Responsible <ul style="list-style-type: none"> Use library resources appropriately.
Resilient <ul style="list-style-type: none"> Share books and games. 	Safe <ul style="list-style-type: none"> Walk only.



Hall

Respectful <ul style="list-style-type: none"> Remain quiet during and between speakers. 	Responsible <ul style="list-style-type: none"> Be an active listener and follow instructions.
Resilient <ul style="list-style-type: none"> Be an active participant during all activities in the hall. 	Safe <ul style="list-style-type: none"> Enter and exit the hall in a safe and orderly manner.



Homebase

Respectful <ul style="list-style-type: none"> Care for the gardens. 	Responsible <ul style="list-style-type: none"> Keep the area clean.
Resilient <ul style="list-style-type: none"> Include others. 	Safe <ul style="list-style-type: none"> Walk only.



Assemblies

Respectful <ul style="list-style-type: none"> Listen to all speakers. 	Responsible <ul style="list-style-type: none"> Think of others.
Resilient <ul style="list-style-type: none"> Appreciate others. 	Safe <ul style="list-style-type: none"> Line up promptly.

Playground



Toilets

Respectful <ul style="list-style-type: none"> • Respect others privacy. 	Responsible <ul style="list-style-type: none"> • Leave the area clean.
Resilient <ul style="list-style-type: none"> • Report problems. 	Safe <ul style="list-style-type: none"> • Use the area in a sensible manner.



Canteen

Respectful <ul style="list-style-type: none"> • Say "please" and "thank you". 	Responsible <ul style="list-style-type: none"> • Return canteen tubs.
Resilient <ul style="list-style-type: none"> • Resolve issues peacefully. 	Safe <ul style="list-style-type: none"> • Wait patiently behind the yellow line.



Top Courtyard

Respectful <ul style="list-style-type: none"> • Follow the handball roster. 	Responsible <ul style="list-style-type: none"> • Clean up after yourself.
Resilient <ul style="list-style-type: none"> • Play fairly. 	Safe <ul style="list-style-type: none"> • Be mindful of others.



Lower Courtyard

Respectful <ul style="list-style-type: none"> • Think of others. 	Responsible <ul style="list-style-type: none"> • Line up promptly.
Resilient <ul style="list-style-type: none"> • Include others. 	Safe <ul style="list-style-type: none"> • Look where you are going.



Weather Shed

Respectful <ul style="list-style-type: none"> • Clean up after yourself. 	Responsible <ul style="list-style-type: none"> • Line up promptly.
Resilient <ul style="list-style-type: none"> • Include others and resolve issues peacefully. 	Safe <ul style="list-style-type: none"> • Walk only.



Grass

Respectful <ul style="list-style-type: none"> • Be aware of other students around you and include others. 	Responsible <ul style="list-style-type: none"> • Do the right thing and show maturity and fairness.
Resilient <ul style="list-style-type: none"> • Try your best in all games/activities and have fun. 	Safe <ul style="list-style-type: none"> • Play safely with one another and wear your school hat.



Equipment

Respectful • Wait your turn and play fairly.	Responsible • Use the equipment correctly and follow the rules.
Resilient • Play fairly and include others.	Safe • Use equipment safely and walk only.



Court

Respectful • Follow the playground roster.	Responsible • Share the area fairly.
Resilient • Include others and resolve issues peacefully.	Safe • Play appropriate games.



Paddock

Respectful • Be aware of others in the area and share your space.	Responsible • Do the right thing and show maturity and fairness.
Resilient • Try your best in all games/activities and have fun.	Safe • Play safely with one another and wear your school hat.

PBL BEHAVIOUR EXPECTATIONS MATRIX				
Setting	Be Respectful	Be Responsible	Be Safe	Be Resilient
Grass	Be aware of other students around you and include others.	Do the right thing and show maturity.	Play safely with one another and wear your hat.	Try your best in all games/activities and have fun.
Paddock	Be aware of others in the area and share your space.	Do the right thing and show maturity and fairness.	Play safely with one another and wear your school hat.	Try your best in all games/activities and have fun.
Weather Shed	Clean up after yourself.	Line up promptly.	Walk only.	Include others and resolve issues peacefully.
Court	Follow the playground roster.	Share the area fairly.	Play appropriate games.	Include others and resolve issues peacefully.
Canteen	Say "please" and "thank you".	Return canteen tubs.	Wait patiently behind the yellow line.	Resolve issues peacefully.
Library	Think of others.	Use library resources appropriately.	Walk only.	Share books and games.
Top Courtyard	Follow the handball roster.	Clean up after yourself.	Be mindful of others.	Play fairly.
Lower Court Yard	Think of others.	Line up promptly.	Look where you are going.	Include others.
Toilets	Respect others privacy.	Leave the area clean.	Use the area in a sensible manner.	Report problems.
Homebase	Care for the gardens.	Keep the area clean.	Walk only.	Include others.
Equipment	Wait for your turn and play fairly.	Use the equipment correctly and follow the rules.	Use the equipment safely and walk only.	Play fairly and include others.
Assemblies	Listen to all speakers.	Think of others.	Line up promptly.	Appreciate others.
Hall	Remain quiet during and between speakers.	Be an active listener and follow instructions.	Enter and exit the hall in a safe and orderly manner.	Be an active participant during all activities in the hall.

Classroom



Haberfield School Classroom Behaviour Management Process and Procedures



Working in another classroom means:

- I need more time and support to think about my choices
- My behaviour is affecting other students' learning
- I will work on my own in another classroom, reflect on my choices and self-regulate before returning to my class



Having 'Reflection Time' means:

- I have not used two reminders to make a positive choice for my learning
- I need to think about what I need to do differently to stay with my class for this session
- I need to think about what the class rules mean for my behaviour and other peoples learning



2nd reminder means:

- My teacher has asked me twice to follow class rules and to make a positive choice
- I can choose to co-operate now and stay green this session



1st reminder means:

- I have a chance to make a positive choice
- I can make a positive choice for my learning
- I can follow the class rules and stay green this session



Staying Green today means:

- I am making positive choices for my learning
- I am co-operating with my teachers and peers
- I am following the class rules

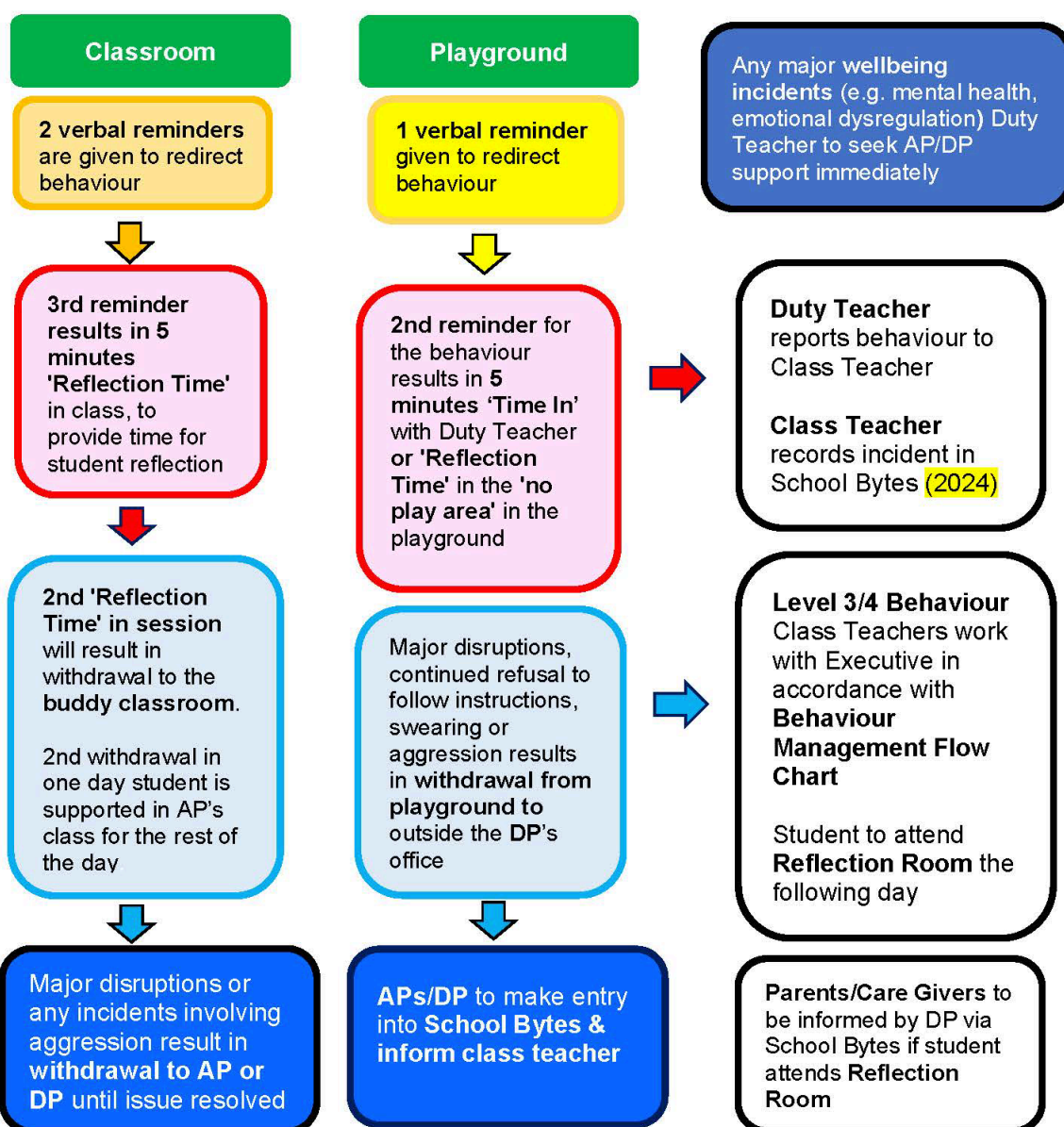
Making Positive Choice is based on the behaviours and values we teach at Haberfield Public School. It is also in line with the [NSW Department of Education's Behaviour Code for Students](https://education.nsw.gov.au/content/dam/main-education/policy-library/public/implementation-documents/pd-2006-0316-01.pdf).
<https://education.nsw.gov.au/content/dam/main-education/policy-library/public/implementation-documents/pd-2006-0316-01.pdf>

Classroom/Playground



Haberfield School Behaviour Management Process and Procedures

All staff at Haberfield Public School support students to make positive choices for their behaviour. Our school's behaviour management system acknowledges all students and their positive participation in learning and play. Our system is a scaffold which encourages students to use reminders to make positive changes to their behaviour.



Accurate record keeping using School Bytes and class record by class and RFE teachers is necessary for support to be provided to students by school and families



Haberfield School Classroom Behaviour Management Process and Procedures

Level 1 Classroom

- Classroom behaviour expectations/agreement co-created **with** students based on whole PBL Classroom Rules and using PBL Classroom Behaviour Matrix.
- Classroom behaviour expectations/agreement visible and clearly displayed in all classrooms
- Reminders and Reflection Time for minor disruptions in class given in line with behaviour management system

Level 2 Buddy Class

- Second incident of Reflection Time or continued dysregulation in the classroom results in student withdrawal to Buddy Class with work and self-reflection to complete and until student demonstrates behaviours of self-regulation (e.g. 30 minutes)
- Upon return to classroom, restorative conversation between student and Classroom Teacher to support student self-reflection and positive behaviours for learning moving forward
- Maximum 1 x withdrawal to Buddy Class per day
- Class Teacher or Assistant Principal (to be negotiated on a case-by-case basis) to **inform Parents/Care Givers**

Level 3 Executive

- Student unable to self-regulate and/or attend Buddy Class OR returns from Buddy Class but still unable to self-regulate – student to complete work and self-reflection in Assistant Principal's classroom or office for remainder of session or day depending on seriousness of behaviour
- Assistant Principal to contact Parents/Care Givers
- Incidents involving verbal or physical aggression result in immediate withdrawal to Assistant Principal or Deputy Principal
- **3 x** student withdrawn to Assistant Principal's classroom - Deputy Principal to **inform student's Parents/Care Givers**

Level 4 Continued Disruptive Behaviour

Formal Meeting

- 3 x Persistent Level Three behaviour results in Deputy Principal organising a **meeting with Parents/Care Givers**, Classroom Teacher, Assistant Principal and Deputy Principal and/or Principal
- **Parents/Care Givers receive written notification** of behaviour concerns and future actions in line with Haberfield Public Schools Behaviour Management Processes and Procedures
- Targeted intervention and/or Individual Intervention support implemented
- **Review meeting** scheduled for end of fortnight with Parents/Care Givers

Level 5 Withdrawal

In-school Suspension

- Persistent behaviour outside of behaviour expectations outlined in Haberfield Public Schools Behaviour Management Processes and Procedure results in implementation of a formal Behaviour Management Plan
- 1-2 days in school withdrawal supervised by the Deputy Principal

Level 6 Suspension

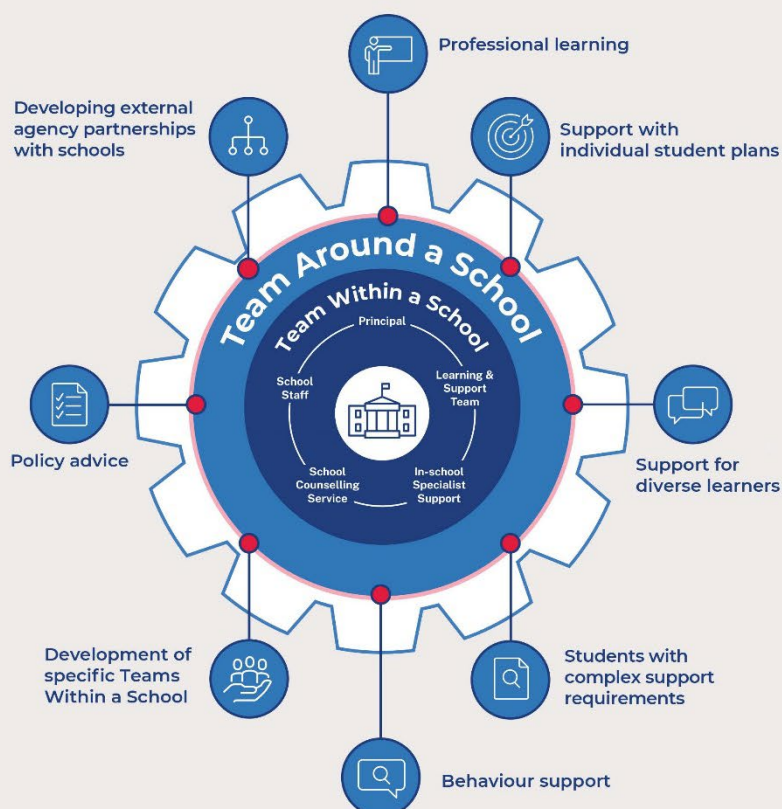
- Suspension from school in accordance with [NSW DoE Student Behaviour Policy and Procedures](#) to support preparation of risk management procedures, and establish additional behaviour support from [The Delivery Support Team Around a School](#) if necessary
- Post-suspension meeting required with Parents/Care Givers before student returns to school

Team Around a School

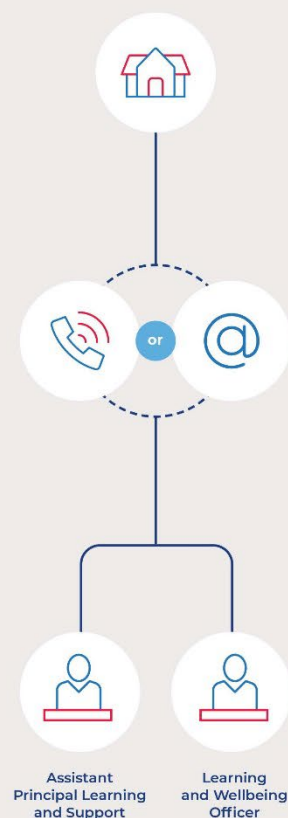


Supporting the work of the Team Within a School

The Team Around a School provides advice and support with:



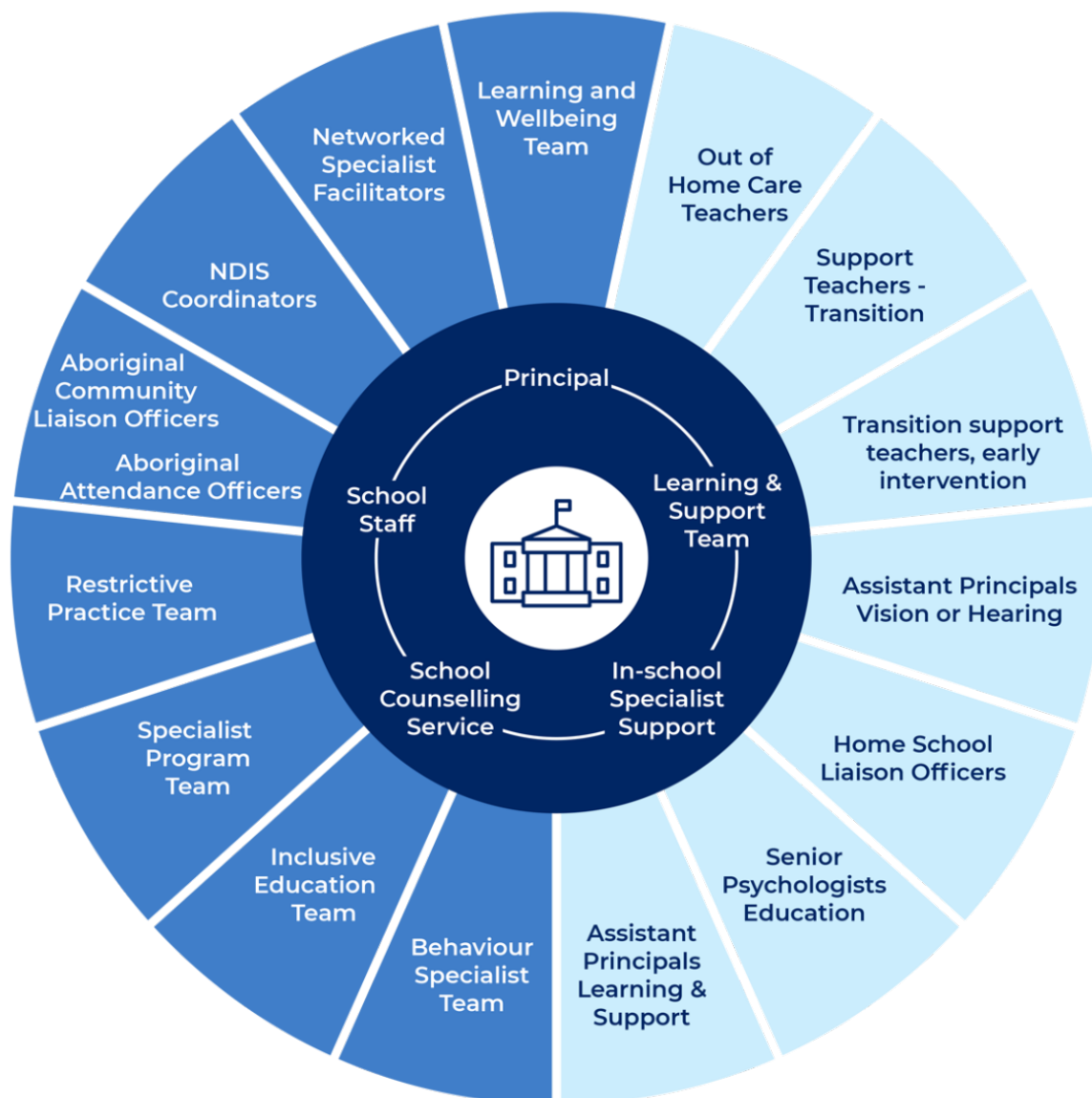
Contact us



If you know the support you need, please go directly using the School Support Contacts or scan the QR code.

Where you are unsure and wish to discuss support options available, please contact your Learning and Wellbeing Officer or Assistant Principal Learning and Support.





- Non-school based staff
- School based staff working across a range of schools

Positive Behaviour for Learning (PBL)

Haberfield Public School uses Positive Behaviour for Learning (PBL) strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Positive Behaviour for Learning (PBL) is an evidence-based whole school systems approach to behaviour management that actively teaches and reinforces positive behaviour. It enables students to be aware of our expectations for their behaviour and allows teachers to deliver consistent responses. With PBL, students clearly know what is expected of them, and therefore they have more opportunities to experience success in meeting those expectations.
- Our expectations are made clear to students, teachers and parents and are displayed around the school. Our expectations are explicitly taught through weekly lessons and are reinforced at whole school assemblies.
- Our school-wide expectations are represented with the **Haberfield Bee** mascot. Bees and the complex workings of a beehive (much like a school environment) represent strengths of collaboration, communication, community spirit, trust, resilience, adaptability and teamwork.



Positive behaviour that is consistent with our expectations is openly reinforced and rewarded through:

Playground **Bee Tokens** – 3000 Bee Tokens = whole school reward

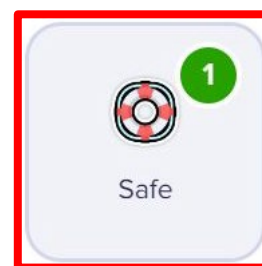
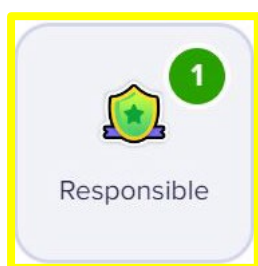
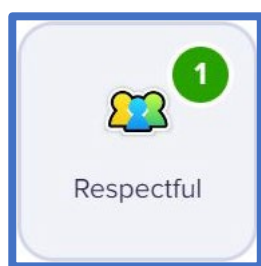
HPS Merit and Award System (also see Care Continuum - Prevention)

HPS Merit and Award System

PBL Expectation Bee Tokens



OR PBL Expectation Dojo Points



There are two ways for a student to receive an award:

- 10 x PBL Expectation Bee Tokens **or** 10 x PBL Expectation DOJO Points (above) can be traded in for a PBL Award. Tokens/points are handed out during class time by Classroom Teachers.
- Teachers award 2 White Awards per week to students they believe have been demonstrating positive behaviour, effort or personal best achievement. This award is presented in class.
- Other DOJO points used to work towards whole class 'Team' achievement and reward to be determined by class and teacher



Higher Level Awards – Presented in class

- 5 x White Awards = Bronze Award



- 5 x Bronze, PBL and/ or Sports Award = Silver Award



Higher Level Awards – Presented at whole school assembly

- 5 x Silver Awards = Gold Award



- 3 x Gold Awards = Medallion



Behaviour Code for Students

Behaviour Code for Students can be found at

<https://education.nsw.gov.au/content/dam/main-education/policy-library/public/supporting-documents/pd-2006-0316-01-behaviourcodestudents.pdf>

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Students at Haberfield Public School are expected to uphold the school wide rules and expectations in all aspects of school life, including when representing our school in the community eg. at sport, on excursions or at camps.

In NSW public schools students are expected, to the best of their ability, to:

- show respect to other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

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

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

Behaviour code for students

Information for students and parents or carers

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe behaviours we value in our students.

In NSW public schools students are expected, to the best of their ability, to:

- show respect to other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
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All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of 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 will back the authority and judgment of principals and school staff at the local level.

Behaviour code for students: Student actions

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the Department of Education.

We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.

Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- 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.

Whole School Approach



Care Continuum	Strategy or Program	Details	Audience
Prevention	Recognition and Celebration: HPS Merit and Reward System	10 Classroom PBL Bee Tokens/Points = 1 PBL Award 5 White Awards = Bronze Award 5 Bronze/PBL/Sports Awards = Silver Award 5 Silver Awards = Gold Award 3 Gold Awards = Medallion Playground Bee Tokens Classroom Dojo	Whole School
Prevention	PD/H/PE syllabus programs and learning experiences Grow Your Mind Schools Program	Through learning in PD/H/PE, students develop a commitment to the qualities and characteristics that promote and develop empathy, resilience, respectful relationships, inclusivity and social justice. The learning experiences in PDHPE provide students with a foundation to actively contribute to, and advocate for, the health, safety and wellbeing of themselves and others in the community and beyond school. The Grow Your Mind Schools Program is a quality-assured program in the NSW Department of Education's Student Wellbeing external program catalogue in the theme/themes of Behaviour/Resilience/Sense of Belonging.	Whole School

Care Continuum	Strategy or Program	Details	Audience
Early Intervention	PBL Tier 1 School-wide PBL Tier 1 Classroom Grow Your Mind Schools Program	PBL Tier 1 School-wide Systems is the foundation for all other PBL components, focusing on explicitly defining, teaching and responding to expected behaviour and preventing inappropriate behaviour across the whole school, including the classroom. Collection and use of data to inform decision-making and put evidence-based teaching and learning practices in place that encourage appropriate behaviour.	Whole School
Targeted Intervention	Positive Behaviour for Learning (PBL) Tier 2 Targeted Systems of Support Skill Streaming program Zones of Regulation Grow Your Mind Schools Program	The Learning and Support Team (LaST) work with Executive, teachers, students, and families to support students who require personalised learning and support. This may include modified individual expectations and goals, transition strategies and additional support from NSW DoE Delivery Support Team Around a School intervention inclusive of APLaS, Learning and Wellbeing Officer (LWO), Behaviour and Support Officer (BSO).	Individual students, families, staff
Individual Intervention	Positive Behaviour for Learning (PBL) Tier 3 Individual Systems of Support Functional Behaviour Assessments (FBA) Behaviour Response Plans Student Tailored Risk Management Plan	Executive and Learning and Support Team (LaST) work with teachers, students, families, and NSW DoE Delivery Support Team Around a School team to support students who require individualised learning and support. This may include instructional leadership, development of risk assessments, Behaviour Response Plans, and the development of short- and long-term goals.	Individual students, families, staff

Reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Reflection Time with restorative conversation - Classroom	After 3 verbal reminders – 5 minutes	Classroom Teacher	Classroom spreadsheet and/or School Bytes
Reflection Time with restorative conversation – Playground (minor)	After 2 verbal reminders – 5 minutes	Duty Teacher	N/A
Reflection Room (major playground incident Years 2-6)	After major playground incident – following lunchtime	AP, LaS, Reflection Room Duty Teacher	School Bytes
Reflection Time (major playground incident K-1)	After major playground incident – following lunchtime	AP	School Bytes

Restorative Practice

Restorative practice uses a framework designed to re-establish significant relationships following behavioural incidents, seeks to ensure that the consequences for misbehaviour have relevance and meaning within the school community context, fosters individual responsibility and helps develop empathy.

The following questions are used in the restorative process – *when things go wrong*:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been hurt?
- What do you need to do to fix it?
- What do you think you need to do to make things right?
- If the same thing happens again, how could you behave differently?
- What support do you need? Who can you go to for support?



The following questions are used in the restorative process – *to help those harmed by other's actions*:

- What did you think about what happened?
- How have you and others' been hurt?
- What is the hardest thing for you?
- What do you think needs to happen to make things right?
- Who can you go to for support?

Classroom Reflection Time

Where: Calm space in the classroom e.g. Reflection desk

Timeframe: 5 minutes

Reflection: Students reflect on what has happened and the impact of their choices on their own and other's learning against the HPS school rules and classroom agreement. Students are supported with visual reminders and may complete a reflection sheet if appropriate.

Restorative conversation with Classroom Teacher post 5 minutes Reflection Time to support student self-reflection and positive behaviours for learning moving forward.

Buddy Class Reflection Time

Where: Buddy Class (same Stage-level class and in proximity to home classroom)

Calm space in the Buddy Class classroom e.g. Reflection desk

Timeframe: Student to attend Buddy Class with work and self-reflection to complete.

Student to remain with Buddy Class until they complete their self-reflection and demonstrate behaviours of self-regulation and readiness to return to class (approx. 30 minutes)

Reflection: Students reflect on what has happened and the impact of their choices on their own and other's learning against the HPS school rules and classroom agreement. Students are supported with visual reminders, complete a self-reflection and complete classwork provided.

Restorative conversation with Classroom Teacher post Buddy Class attendance to support student self-reflection and positive behaviours for learning moving forward.



Playground Reflection Time

Where:

Time-In (if possible): Walking side by-side with teacher on duty

Reflection Time: Identified calm space in the playground

Timeframe: 5 mins and once able to reflect and self-regulate

Reflection: Students reflect on what has happened and the impact of their choices for themselves and others according to the HPS Playground school rules/PBL Playground Expectations Matrix.

Restorative conversation with Duty Teacher and other students (if appropriate) to support student self-reflection and positive behaviours for a safe and inclusive playtime moving forward.

Reflection Room

Where: Classroom next to staffroom

Timeframe: Student to attend Reflection Room for half a lunchtime (25 minutes) with the support of Duty Teachers to complete self-reflection.

Reflection: Reflection Room provides an opportunity for all students to reflect on behaviour, engage in restorative conversation and be supported in making positive choices for the playground moving forward.

Partnership with parents/carers

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.

Haberfield Public School will partner with parents and carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by:

- Parents/ Carers will be informed of any concerns relating to wellbeing and behaviour at the appropriate points in the Classroom and Playground Behaviour Management Process and Procedures.

- Parents/ Carers will be given the opportunity to work with the school in supporting their child's positive behaviours for learning, including engagement and safety.

Haberfield Public School communicate these expectations to parents/ carers by:

School website, newsletter, fortnightly HPS School Briefings

'Meet the Teacher' start of year information evenings

Whole school assemblies

Visible PBL expectations

Parent/ Teacher conferences

Wellbeing/ Grow Your Mind parent workshops

School Community Charter

 **Collaborative. Respectful. Communication.**

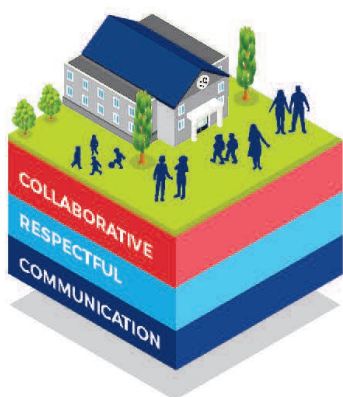
The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 – 2022.



Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- To be welcomed into our schools to work in partnership to promote student learning.
- Communication from school staff will be timely, polite and informative.
- Professional relationships with school staff are based on transparency, honesty and mutual respect.
- To be treated fairly. Tolerance and understanding are promoted as we respect diversity.

We treat each other with respect

We prioritise the wellbeing of all students and staff

Unsafe behaviour is not acceptable in our schools

We work together with the school

Ensuring respectful learning environments for all members of NSW Public Schools communities.

© NSW Department of Education



We create
collaborative
learning
environments

We
all play
our part

We work
in partnership
to promote
student
learning

Communicating with our schools

Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

Our guide for parents, carers and students provides useful information about the complaints process:

education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students

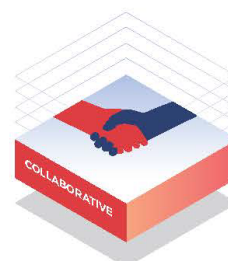
Respectful communication is a right

In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.

Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.



**Collaborative.
Respectful.
Communication.**

School Community Charter

education.nsw.gov.au

School Anti-bullying Plan

Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated, and involves behaviour that can cause harm.

https://haberfield-p.schools.nsw.gov.au/content/dam/doe/sws/schools/h/haberfield-p/download-box/HPS_Anti_Bullying_Plan_20241.pdf

BULLYING. NO WAY!

2023 BULLYING PREVENTION PLEDGES

During Bullying Prevention Week in Term 3, classes work together to create a representation of how they will work together to take a stand against bullying. Classes defined important terms, agreeing on what is, and what isn't considered bullying. Classes talked about how to be a positive bystander, and what to do if they see someone being treated unfairly. The class pledges were put on display for the school community and classes to view.



Bullying. NO WAY!



Reviewing dates

Last review date: Term 1 2024

Next review date: Term 1 2025