



Hamilton South Public School

Behaviour Support and Management Plan

Overview

Hamilton South Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Hamilton South Public School rejects all forms of bullying behaviours, including cyberbullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

Individualised Behaviour and/or Personalised Learning and Support Plans may supersede the HSPS SBSMP.

Partnership with parents/carers

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

- sharing key information and school approaches to support positive behaviour and support groups or individual student behaviour causing concern
- providing opportunity to contribute to the review process and community feedback
- consult with the P&C and Aboriginal community to inform school practice and procedures.
- 'Parent Inspire' Clips and Information in the form of a newsletter as part of the whole school implementation of "The Resilience Project".
- invite parent/carer and student feedback regarding student expectations through formal and informal means.
- using concerns raised through complaints procedures to review school systems, data and practices

Hamilton South Public School will communicate these expectations to parents/carers by:

- providing information on the school's website and regular newsletters
- parent access to 'The Resilience Project' dedicated online parent/carer hub with supporting resources
- targeted communication to individual parents / carers or groups as needed
- learning support meetings as needed

Promoting and reinforcing positive student behaviour and school-wide expectations

Hamilton South Public School has the following specific school-wide rules and expectations promote positive student behaviour and a climate of success:

Being our best at HSPS

- We are Respectful
- We are Responsible
- We are Safe
- We are Learners

Hamilton South Public School uses the following key strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations to ensure a climate of success, positive teacher student relationships, recognise student achievement and support for student behaviour needs.

- Positive Behaviour for Learning
- Merit and Keys to Success awards
- Classroom reward systems
- House tokens and sporting awards
- Scheduled explicit teaching of skills across the year
- Whole school promotions through assemblies, Student Representative Council and Noticeboard
- Whole school implementation of ‘The Resilience Project’

School-wide behaviour expectations

We are	Respectful 	Responsible 	Safe 	Learners 
In the classroom we:	● Listen when others are speaking ● Cooperate and include others ● Are friendly and kind ● Let everyone learn ● Look after and share school equipment ● Allow others their personal space ● Use 'school friendly' language	● Follow class routines and expectations ● Follow instructions ● Clean up our space ● Look after our own and school property ● Are organised and ready to learn ● Ask for help when needed	● Use learning tools correctly ● Keep hands and feet to ourselves ● Walk in the classroom ● Make sure the teacher knows where we are ● Use our chair safely and tuck it in ● Only use technology for instructed purposes	● Are positive, active and engaged in lessons ● Ask for, accept and act on feedback ● Persist with challenges and grow from mistakes ● Try new activities ● Work towards personal goals ● Accept different points of view
In the playground we:	● Show manners and speak politely ● Use 'school friendly' language ● Listen to and include others ● Share equipment and spaces ● Play fairly ● Are friendly and kind	● Follow instructions and rosters ● Put rubbish in the bin ● Look after our own and school property ● Take ownership for our actions ● Ask for help when needed ● Help others who need help	● Are 'Sun Smart' ● Keep hands and feet to ourselves ● Are in the right place at the right time ● Use playground equipment safely ● Stay in the eating area to eat our food ● Use toilets correctly, wash hands and return to playground ● Move sensibly, especially on concrete surfaces	● Play fairly ● Walk to lines as soon as the bell rings ● Are in lines ready for class at the end of play ● Try new activities ● Are positive role models ● Know when we need to calm down and use the right strategies
"On the move" we:	● Cooperate with others ● Allow others their personal space ● Look after school equipment ● Move past learning spaces quietly	● Are in the right place at the right time ● Follow instructions ● Wait our turn ● Ask for help when needed	● Move sensibly, especially on concrete surfaces ● Walk up and down stairs ● Stay on the left hand side when walking up and down stairs ● Take the stairs one step at a time ● Keep hands and feet to ourselves	● Move directly to our next spot ● Move calmly and sensibly during learning time ● Are a positive role model to others ● Know where we are going and why we are going there
At excursions and activities we:	● Show manners and speak politely ● Use 'school friendly' language ● Listen when others are speaking ● Allow others their personal space ● Show appreciation to people who have helped	● Wear our school uniform ● Follow instructions ● Look after our own property ● Leave no rubbish behind ● Wait sensibly and patiently ● Represent our school with pride	● Keep hands and feet to ourselves ● Are 'Sun Smart' ● Make sure that the teacher knows where we are ● Use road crossings appropriately ● Follow transport rules ● Are in the right place	● Ask 'on topic' questions ● Are engaged in activities ● Are a positive role model to others ● Try something new ● Accept different points of view

Behaviour code for students

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses. Our behaviour code for students can be found using the following link; [Behaviour Code for Students](#)

School Behaviour Support and Management at Hamilton South Public School

Meeting the diverse wellbeing and behaviour needs of students can be a complex task. Our school implements whole school practices and programs for the long-term wellbeing, learning and safety of all students.

Our school adopts the care continuum to embed a whole-school system, focused on a prevention approach to address the full spectrum of student behaviour needs. Students are supported at each stage of the care continuum, through specific evidence based whole-school, and targeted strategies and practices:

- Prevention - whole school approaches to establish and maintain safe, respectful learning environments for all students. A learning environment includes classrooms, playground, online and all school events and activities.

When applied, these approaches will underpin effective teaching and reduce minor behaviours of concern.

- Early intervention - this is when all, a group or some students require early intervention to deal with emerging, low-level behaviours of concern. These are in addition to the above, and are early practices, strategies or adjustments to encourage positive behaviour expectations.
- Targeted intervention - this is targeted support for students who may exhibit complex and challenging behaviours to encourage positive behaviours. This can include facilitating positive behaviour supports, and making targeted and reasonable adjustments.
- Individual intervention - a comprehensive system of support and consultation with parents and specialists, for students with highly complex and challenging behaviours. Often these need individual assessment, monitoring and review.

When an intervention is needed associated with any of the above four intervention points along the care continuum, the intervention may be through a strategy, practice or service.

Whole School Approach

The strategies and practices listed below are used by our school to prevent and respond to student behaviours of concern when they occur, consistent with Department policies and procedures. Many of these strategies and interventions support students to learn and practice expected behaviours using explicit teaching and feedback.

Care Continuum	Strategy or Program	Details	Audience
Prevention Whole school practices Proactive	Classroom and Playground Management Practices	• All classrooms have common expectations and key practices teachers use to establish a positive learning environment that maximises learning and wellbeing for all students. Expectations and practices are guided by the four statement for “Being our Best at HSPS” • Restorative practices including the development of quality relationships • Consistent supervision practices from teachers on duty including proactive engagement with students following expectations and timely reminders using playground bag resources. • Coordinated management and use of playground spaces and allocation of areas for purpose (eg P1 quiet space). Availability of different resources for students to engage with in these different areas catering for different interests.	Principal Executive Teachers
	Wellbeing	• All classroom teachers have weekly wellbeing in their timetable. This time will be used to discuss and address wellbeing focus areas that are focused on during fortnightly assemblies and deliver the Resilience Project. • Gate meet and greets in the morning at designated Gate 1 and Support Unit Gate provides a place for parents to drop students at the start of the day where support can be given if needed. • ‘The Resilience Project’ Resilient Youth Survey with Years 3-6 in Term 2.	Teachers

	Student Led Support	- Leadership initiatives including SRC, Year 5 leadership program and Year 6 leadership team promotes active student voice to drive engagement activities for students. These opportunities build relationships across the school community, promoting and supporting sense of belonging - Buddy Program to build positive relationships with junior and senior students. Year 5 students support Kindergarten students in navigating school life and relationships.	Students Teachers
	The Resilience Project	A whole school social-emotional learning program, providing practical, evidence-based mental health strategies to build resilience and happiness.	Students, teachers, SLSOs, families
	Curriculum - Child Protection	Teaching child protection education is a mandatory part of the K-6 syllabus	Students K-6
	Bullying No Way Week	Week 4 Term 3. Anti-bullying National Day of Action. Information presented at Whole School Assembly. Anti-bullying slideshow and accompanying activities completed within classrooms. Anti-bullying Parents and carers tips - Fact Sheet sent home as part of Noticeboard.	
	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	- 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 online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents. This will be used on a needs basis. - SchoolBytes reporting of incidents for monitoring and tracking of patterns.	All
	Anti-Bullying (including cyberbullying)	Strategies and information presented at fortnightly assemblies. Information and strategies addressed as communicated to staff through bulletin and to the community via Noticeboard: Term 1 Weeks 4, 6, 8, 10: School expectations including the Behaviour code for students. Term 2 Weeks 3, 5, 7, 9: 'The Resilience Project' strategies and information for students. Term 3 Weeks 2, 4, 6, 8, 10: Cybersafety and cyberbullying messages and information for students. Term 4 Weeks 2, 4, 6: Wellbeing - Resilience messages and strategies in response to Resilient Youth Survey Results	
	Professional	'The Resilience Project (TRP)' Leading TRP Professional	Teachers

	Learning (PL) 2025	Learning - Term 1 Leadership Team 1 hour • 'The Resilience Project' TRP Hub Access, Teaching TRP PD & Staff Inspire PD - Term 1 All Staff 2 hours. • 'The Resilience Project' Parent Inspire Digital Clips - Term 2 All Families • 'The Resilience Project' Resilient Youth Survey Results Meeting - Term 2 Leadership Team 1 hour. • 'The Resilience Project' Discovering Resilience Staff PD - Term 3 All Staff 1 hour. • 'The Resilience Project' Planning for 2026 - Term 4 Leadership Team 1 hour. • Be You online training for upskilling staff with language to support student wellbeing.	SLSOs Families
Early Intervention All, a group or individual students Early low level behaviours	Whole school behaviour management procedures	• All staff use whole school expectations as a point of discussion with individual and group intervention • Restorative practices used to help intervention and resolution of situations. • SchoolBytes reporting of incidents for monitoring and tracking of patterns. • Increase SLSO supervision timetable to help proactive intervention. • Stage/grade/group meetings are held with students to discuss targeted area of need and address school expectations and what they look like.	Teachers Executives SLSOs
	Classroom Management Practices	• Various strategies to draw on for staff to determine what best suits the classroom and individual student Behaviour Support and Management Teacher Resource Document. • SchoolBytes reporting for in class significant behaviours.	Teachers SLSOs
	The Resilience Project	• Revisit aspects of the program where necessary based on student need.	Students, teachers, SLSOs, families
	DEC Anti-bullying units of work	• Explicit teaching of diversity and respectful relationships using applicable aspects of DEC Anti-bullying units of work.	Students
	Communication with parents	• School expectations and procedures are followed when working with parents to support students. - Phone call home - Face to face meetings	Teachers Executives Parents
Targeted Intervention A student exhibiting	Classroom Management Practices	• Modified individual expectations and goals, communication with parents, transition to and from classroom strategies.	Teachers
	Whole School	• Referral to executive staff members.	Teachers

complex or challenging behaviours Possible need for assessment Possible need for adjustment	Behaviour Management Resources	- School expectations and procedures are followed when working with parents to support students. - Monitoring card - Modified play areas and/or structured play - Meeting with families	Executive Principal
	Behaviour Support Toolkit	This includes behaviour support planning, de-escalation plan, behaviour response plan, student behaviour contract and targeted behaviour goals. Link: Website resource	All Staff
	Learning and Support	The Learning and Support team work with teachers, students and families to support those students who require personalised learning and support. Including instructional leadership, development of risk assessments and the development of short- and long-term goals.	Individual students, families, staff.
	School Counselling Service	- Used as determined by the learning support team or where deemed by the principal to be a priority. - Teacher referrals - Parent referrals	Executive Welfare Team
	Teacher professional learning	- As required: - Functional Behaviour Assessment PL Link: Website Resource - Understanding behaviour support based on student need (various PL available - Understanding Behaviour, Restorative Practice, De-escalation of Student Behaviour, Regulation - More Than Taking a Breath and Speaking Calmly, Strategies to Support Students with ADHD, Understanding Behaviour, Thinking Functionally about Student Behaviour, Individual Behaviour Support Plans). Link: Department of Education Behaviour PL	Executives Learning Support Team Members
Individual Intervention A need for a comprehensive system of support to address complex or challenging behaviour.	Department of Education Learning and Wellbeing Officers	Advice and support provided by Department personnel outside of the school.	Executive Welfare Team
	School Counselling Service	Where relevant working with external providers.	Executive Welfare Team
	Specialist Allied Health Services	Accessed based upon the relevant area of need	Executive Welfare Team

	Case Management	Where relevant working with external providers.	Executive Welfare Team
	Delivery Support	Advice and support provided by Department personnel outside the school.	Principal Executive

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.

Hamilton South Public School staff will identify inappropriate behaviour or 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 secret
- concerns raised by a parent, community member or agency.

School anti-bullying strategies are embedded into the School Behaviour Support and Management Plan.

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](#)

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.

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 the students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member.

Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or executive staff 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 playground.

Executive managed - behaviour of concern is managed by school executive

Corrective responses are recorded and monitored on SchoolBytes. Corrective responses to behaviour are listed below as part of school reflection and restorative practices and the strategies listed as part of the care continuum.

Reflection and restorative practices

The following practices are used in our school. Please refer to the table below to understand key information in regard to these practices. These practices have been presented to teachers and P&C for consultation and reflect Department expectations. Restorative practices tools provided by NSW DoE guide restorative work with students. All teaching staff have authority to facilitate reflection time.

<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/restorative-practices/restorative-practices>

Action	When and how long?	Who coordinates?	How are these recorded?
Reflection A response for a single student or a group of students. Reflection opportunities include: • supporting the student to reflect on their behaviour and make positive choices • directed playtime in an identified area of the playground or modified play • One to one conversations with teacher with restorative focus.	When there are signs or triggers that behaviour escalation may occur At the time of need The maximum amount of time will be appropriate to the student's age or development level - toilet and food breaks are always included/accessible	All Teachers	Teacher records on SchoolBytes. Phone call home to parents/carers if occurs on consecutive days.
Reset (self-directed) Available to all students especially where there is a need to regulate emotions.The student removes themselves from a stressful situation to prevent an escalation of behaviour or recompose themselves by going to a prearranged room or area where they can be monitored at all times. This time provides opportunities for the student to self-regulate emotions and behaviour. Pre-determined area for reset space is known. Where possible, acknowledgment of leaving to reset is made by the student to ensure teacher knows where student is going.	When there is a need to prevent escalation of behaviour or leave a stressful situation. Time as needed to de-escalate. Food and toilet breaks are always included/accessible.	Teacher Student	Teacher records on SchoolBytes.
Classroom Reset (teacher directed) The student is directed away from the educational activity to a space in/ or attached to the classroom where they are monitored by the teacher. Tools for decompressing, de-escalating or calming are made available where needed (pre-identified collaboratively with student where possible). This strategy will be	When there is a need to prevent escalation of behaviour. The maximum amount of time will	Teacher	Where relevant, teacher records on SchoolBytes. Phone call home to parents/carers if occurs on consecutive days

paired with restorative conversations.	be appropriate to the student's age or development level - toilet and food breaks are always included/accessible		
Relocate and Reset (teacher directed) This is implemented after repeated patterns of behaviour where reset in the classroom has not helped. This is part of an agreed student's behaviour support plan based on an assessment of their behaviour. The student is directed away from the educational activity to a different learning space with a teacher or supervisor. Tools for decompressing, deescalating or calming are made available where needed (pre identified collaboratively with student where possible). This strategy will be paired with restorative conversations.	After reset processes in the classroom have been unsuccessful or When there is a need to prevent escalation of behaviour. The maximum amount of time will be appropriate to the student's age or development level - toilet and food breaks are always included/accessible	Teacher	Teacher records on SchoolBytes. Phone call home to parents/carers if occurs on consecutive days
Restorative practices Informal conversations, small impromptu conferences, group circle or formal conference (planned).	When a relationship has been damaged as a result of a person's behaviour.	Supervising teacher or executive.	Teacher or executive records on SchoolBytes.

Formal Cautions, Suspension & Expulsion

A formal caution indicates that there is a serious behaviour concern that requires a partnership between school and home. Formal Cautions are not recorded on a student's record.

[Suspension and expulsion procedures](#)

Reviewing dates

Last review date: 05/02/25

Next review date: December 2025



Hamilton South Public School 2025

Behaviour Consistency Flowchart / Roles and Responsibilities



