

Hampden Park Public School Behaviour Support and Management Plan



Overview

At Hampden Park Public School we all contribute to a high expectations environment that prioritises engagement, collaboration, care for self and others and ongoing improvement.

Hampden Park Public School is committed to building a positive school community that promotes student wellbeing. There is a focus on explicitly teaching and modelling positive behaviour and supporting all students to be engaged with their learning.

A positive school community is one in which students, staff and families are connected with each other, all people's needs are met, and they are involved in meaningful ways. At the core of a positive school community are responsive and respectful relationships. These create a sense of belonging, enable inclusive practices to occur and increase involvement and contribution at school.

Principles of trauma informed practice, inclusive practice and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through explicitly teaching routines and planned responses incorporating insights from Running the Room by Tom Benett. Zones of Regulation is implemented across the school to promote positive behaviour and increase self-regulation strategies.

Christine Richmond's Balance Model underpins quality teaching and behaviour management at HPPS. The micro-skills of behaviour management support positive student behaviours for learning, comprising 10 skills relating to the language of expectations, language of acknowledgement and language of correction. HPPS regularly conducts teacher professional development in micro-skills to ensure they are daily practice for all teaching staff.

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

Partnership with parents and carers

Home and school are the two most important contexts for child development. A collaborative approach where parents, carers and schools work together - to share their interests and responsibilities for the child - is much more likely to yield substantial and sustained improvements for children's learning and wellbeing. We create a positive environment for staff, students and parents in line with the [School Community Charter](#).

HPPS aims to connect with parents and carers by:

- providing regular, genuine and positive communication about the whole child
- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me survey, school surveys and consulting with the P&C

- using concerns raised through complaints procedures to review school systems, data and practices
- regularly updating the wider community on school events and student achievements via social media (Facebook and Instagram) and SchoolBytes
- inviting parents to attend enrolment interviews, parent/teacher interviews and planning for individualised support needs as required
- inviting parents to attend forums on specific topics eg. Curriculum support, student attendance, wellbeing, transitions
- ensuring school leaders are at the school gates morning and afternoon to interact informally with the community

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. At HPPS, we embrace the diversity that exists in our school community. This includes, but is not limited to, diversity in beliefs, religion, culture, language use, family arrangements and circumstances, interests, personalities, abilities and disabilities. We recognise the richness diversity provides to our school, as well as recognising our similarities.

HPPS aims to ensure our practices are inclusive by:

- displaying information, posters and artwork that reflect the diversity in the school community
- providing information in community languages
- publicly celebrating our diversity – Harmony Day is a key annual celebration
- acknowledging Australia’s First Peoples as traditional custodians of the land.

School-wide expectations and rules

Hampden Park Public Schools rules are consistent with the core rules for students in NSW Public Schools:

- Act safely
- Be in the right place at the right time
- Take care with your words and actions

HPPS has whole school routines that are explicitly taught and regularly reviewed:

- Lining up outside the classroom
- Eating time
- Moving around the school
- Going to the bathroom during class time
- Travelling outside the school

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

Hampden Park Public School embeds approaches and strategies across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying 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:

- Explicitly teaching classroom routines and expectations
- Establishing predictable routines and procedures that are communicated clearly to students
- Encouraging expected behaviour with positive feedback and reinforcement
- Discouraging inappropriate behaviour
- Maximising opportunities for active engagement with learning and school activities
- Providing carefully sequenced engaging lessons
- Differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Trauma informed practice	Training staff to recognise and respond to students with a trauma informed lens to create a safe and relational learning environment.	All
	Proactive classroom management	Microskills Professional Learning for teachers, First five weeks program, Running the Room routines and team beautification schedules	All
	Explicit teaching/Cognitive load theory	Explicit teaching is used in all classes to support the learning and engagement of all students	All

Care Continuum	Strategy or Program	Details	Audience
	Mandatory training	Staff are trained and committed to the principles of the Disability Standards for Education and Child Protection.	All staff
	Zones of Regulation	The Zones of Regulation is a systematic, cognitive behaviour approach used to teach self-regulation.	All
	Whole school assembly – routine reminder and recognition	School leaders communicate whole school expectations to students and parents and celebrate success.	All
Prevention/ Early Intervention/ Targeted/ Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	Teaching students safe and responsible online behaviour, including understanding cyberbullying.	Year 3-6 students
Early intervention	Men2Be & Like a Girl	Before school programs to promote connection and belonging through sport and school service activities	Year 3 – 6 students
	Transition programs	Kindergarten transition programs are mapped across the year to provide support for all students with a focus on at risk students. Stage 3 students engage in High School Week to assist with preparing for High School, close links are in place with local high schools.	Kindergarten Year 5 and 6 students
Targeted/ individual intervention	Learning and Support	The Learning and Support Team works with teachers, students and families to support those students who require personalised learning and support. The team engages with outside agencies to provide guidance and support as required.	Individual students and families
	KidsXpress	A clinical and evidence-based practice that utilises music and play as a therapeutic tool to address physical, emotional, cognitive, and social needs of	Targeted students

Care Continuum	Strategy or Program	Details	Audience
		individuals conducted by trained music and play therapists.	
	Small group intervention	Targeted sessions for students who have difficulty with social interactions, focusing on specific skills.	Targeted students
	Garraway Kids	Teachers work with Aboriginal students to enhance connection and belonging through engagement in cultural activities in the school and across the Chullora network	Aboriginal students
	Attendance Support	Class teachers and Coordinators support students and families to address barriers to improved attendance and set growth goals.	Individual students and families
Individual intervention	Integrated Funding Support	Individual support for students by School Learning Support Officers	Individual students
	Individual behaviour support planning/PLASP/Part Day Exemption	This may include developing, implementing, monitoring and reviewing behaviour support plans and risk management plans.	Individual students, parent/carer, LST, Assistant Principals

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

Recognition of Student Achievement

Each classroom teacher implements a positive recognition system appropriate to the age and stage development of their students. Examples may include:

In Class rewards

Staff acknowledge achievement, effort, application and appropriate behaviour through:

- Verbal acknowledgement
- Tangible awards (stickers, stamps etc.)
- Class awards and rewards

Assemblies

Students are recognised publicly for achievement through:

- Performances
- Values and academic merit certificates
- Attendance awards
- Whole school routine award

Annual Awards

Exceptional student achievement is acknowledged at our annual presentation day with the following categories of awards:

- Academic achievement and improvement awards
- Citizenship awards
- Co-curricular awards

Social media 'shout-outs'

Celebrations of student achievements are posted regularly on social media.

Student Participation

Student Leaders

Students are elected by the students and staff as Prefects and School Captains. In preparation, Year 5 students complete a leadership program about the qualities and characteristics of a leader.

House Captains

Our Sport Houses hold elections for House Captains prior to the annual Swimming Carnival in term 4. House Captains and Vice Captains lead participation and encouragement at school sports activities.

Extra-Curricular Activities

Hampden Park Public School runs a variety of extra-curricular programs to improve attendance, participation and engagement. These include programs are open to all students as well as specific invitation-only programs for groups of at-risk students or those requiring additional support. We may partner with other schools or agencies in the provision of these programs. Programs are fluid and are regularly reviewed and updated according to need, interest and evidence of impact. These groups include, but are not limited to:

- PSSA sports groups
- Dance group
- School Magazine team
- Men To Be and Like a Girl
- Gardening group
- Chess Club
- Debating
- Choir
- Library monitors
- Art club
- Skipping

These programs provide opportunities to develop and deepen positive relationships between students and members of staff and help students connect with and develop their personal interests and strengths.

Managing inappropriate student behaviour

HPPS has adopted a range of practices to manage inappropriate student behaviour. The HPPS Behaviour Flowchart (Appendix A) is designed to support teachers in their ethical decision-making, behaviour management and appropriate actions. It outlines the sequence of actions to take in relation to inappropriate and/or disruptive behaviour, challenging behaviour and complex behaviour.

Teachers are reminded to:

- Avoid power struggles
- Focus on co-regulation and de-escalation
- Be proactive, not reactive
- Address concerns at the right time and place
- Respond respectfully, calmly and collaboratively
- Use non-confrontational body language
- Be mindful of tone of voice, proximity and facial expressions
- Allow time for student to process

Behaviours of Concern

Definition	How it might look in the classroom	How it might look in the playground
Inappropriate behaviour is seen as not socially acceptable. It is usually low-level and can often go unnoticed.	<ul style="list-style-type: none"> • Constantly chatting • Starting rumours • Distracted from work • Eye rolling 	<ul style="list-style-type: none"> • Not allowing others to join games • Low-level social difficulties such as name calling
Disruptive behaviour is often the most exhausting for teachers. It can cause disruptions to lessons and lead to frustration.	<ul style="list-style-type: none"> • Out of seat constantly • Calling out • Distracting others • Repeatedly tapping on desk 	<ul style="list-style-type: none"> • ‘Accidentally’ pushing during a game • Yelling out to others on the playground • Swearing • Throwing things • Kicking balls away from others games

<p>Challenging behaviour either interferes with the safety or learning of the student, other students, or school staff. This behaviour can feel targeted. It is important to not take it personally and not enter into arguments.</p>	<ul style="list-style-type: none"> • Calling out and arguing with the teacher when asked to stop • Throwing books/pencils etc. • Refusing to follow instructions* • Making threats to others 	<ul style="list-style-type: none"> • Physically violent with others – often when things aren't going their way • Swearing at others in order to get a response and continue the argument • Purposely disrupting others' games • Destruction of property
<p>Complex behaviour usually requires intervention from multiple stakeholders such as school staff, external service providers, parents/ carers and the student themselves.</p>	<ul style="list-style-type: none"> • Complete withdrawal, possibly hiding under tables • Extreme outbursts such as flipping tables or chairs • Self-harm 	<ul style="list-style-type: none"> • Withdrawal • Self-harm • Inability to join others • Violence towards others

<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.</p>	<p>1. clarify expected behaviours and rules. Redirect.</p>	<p>1. Contact Senior Executive to seek help and de-escalate situation.</p>
<p>2. Verbal and non-verbal specific positive feedback is provided.</p>	<p>2. Use Zones of Regulation prompts</p>	<p>2. Executive take immediate steps to restore safety and return the situation to calm.</p>
<p>3. Teach and revise Zones of Regulation and apply Trauma Informed Practice.</p>	<p>3. Provide 2 choices</p>	<p>3. Executive collects information, reviewed the incident from multiple perspectives, records incident on SchoolBytes, contact parent/carers by phone and facilitates debrief with students and staff as required.</p>
<p>4. Promote and encourage student voice.</p>	<p>4. Guided conversation and redirection</p>	<p>4. Refer to team leader to consider and develop an individualised response plan. Team leader and Principal/DP consult to consider</p>

		further action e.g. formal caution, suspension or part day exemption.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Initiate positive parent contact at the beginning of the school year. Recognition awards for positive individual and class behaviour at school assemblies and celebration via social media.	Teacher contacts parents by phone when a range of corrective responses have not been successful. Individual planning and referral to Executive and/or Learning and Support Team may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to 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 SchoolBytes. 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
- Sanctions and restorative practices (listed below)
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, 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.

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.

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 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

Each of the below responsive strategies are applied as close as possible to the breach in behaviour. They allow the school to provide timely support to students to assist them to achieve the desired behaviour, to reflect on their behaviour and make positive choices. Students are supervised by a staff member at all times. Toilet and food breaks are always included when withdrawal from free choice play at either lunch or recess break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student and the specific context of the incident.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Time with a Trusted Adult – opportunity for student to have time away from their own classroom setting, to discuss their concerns and how they are feeling, reflect on choices, receive assistance with self-regulation and the return to learning.	As soon as possible for individualised time-frame	Individualised – coordinated by the classroom teacher, executive or guided by LST	Documented on SchoolBytes
Time in Quiet Space (Calm Down Space) with classroom – a de-escalation strategy that provides opportunity for the student to self-regulate and return to learning.	5-10 minutes as required for the student.	Student or Class teacher	Not recorded unless frequently required – then on SchoolBytes
Self-Directed Time Out - enables a student to remove themselves from a situation or environment that is causing stress or escalation in disruptive behaviour, to prevent further escalation and provide opportunity for the student to regulate their emotions and behaviour. Referred to as calm down time, this strategy is used with teacher permission and students go to a pre-	As soon as possible for individualised time-frame	Individualised - Coordinated by the classroom teacher, executive or guided by LST	Documented on School Bytes

Strategy	When and how long?	Who coordinates?	How are these recorded?
arranged room or area where supervision and support is available.			
Break Time Sanction and Restorative Discussion - a structured debriefing and planning after an incident or behaviour of concern with an individual student - reflection on choices / actions and strategies for dealing with similar situations more appropriately in the future.	Time in Break1 or 2 = Students Age.	Class Teacher or Assistant Principal	Documented on SchoolBytes
Playground Plan – appropriate restrictions from free choice play and allocation to specific play location/s for supervised play following persistent inappropriate, dangerous or anti-social behaviours. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices in the playground in the future.	Each break, for individualised period of time.	Assistant Principal	Documented on SchoolBytes
Reflection time off class	Class and play time, up to a day, depending on behaviour, with food and toilet breaks provided as required	DP or Team Leader	SchoolBytes, parent/carers
Suspension	As required, as per policy: Suspension and Expulsion Procedures	Executive staff	School Bytes, ERN and formal written communication with parents/carers

Review dates

Last review date: December 2024

Next review date: November 2025

Anti-bullying

Hampden Park PS rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to a safe, inclusive and respectful community that promotes student wellbeing.

The NSW anti-bullying website supports school staff, parents and carers, volunteers and contracted staff, and students to discourage, prevent, identify, and respond effectively to student bullying behaviour, where it does occur. Further information can be accessed at their website <https://antibullying.nsw.gov.au/>

What is bullying?

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyberbullying refers to bullying through information and communication technologies. Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying in any form or for any reason can have long term effects on those involved, including bystanders. Conflicts or fights between equals or single incidents are not defined as bullying.

Types of bullying

Bullying takes on many forms and can include any combination of the following:

- Verbal: rude remarks, teasing, put downs, insults, name calling, threats or abusive phone calls
- Physical: hitting, pushing, punching, tripping, scratching, spitting, kicking or property damage
- Social: exclusion, alienating, making inappropriate gestures
- Psychological: spreading rumours intentionally, making degrading comments about another's culture or social background, hiding or damaging possessions, sending malicious SMS, email messages and inappropriate content via social media, including shared images.

What is not bullying?

There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying:

- mutual conflict that involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation
- Single-episode acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying.
- Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others

<p>Prevention:</p> <ul style="list-style-type: none"> • school behaviour support and management plan • classroom management and classroom rules • positive relationships between teachers and students • school-based anti-bullying programs with high levels of playground supervision • promoting a culture of reporting bullying • partnering with parents and carers • anti-bullying content in the classroom • social and emotional learning • promoting upstander behaviour • teacher support and professional development • effective implementation and evaluation. 	<p>Response:</p> <ul style="list-style-type: none"> • direct sanctions: verbal reprimands, meetings with parents, temporary removals from class, withdrawal of privileges, detentions, and, in some serious cases, suspension. • Consider timetable or class changes to decrease the potential contact students may have with each other. • Consider mediation, restorative practice or conferencing for students involved to resolve issues. • Develop behaviour support plans for those students involved in bullying who require intensive support. • Establish a student support group if necessary.
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Anti-Racism

Hampden Park Public School rejects all forms of racism. The school is committed to the elimination of racial discrimination, including direct and indirect racism, racial vilification and harassment, in all aspects of the learning and working environment.

The NSW Anti-Discrimination Act (1977) along with the Commonwealth Racial Discrimination Act (1975) make racial discrimination and vilification illegal in New South Wales. These Acts provide the legislative context and foundation for the Anti-Racism Policy of the Department of Education.

All teaching and non-teaching staff at Hampden Park Public School contribute to the eradication of racism by promoting acceptance of Australia’s cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against racist and discriminatory behaviours.

Hampden Park Public School has an Anti-Racism Contact Officer Team who provide timely and professional responses to complaints regarding racism. Members of the school community can make a complaint about racism to an ARCO member. The Principal is responsible for ensuring the Anti Racism Policy is implemented in the school. Complaints regarding racism are dealt with in accordance with the Complaints Handling Policy.

<p>Prevention</p> <ul style="list-style-type: none"> • commit to understanding all forms of racism, and its impacts on individuals and society • recognise the historical and ongoing impact of racism on Aboriginal and 	<p>Response</p> <ul style="list-style-type: none"> • support all members of the school community who experience or witness racism
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<p>Torres Strait Islander Peoples and communities</p> <ul style="list-style-type: none">• participate in ongoing professional learning to deepen understandings• engage in respectful conversations about race and racism• acknowledge and participate in Harmony Day to promote acceptance• school-based anti-racism programs• promote a culture of reporting racism	<ul style="list-style-type: none">• use restorative practice approaches to help students understand their behaviour and impact on others.• direct sanctions: verbal reprimands, meetings with parents, temporary removals from class, withdrawal of privileges, detentions, and, in some serious cases, formal caution/suspension
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Appendix 2: Bullying Response Flowchart

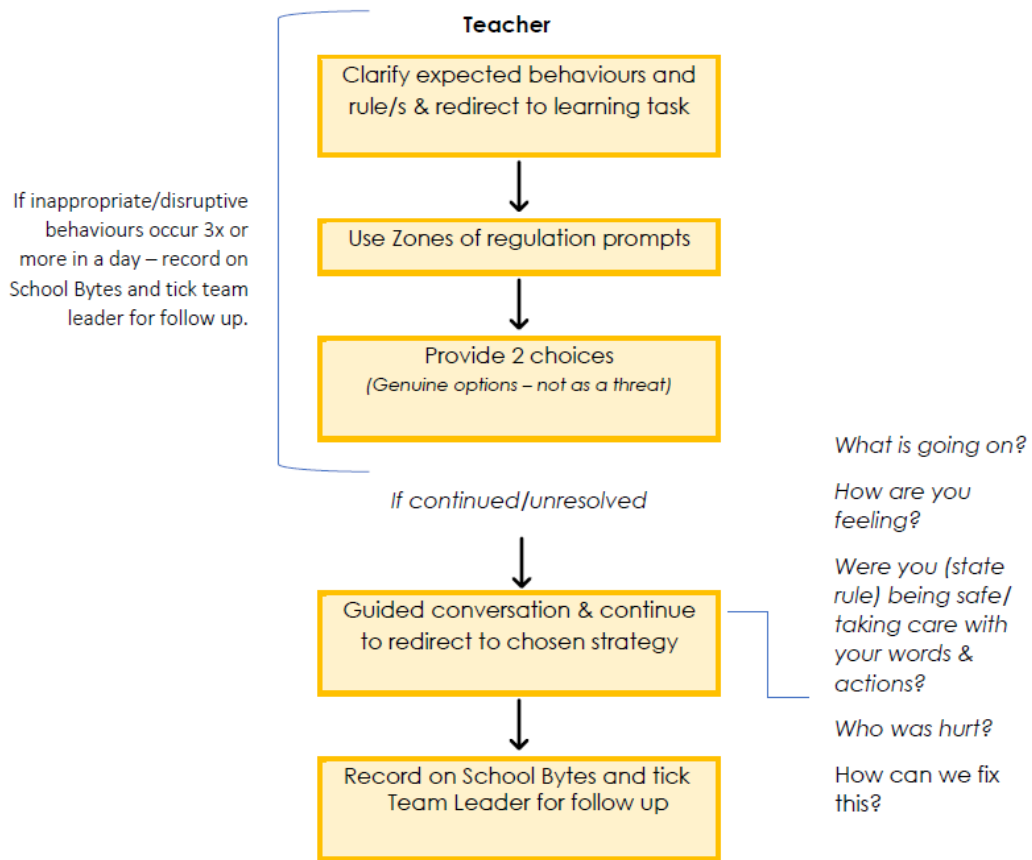
Inappropriate and/or Disruptive Behaviour

How it might look in the classroom:

Inappropriate behaviour is seen as not socially acceptable. It is usually low-level and can often go unnoticed.	<ul style="list-style-type: none"> > Constantly chatting > Starting rumours > Distracted from work > Eye rolling
Disruptive behaviour is often the most exhausting for teachers. It can cause disruptions to lessons and lead to frustration.	<ul style="list-style-type: none"> > Out of seat constantly > Calling out > Distracting others > Repeatedly tapping on desk > Chasing

Teachers:

- ✓ Know and use Microskills
- ✓ Pre-teach and revisit routines
- ✓ Pre-teach and revisit Zones of Regulation
- ✓ Reinforce school rules/expectation/routines in circle time everyday

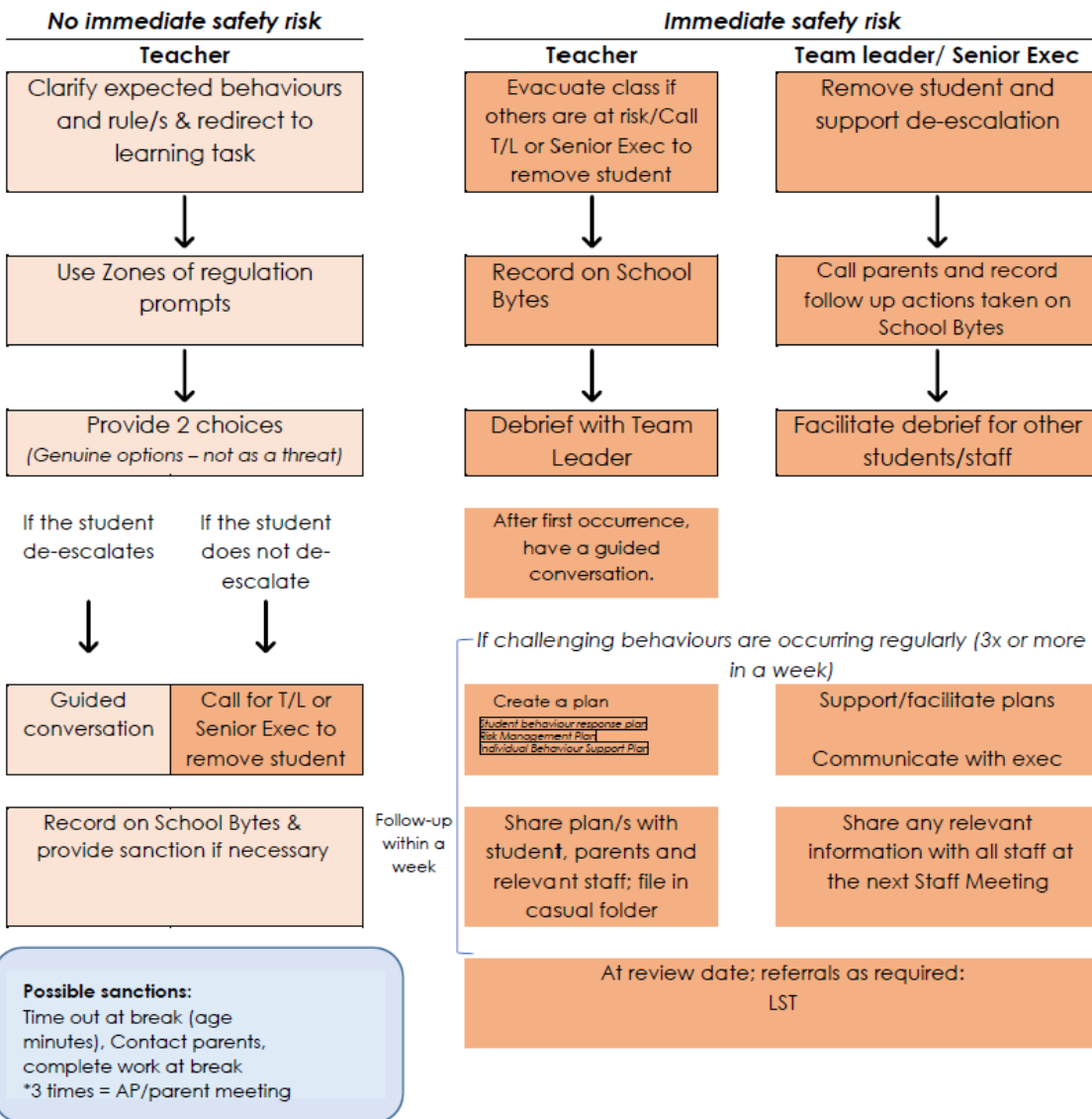


Avoid power struggles	Focus on co-regulation and de-escalation	Be proactive, not reactive	Address concerns at the right time and place	Respond respectfully, calmly, and collaboratively
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Challenging Behaviour

How it might look in the classroom:

<p>Challenging behaviour either interferes with the safety or learning of the students, other students, or school staff. This behaviour can feel targeted. It is important to not take it personally and not enter arguments.</p>	<ul style="list-style-type: none"> > Calling out and arguing with the teacher when asked to stop > Throwing books/pencils etc. > Refusing to follow instructions > Making threats to others > Physically violent with others – often when things aren't going their way > Swearing at others to get a response and continue the argument > Purposely disrupting others > Destruction of property
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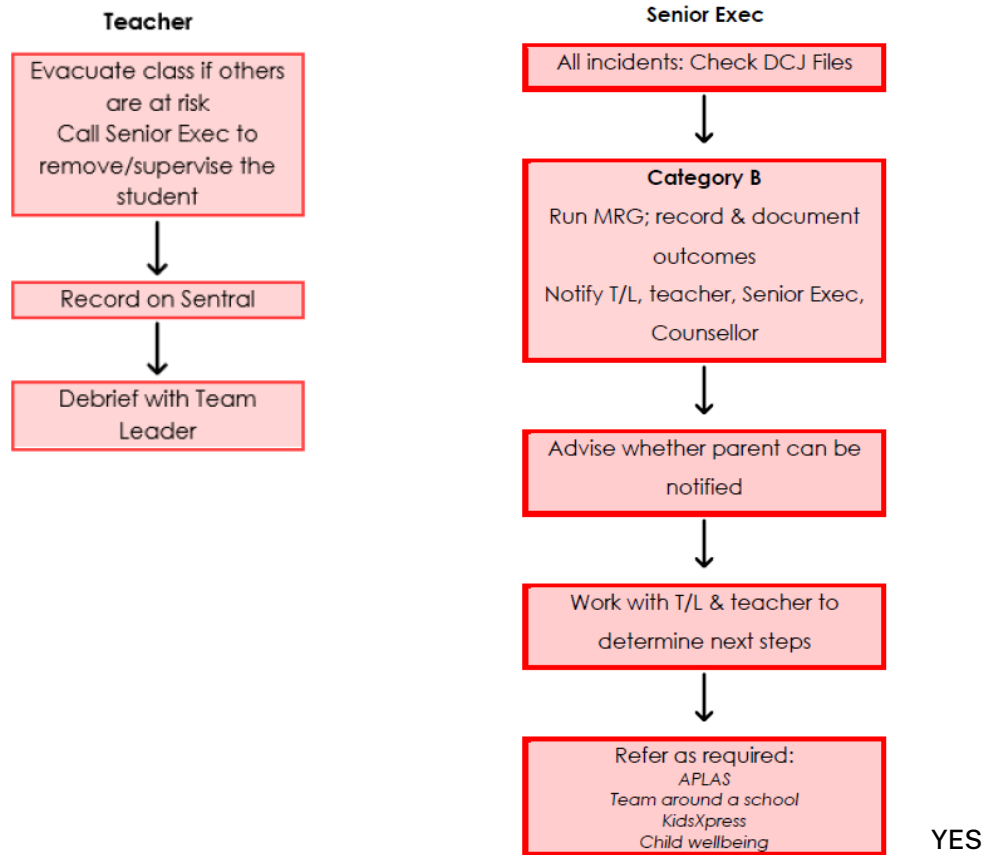


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| Avoid power struggles | Focus on co-regulation and de-escalation | Be proactive, not reactive | Address concerns at the right time and place | Respond respectfully, calmly, and collaboratively |
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Complex Behaviour

How it might look in the classroom:

Complex behaviour usually requires intervention from multiple stakeholders such as school staff, external service providers, parents/carers, and the student themselves.	<ul style="list-style-type: none"> > Complete withdrawal, possibly hiding under tables > Extreme outbursts such as flipping tables or chairs > Self-harm > Violence towards others
Category A (Report to T/L & Senior Exec within 24 hrs)	Repeated, escalating, unexplained, and/or problematic: Absconding, hiding, total withdrawal, defiance, disruptiveness, aggressiveness, bullying, scavenging, or stealing; extreme attention-seeking behaviour
Category B (Report to Senior Exec immediately)	Self-harm; violently injuring/threatening to injure self or others; problematic sexual behaviour; extreme risk-taking behaviour



- Avoid power struggles
- Focus on co-regulation and de-escalation
- Be proactive, not reactive
- Address concerns at the right time and place
- Respond respectfully, calmly, and collaboratively

Appendix 2: Bullying Response Flowchart

