

School Behaviour Support and Management Plan: Hamilton North Public School

Overview

At Hamilton North, our vision is to cultivate an environment where every student is known, valued and cared for. We are committed to nurturing a sense of curiosity, ambition, and possibility within each child, empowering them to set aspirational goals and pursue their dreams with passion and determination.

We believe in the unique talents, strengths, and potential of every child, recognising that each one is filled with possibilities waiting to be realised. Our dedication to the inherent worth and potential of every student drives us to provide personalised support and guidance, tailored to their individual needs. We are devoted to fostering a culture of respect, responsibility, and inclusion, where every child feels valued, supported, and empowered to thrive.

Our educational approach is anchored in principles of positive behaviour support, inclusive practices, and social-emotional learning. We prioritise creating a nurturing environment where students feel safe, respected, and understood. Through effective role modelling, explicit teaching, and proactive interventions, we establish and maintain high expectations for student behaviour, academic achievement, and personal growth. These guiding principles shape our daily practice, ensuring that every student receives the support, encouragement, and resources they need to succeed both academically, socially and emotionally.

Hamilton North Public School is dedicated to NSW Department of Education's explicit teaching strategies and demonstration of positive behaviour, providing strong support to foster student engagement in their learning endeavours. Key programs prioritised and valued by the school community include:

- PBL - Whole School Values Learning Framework K-6
- Zones of Regulation
- Live Free Project including the weekly employment of a Wellbeing Worker
- GRIT and Shine Bright Programs
- Rock and Water
- Student Representative Council to foster authentic student voice and agency
- Deadly Leaders Aboriginal and Torres Strait Islander student group

Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.

When PBL is implemented well, teachers and students have more time to focus on relationships and classroom instruction. Students and staff benefit from:

- reduced inappropriate behaviour
- increased time focused on instruction

- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- support for teachers to teach, model and respond effectively to student need
- a predictable learning environment where staff and students know what is expected to deliver effective practices that can be sustained over time.

Hamilton North 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.

Partnership with parents and carers

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

- inviting parent/carer and student feedback through formal and informal means such as school surveys, Tell Them From Me surveys, consulting with the P & C and local AECG

Hamilton North Public School will communicate these expectations to parents/carers through the school newsletter and school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

Heart	Responsibility	Resilience
Be kind	Be organised	Believe in myself
Be respectful	Be safe	Be positive
Be inclusive	Own my choices	Bounce back

Behaviour Code for Students

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

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour code for students](#).

Whole school approach across the Care Continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyberbullying behaviour.

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:

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

Whole school approach across the care continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL - Values	Explicit teaching of behavioural, social and emotional expectations. Use of five weekly data analysis and Values meetings with whole school staff in fortnightly communication meetings to discuss, plan, prepare and implement whole school lesson focus areas.	K-6
Targeted intervention	Whole School Acknowledgements	Values Awards Buzzy Bee tickets acknowledging positive behaviour. Leading to individual or whole school rewards. End of term reward days, acknowledging the collective achievements of students related to the number of tickets earned.	K-6
Prevention Intervention	Zones of Regulation	All staff teach the Zones of Regulations as part of weekly PDHPE lessons and how to use strategies to regulate their emotions. Zones of regulation signage in every classroom and in playground environments.	K-6
Individual intervention	Reflection Room and Restorative Practices	A structured debriefing and planning after a crisis event or behaviour of concern with an individual student or groups of students.	K - 6
Early intervention and Targeted	Calming Corner	All classrooms have Values signage, displaying the behaviour expectation matrix for the whole school, each classroom has a	K-6

Care Continuum	Strategy or Program	Details	Audience
Individual Intervention		designated 'calming corner' or space to access sensory strategies and tools/objects. There are also visual reminders of behaviour expectations and social stories. Each classroom is supported with a School Learning Support Officer.	
Targeted / individual intervention	Learning and Support Team	The LST, School Counsellor and LaST work with teachers, students and families to support students who require personalised learning and support.	All
Individual intervention	Individual Behaviour Support Planning	Development, maintenance, reviewing and implementation of plans to support the diverse needs of students across HNPS: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LaST, AP, CT and Principal
Individual intervention	Wellbeing Worker	Regular check-ins and counselling with a wellbeing worker regarding grief, loss, change, attendance and low-level anxiety management.	K - 6
	Live Free Project	GRIT, Shine Bright, Grocery and Dental Support, Transport, Parent Support, Rock and Water.	
Prevention	Breakfast Club	Live Free Projects and school community run a breakfast club program that provides access to a free healthy breakfast and builds strong student-teacher connections.	K - 6
Prevention	SRC	Student Representative Council provides regular opportunities for student voice to be harnessed in decision-making processes, championing authentic student voice and agency.	
Prevention	Child Protection and Anti-Bullying	Teaching child protection and anti-bullying is a mandatory part of the PDHPE syllabus.	K - 6
Prevention	Interrelate	Teaching Year 6 students about the physical, emotional, and social changes that occur during puberty, encouraging students to reflect on how this developmental stage may affect their relationships and sense of self.	Year 6
Prevention	Healthy Harold	Harold's Healthy Day is one of Life Ed's new programs supporting children to develop and build skills that encourage a healthy lifestyle. The program focuses on nutrition, hygiene,	K - 6

Care Continuum	Strategy or Program	Details	Audience
		physical activity, the importance of sleep, rest, connections, cyber safety and developing and maintaining positive relationships.	
Prevention	<u>National Day of Action Against Bullying and Violence (NDA)</u>	Our school participates in the annual National Day of Action against Bullying and Violence (NDA) in August each year.	K - 6

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.

Hamilton North Public 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 the school counselling service.

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.

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 are recorded on School Bytes. These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • reteach • seat change • stay in at break to discuss/ complete work • conference • reflection and restorative practices • communication with parent/carer. 	<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • reteach • play or playground re-direction • walk with teacher • reflection and restorative practices • communication with parent/carer.

Hamilton North Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour Plan (PBL) and the Zones of Regulation consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses

- enhance self-esteem and build an internal focus of control.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
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.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Executive/CT 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. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.
3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on School Bytes.	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on School Bytes and contact parent/carer by email or phone. Executive/principal may consider further action e.g. formal caution or suspension.
4. Social emotional learning lessons are taught (PBL and Zones of Regulation) weekly.	4. Teacher records on School Bytes by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through School Bytes or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies and Values awards are given out at weekly COLA assemblies.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on School Bytes. 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
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- reflection and restorative practices
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- 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.

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, for example through the school counselling service. 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](#).

Reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a 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?
Restorative practice and Reflection Room – explicit teaching of behaviour expectation or peer mediation or circles in groups	Scheduled for either lunch or recess break as required	Executive Team	Documented in School Bytes
Behaviour Management Plan – In consultation with student, parent and teacher, discuss and set goals for individual students.	As required	Executive Team	Documented in School Bytes
Playground Plan	As required	Executive Team	Documented in School Bytes

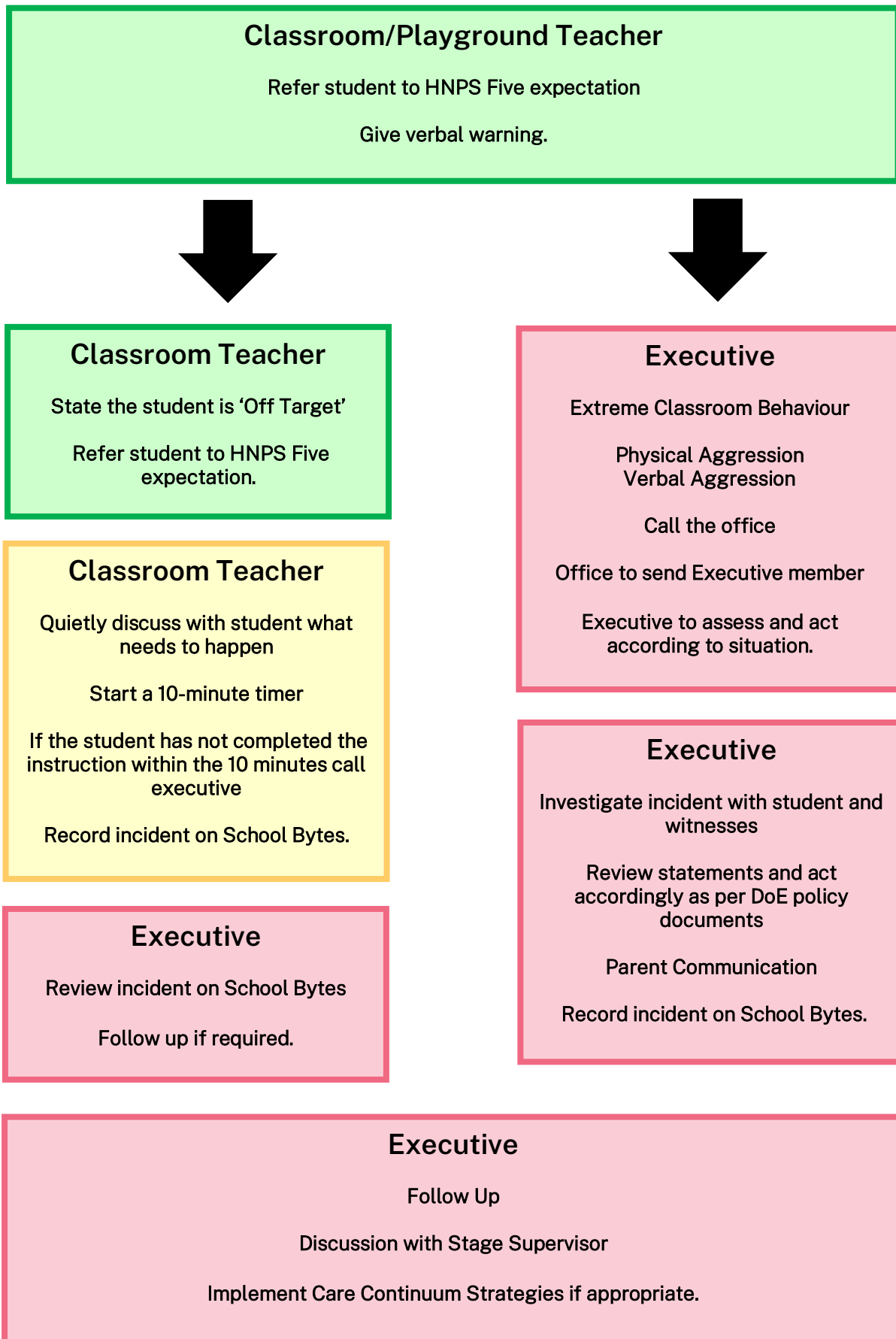
Review dates

Last review date: 12th August, Term 3, 2024

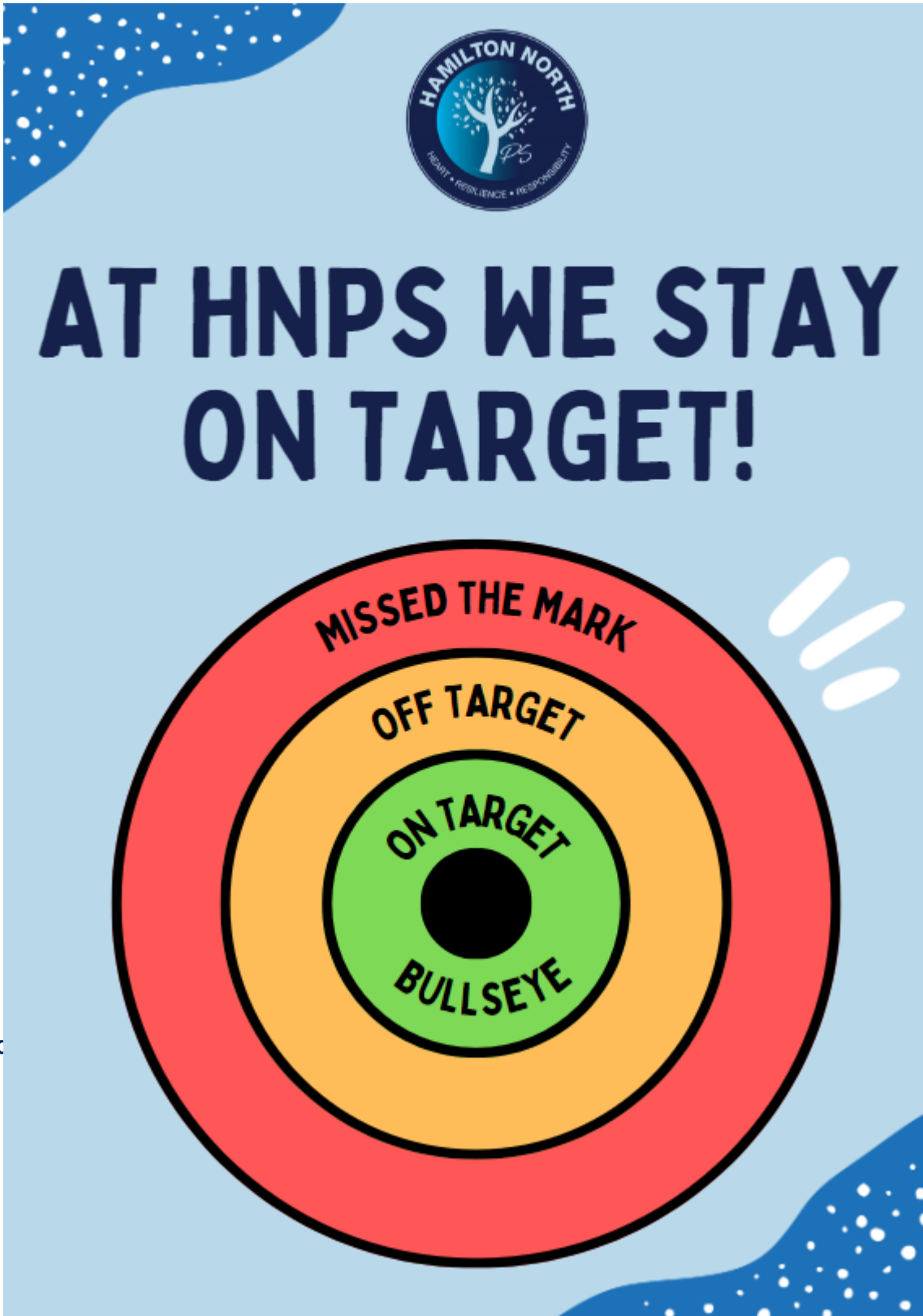
Next review date: 12th August, Term 3, 2025



Appendix 1: Hamilton North PS Classroom Behaviour and Management Flowchart



Appendix 2: Behaviour Targets



Appendix



Hamilton North Restorative Plan

Name		Date	
What happened?			
My thoughts and feelings at the time			
My thoughts and feelings now			
People affected			
People felt			
Future plan			

As a result of my reflection I:

- Acknowledge that my behaviour has affected another person (teacher or student)
- Have apologised for my behaviour and for how I made them feel

Appendix 4: LST Referral

Hamilton North Public School LST Referral Form



Student Name		Date of Referral	
Date of Birth		Class	
Referring Teacher			
Area/s of Concern	<input type="radio"/> Hearing <input type="radio"/> Vision <input type="radio"/> Language <input type="radio"/> Fine/Gross Motor skills <input type="radio"/> Academic Progress <input type="radio"/> Behaviour <input type="radio"/> Emotional <input type="radio"/> EALD <input type="radio"/> Attendance <input type="radio"/> Other		
Student's Strengths			
Outline reasons for referral			
Relevant Background Information	Please attach any relevant assessments		
Strategies used so far	Classroom Adjustments Tier One	Reviewed Students needs with Supervisor Tier Two	
	<input type="checkbox"/> Transition information from previous teacher <input type="checkbox"/> Checked Learning and Support information with AP and Teams <input type="checkbox"/> Scaffolding instructions and learning activities <input type="checkbox"/> Grouping students with similar instructional needs <input type="checkbox"/> Physical, verbal and visual prompts and cues i.e. visual timetables, timers, teacher feedback on agreed student goals, brain breaks, ready to learn plan, taking space area <input type="checkbox"/> Sensory tools <input type="checkbox"/> Additional opportunity to consolidate skills e.g. through repetition/practice <input type="checkbox"/> Monitoring and reviewing classroom adjustments <input type="checkbox"/> Involvement of parents/carers – phone call/interview <input type="checkbox"/> Regular anecdotal notes recorded on School Bytes	<input type="checkbox"/> Collaborative problem solving to best address students' needs <input type="checkbox"/> Informal discussion with the Learning and Support Teacher regarding additional adjustments to support the student <input type="checkbox"/> Colleague Observation of student <input type="checkbox"/> Evidence from School Bytes discussed with parents/carers <input type="checkbox"/> Continued parental involvement and feedback i.e. regular meetings (background information collated – previous specialist involvement/reports) <input type="checkbox"/> Behaviour Support Plan, Personalised Learning plan and Risk Management Plan created by teacher for implementation, monitoring and regular review of a student <input type="checkbox"/> Copy of reports in class profile and in casual folder <input type="checkbox"/> Goals set and monitored	
Parent/Carer(s) is aware of the referral?	<input type="checkbox"/> Yes (Referrals must be pre-discussed with Parent/Carer to progress) <input type="checkbox"/> No		
Learning Support Team Recommends	<input type="checkbox"/> Personalised Learning Support Plan <input type="checkbox"/> Behaviour Support Plan <input type="checkbox"/> LaST Intervention <input type="checkbox"/> Request APLAS support <input type="checkbox"/> LST Meeting with Parent/Carer(s) <input type="checkbox"/> School Counsellor Referral	<input type="checkbox"/> Referral to Intervention Teacher <input type="checkbox"/> Referral to External Provider <input type="checkbox"/> Referral to LWO <input type="checkbox"/> Professional Learning <input type="checkbox"/> Referral to the Live Free Project <input type="checkbox"/> Other	
Signature:			Date:

Appendix 5: Bullying Response Flowchart

