

Hastings Public School: School Behaviour Support and Management Plan

Overview

At Hastings Public School, we strive to create a caring and supportive environment where every student feels a sense of belonging and pride. We want our students to grow into responsible, caring individuals and valued members of our school community. We believe that students learn best when they feel happy, safe, and supported by a strong partnership between families and our school.

Our motto, 'Learning, Growing, Caring', guides everything we do to support student wellbeing. We are committed to teaching and modelling positive behaviour to help students engage with their learning and thrive. We understand that for children to do well both socially and academically, they need to feel emotionally and psychologically safe. This is why we teach behaviour expectations and self-regulation skills to all students, ensuring these expectations are appropriate for their age and stage of development. At Hastings Public School, we are dedicated to knowing, valuing and caring for every child.

Our Behaviour Support and Management Plan is built on research and best practices. It brings together the whole school community to foster a positive, safe and supportive learning environment. The URSTRONG program is being introduced in 2025 to support students in developing social and emotional skills while emphasising the importance of respectful relationships for wellbeing. Teachers use common language to guide students through friendship challenges, promoting clear and consistent communication across the school.

We also use the Zones of Regulation framework to support students who may need individual or group intervention. This framework helps children understand their emotions and build self-regulation skills, giving them a shared language to talk about their feelings with peers and staff. Through this approach, students develop strategies to manage their emotions and behaviours effectively.

Behaviour data informs our focus on areas that need additional teaching and teachers are supported in creating engaging lessons—because we know that engaged learners display positive behaviour.

For students with additional needs, our Learning and Support Team (LST) plays a key role in meeting the specific needs of children with disability and additional learning and support needs. This team includes our Learning and Support Teacher, classroom teachers, executive staff and our school counsellor. Together, we ensure children with disability or additional learning needs receive the support they need to succeed.

At Hastings Public School, we are committed to fostering an inclusive and supportive environment where every child has the opportunity to connect, succeed and thrive socially, emotionally and academically.

Partnership with parents and carers

At Hastings Public School, we value the vital role that parents and carers play in supporting student wellbeing and learning. We believe that strong partnerships between home and school create the best outcomes for children. Through open communication, collaboration and shared expectations, we work together to ensure every child feels safe, supported and engaged. We implement the URSTRONG and Zones of Regulation programs to help us provide a consistent approach to social and emotional learning and we encourage families to reinforce these strategies at home. By working as a team, we can help every student thrive academically, socially and emotionally.

School-wide expectations and rules

Expectations		See Appendix 4 for what these expectations might look like	
Active Listening	Ask for help when needed	Try your best	
Keep yourself and others safe	Help each other learn		
Common Language			
Choose kind	Friendship Fire	Mean on purpose	
My job, your job	Fairness is not always equal	Talk it Out	
Friend-o-meter	Friend cycle	Horseshoe friendships	
Friendology	Please note that 'bullying' is not a term we use with students. We refer to 'mean on purpose' behaviour choices.		

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

The care continuum facilitates the implementation of a whole-school, prevention-focused, and positive approach to behaviour support to meet the needs of all students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Active Supervision	Clear guidelines for active supervision in all environments, including the playground and assemblies. Appendix 2 (draft)	All teaching staff
Prevention	Clear expectations /culture of roles	Clear guidelines for teaching and executive staff on expectations of building classroom culture, strategies, timeframes, follow-up of issues or behaviour. Appendix 3 (being developed)	All staff
Prevention	Relationship building	Support for staff to develop positive relationships with all students. This includes a repertoire of strategies, support, process to receive support and identify areas of need.	All staff
Prevention	URSTRONG	A whole school structured program for teaching friendship skills and how to approach conflict	Staff and students
Prevention	Calm and engaged classrooms	Yearly revision of the PDH unit, Calm and engaged classrooms, to ensure it meets the needs of the	Staff and students

Care Continuum	Strategy or Program	Details	Audience
		school. A focus of the program is to teach the schools expectations.	
Prevention	Data team	A committee that looks at wellbeing entries and identifies weekly/fortnightly focus areas for behaviour and wellbeing.	Data team led by the AP Wellbeing
Prevention	Assembly expectation focus	A behaviour/wellbeing focus discussed at the weekly whole school assembly and stage assemblies.	Data team All staff All students
Prevention	Whole school language	Consistent language used across the school.	All students & staff
Prevention/Early Intervention	Structured lunchtime activities	Peer Mentors and SLSO's to have set structured lunchtime activities. 'Chat Mat' strategy used to facilitate peer connections.	All students, SLSO's, Peer Mentors
Prevention	Recognition of positive behaviour	Stage assemblies You have been caught slips Barrell draw Quality work displays in classrooms Sunshine communication (cards or phone calls) Teacher verbal praise	Staff and students
Prevention	Professional Learning for SASS and	HVPS training Point of need training	All staff

Care Continuum	Strategy or Program	Details	Audience
	teaching staff	URSTRONG training	
Early Intervention	Reflection and restorative practice time with teacher	Reteach class and school expectations	Teaching staff and students
Early Intervention	Teacher contact with parent	If a repeated incident the CRT to contact parents	Teaching staff
Early intervention/ Targeted	Playground behaviour	Stage supervisor 2/3 times per week during recess or lunch. Students are with their stage supervisor during those sessions. Low-level issues can be spoken about with staff at stage meetings.	Assistant Principals
Early Intervention/targeted intervention	Zones of regulation	Zones of regulation will be used for students who need support to identify and manage their own behaviours.	Classroom teachers Executive staff LaST
Early Intervention/targeted intervention	Rock and Water program	The Rock and Water program is a resilience-based initiative that helps students develop self-control, confidence, and social skills through physical activities and mindfulness techniques.	AP Wellbeing
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All

Care Continuum	Strategy or Program	Details	Audience
Targeted / Individual intervention	Attendance	Teachers refer students to the AP Wellbeing who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, teachers, AP Wellbeing
Individual intervention	Individual behaviour support planning	The individual support plan will outline proactive strategies, targeted interventions, and crisis responses to support the student across all settings within the care continuum. Regular monitoring and collaboration with caregivers, educators, and support staff will ensure that the plan remains responsive to the student's evolving needs and promotes positive behavioural outcomes.	Individual students, parent/carer, Exec staff, teaching staff and the LaST
Individual intervention	Exec check ins	Daily check in with exec staff to monitor and provide behaviour coaching and mentoring	Deputy Principal AP Wellbeing

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. See Appendix 1.

Hastings 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.

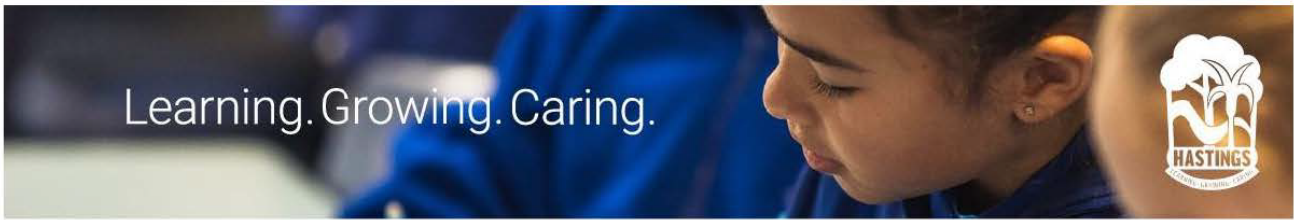
Students or parents can report 'mean on purpose' behaviour to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who are finding interpersonal relationships challenging will be offered appropriate support, for example through the school counselling service

Staff use the Student Wellbeing and Behaviour Management Process Flowchart to identify minor and major behaviours (listed in the flowchart). The steps are further defined on pages 8-10.

Preventing and responding to behaviours of concern

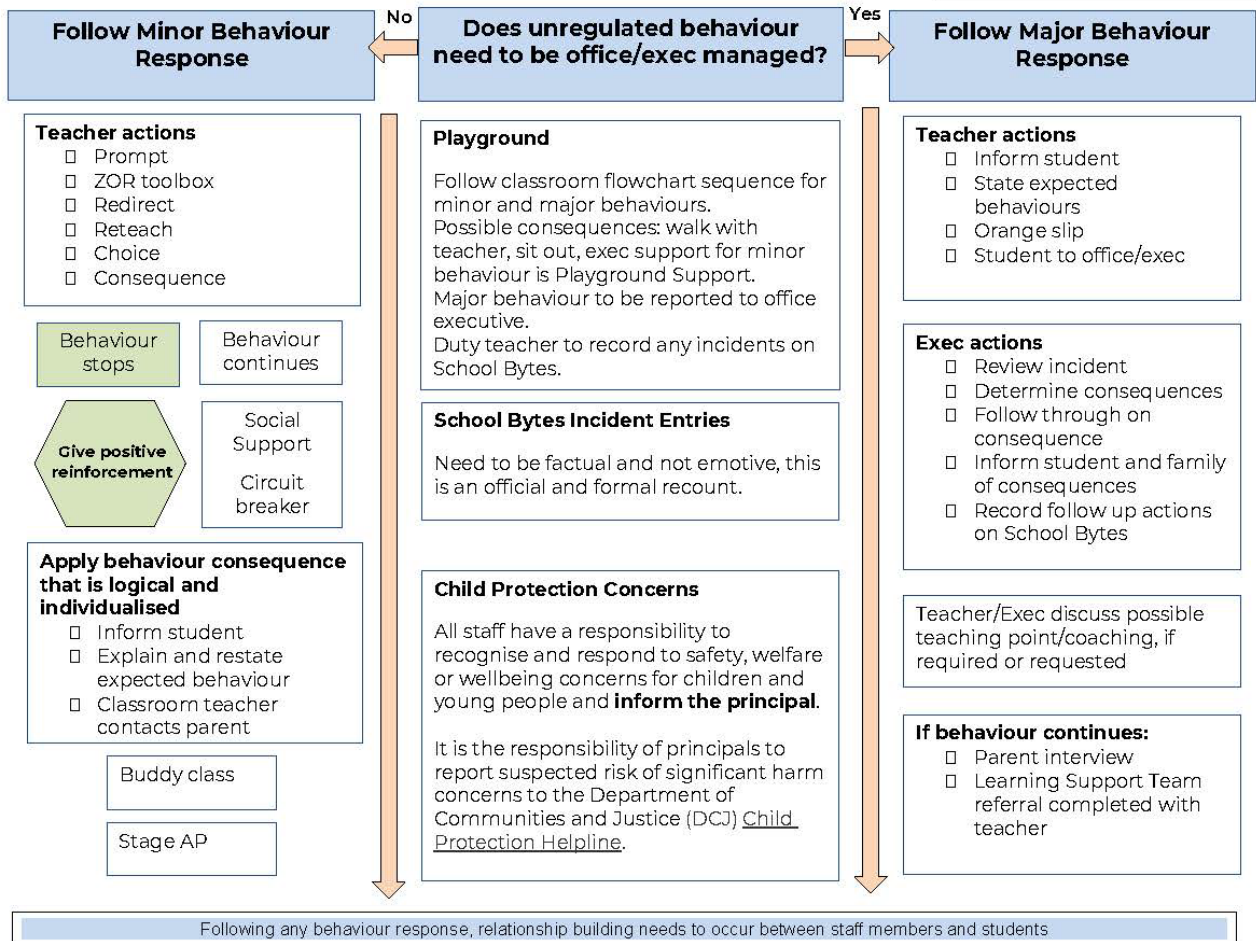
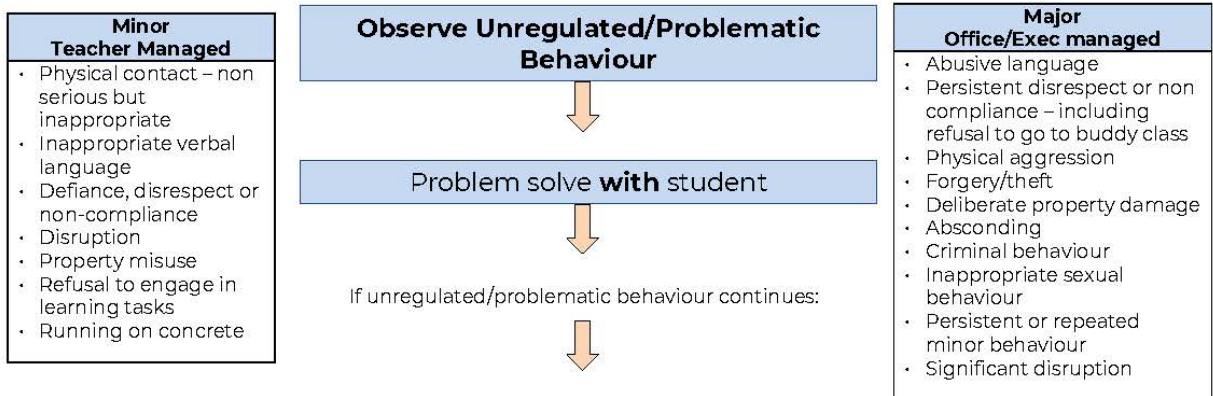
Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing 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.



Student Wellbeing and Behaviour Management Process

Calm and Engaged Classroom
Apply Preventative Strategies
 Positive classroom climate, providing and teaching explicit rules and expectations, engaging lessons, active supervision, offering pre corrections. Response to **all** student unregulated behaviour is: **calm, consistent, brief, immediate, respectful** and **private**.



Flowchart details

Minor behaviours

Step 1: 1st Reminder

Verbal reminder of expected behaviour.

Step 2: 2nd Reminder (with strategies)

Prompt:	This can be a verbal reminder (it is listening time), the use of proximity (stand near the student) or nonverbal cues.
ZOR toolbox:	Remind students to use their toolbox.
Redirect:	Redirection can happen in a variety of ways. Examples are, 'let's see if we can ...', 'can you ...'. You can use a visual cue or gesture.
Reteach:	Refer to behaviour expectations, 'remember when' This can also be used as a lesson focus at a later time.
Choice:	Offer 2 or 3 choices to encourage student self-regulation and autonomy. eg. different spaces within the room, now or later.
Consequence:	This is a logical consequence for the behaviour e.g. if you continue to distract your table, you will need to move seats.

If the behaviour stops, give positive reinforcement (e.g. Well done on making good choices, a non-verbal clue)

Step 3: Circuit Breaker

If the behaviour continues, use a circuit breaker. This could be use of the calming space in the classroom or an arrangement with a neighbouring class to go into their room to regulate or use their sensory space away from their peers. If the behaviour stops give positive reinforcement (e.g. Well done on making good choices or a non-verbal cue). For 3-4 incidents at this level throughout the week, the teacher enters in School Bytes as one entry.

Step 4: Buddy Class

If the behaviour continues, send to a buddy class with a completed orange slip.

If the behaviour stops, give positive reinforcement (e.g. Well done on making good choices, a non-verbal cue). Teacher enters details into School Bytes.

Step 5: Stage AP

If the behaviour continues, send to your stage AP with the same orange slip. Teacher enters details into School Bytes.

Step 6: Executive Follow-Up

If the behaviour continues or if the student refuses to go to buddy class or Stage AP or absconds, contact AP Wellbeing/DP. Enter details into School Bytes and refer to AP Wellbeing for follow-up action. Playground withdrawal will be used by AP Wellbeing/ DP for

follow-up of incidents or behaviour coaching opportunities as required. Students attending the playground withdrawal will be communicated through the daily notice.

Major behaviours

Step 1:

Major behaviours that cannot be dealt with in the classroom and need urgent action can include:

- Abusive language
- Persistent defiance, disrespect or non-compliance, including refusal to go to buddy class
- Physical aggression/ physical violence
- Forgery/theft
- Deliberate property damage
- Absconding
- Criminal behaviour
- Inappropriate sexual behaviour
- Persistent or repeated minor behaviour
- Significant disruption

Reporting on School Bytes – How and what to report and/or refer on School Bytes

Reporting and referring on School Bytes is an important way to track and follow up on behaviour, it will also be used to gather data on focus behaviours for teaching. It is important that a process is followed across the school so that relevant information is available. Not all incidences need to be entered and referred on School Bytes.

- Minor behaviours – if they have occurred multiple times in a short period (e.g. 3 or 4 times in a week) CRT enters it in School Bytes as one entry and contacts parents.
- Minor behaviours that result in a buddy class or Stage AP – CRT enters it in School Bytes, including the relevant actions taken.
- Major behaviours – CRT enters in School Bytes and refers to AP Wellbeing. Make sure you have included the relevant actions that you have taken. Exec member will enter any follow up actions.

If an incident needs further follow up from executive staff, please do not select the tick to resolve the incident in School Bytes and this will be completed by executive staff. Please select your stage supervisor in the incident notification section as an FYI.

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, following the Student Wellbeing and Behaviour Management Process

- 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 (listed below)
- 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.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response procedure](#)
- [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.

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?
Reflection with classroom teacher -	The same day or the next day at recess or lunch	CRT	Diarised or documented in School Bytes if persistent
Reflection with Stage AP	Scheduled for lunch break	Assistant Principal	Documented in School Bytes

Strategy	When and how long?	Who coordinates?	How are these recorded?
Alternate play plan – student withdrawn from free choice play for behaviour coaching with the AP or DP or to follow a playground plan with designated areas of play	Scheduled for lunch or recess break	Assistant Principal Deputy Principal Principal	Documented in School Bytes
Restorative practice – peer mediation using prompts, talk it out strategy or the chat mat	Scheduled for lunch or recess break	Assistant Principal Deputy Principal Principal	Documented in School Bytes

Review dates

Last review date: 18th December 2024

Next review date: 13th October 2025

Appendix 1: Bullying Prevention Framework

Bullying Prevention Framework – URSTRONG

The URSTRONG Bullying Prevention Framework was developed to work in partnership with URSTRONG Schools and communities to provide a clear plan of action to help prevent "bullying" behaviour in children.

This Bullying Prevention Plan centres on a school-wide positive relationship strategy, designed to shift schools towards a culture of kindness and respect. The key factors include:

- A consistent, whole-school approach so that teachers and parents are using the same language to support students.
- A skills-based strategy that empowers students to self-manage and make healthy choices in their relationships.
- Kid-friendly language and pedagogy that promotes learning, retention, and application of knowledge and skills.
- A proactive system that teaches interpersonal skills and conflict resolution at a young age.

Our Goals

- Decrease in the number of instances of conflict reported, as students are better equipped to manage conflict in a healthy way on their own.
- Increase in self-esteem among students who feel empowered to stand up for themselves.
- Decrease in Mean-on-Purpose behaviours as students who exhibit those behaviours experience immediate consequences in the most effective way (by their peers).
- Improved ability for educators to identify serious anti-social behaviours (e.g. oppositional defiance, conclusive bullying, etc.) and provide deeper interventions for students experiencing mental health issues.
- New language (i.e. Mean-on-Purpose) that focuses specifically on the behaviour, reduces the 'bully' stigma.
- Strengthened relationships between teachers and parents through a common, consistent language to better guide children.
- Increase in students' feelings of support, trust, and safety, knowing teachers and parents are on the same team, coaching them along.
- Improved academic performance in all students, as students have reduced anxiety and are less distracted by conflict and unhealthy peer relations.

Key Understandings

- Providing children, at an early age, with the skills and language to normalise and manage conflict, plus differentiate everyday disagreements (Friendship Fires®) from Mean-on-Purpose behaviour, is the most effective strategy to prevent bullying.
- URSTRONG employs kid-friendly language and concepts to maximise knowledge retention and skills development, addressing children across the full 'sensitivity spectrum' (from shy/sensitive children who might profile as "victims" to outspoken/aggressive children who might profile as "bullies").

- 'Bullying' is a term that is misused and results in students, teachers and parents labelling a child a 'bully'. The term is used in quotations for this reason. With the evidence-based theories of Growth Mindset and Unconditional Positive Regard at the forefront, we will support children through their social-emotional development and recognise they are still learning.
- The URSTRONG methodology outlines that conflict is defined into two categories:
 - Normal conflict (e.g. hurt feelings, misunderstandings) referred to as a Friendship Fire®.
 - Actions that are intentionally unkind or cruel referred to as Mean-on-Purpose behaviour.
- Skills-based, practical strategies must be implemented in order to create change.
- Students, parents and teachers must 'speak the same language', working together to achieve a common goal.
- ALL students (the Instigator, the Victim and the Bystander) need guidance and support.
- Interpersonal skills and conflict resolution are skills that need to be explicitly taught.

Our Commitment

We are committed to the social-emotional wellbeing of our students and recognise that this is the foundation for raising flourishing learners. We will make every effort to:

- Ensure the safety of all children. Our school will be a safe place for all children, parents and educators.
- Role-model kindness and respect for our students and create a friendly school culture.
- Provide 'Talk-it-Out' spaces in our school to ensure students have a place to put out their Friendship Fires®. Students will be given time to resolve conflicts, as we know that learning cannot take place when children are upset.
- Encourage healthy friendships at our school and not force children to work with students they are in conflict with. We expect our students to be friendly to everyone but recognise that friendships/relationships are a choice.
- Teach URSTRONG's curriculum, Friendology, as a whole-school approach and integrate the language and skills into our daily practices. We will receive regular professional development to stay on the pulse of best practices.
- Systematically record and monitor Mean-on-Purpose behaviour. We will follow our action plans to support victims, instigators and bystanders.
- Work as a team with parents and provide support, guidance and opportunities to learn. We will bring in speakers and experts when possible.
- Seek help from professionals and experts when deeper interventions are necessary.
- Communicate and share this Bullying Prevention Framework with parents, educators and students. It will be available in the office and online.

School Staff

Educators and school staff, parents and caregivers and students all have an integral role to play in ensuring the success of this Bullying Prevention Framework.

Educators & School Staff

Educators and school staff are expected to make every effort to:

- Work as a team with the parents, recognising they have many children and families with diverse backgrounds to support.
- Reinforce the skills, language and strategies that our school is employing so that children are receiving consistent messages between school and home.
- Teach and reinforce the Friendology curriculum.
- Avoid using the term 'bullying' at school and shift to using the terms: Friendship Fire® and Mean-on-Purpose behaviour.
- Attend professional development in social-emotional learning to ensure they're on the pulse of best practices to support student wellbeing.
- Role-model kindness and respect at our school to help create a friendly school culture.

Parents & Caregivers

Parents and caregivers are an integral part of our Bullying Prevention Framework. In order to ensure the success of this plan, parents and caregivers are expected to make every effort to:

- Work as a team with the educators, recognising they have many children and families with diverse backgrounds to support.
- Reinforce the skills, language and strategies that our school is employing so that children are receiving consistent messages between school and home.
- Avoid using the term 'bullying' at home and shift to using the terms: Friendship Fire® and Mean-on-Purpose behaviour.
- Attend workshops and presentations to continue learning and strengthen that sense of community. Parents are highly encouraged to utilise the resources and videos available to URSTRONG Families (accessible through URSTRONG's free Parent Membership) to gain deeper insight into the friendship skills curriculum.
- Role-model kindness and respect at our school to help create a friendly school culture.

Our Students

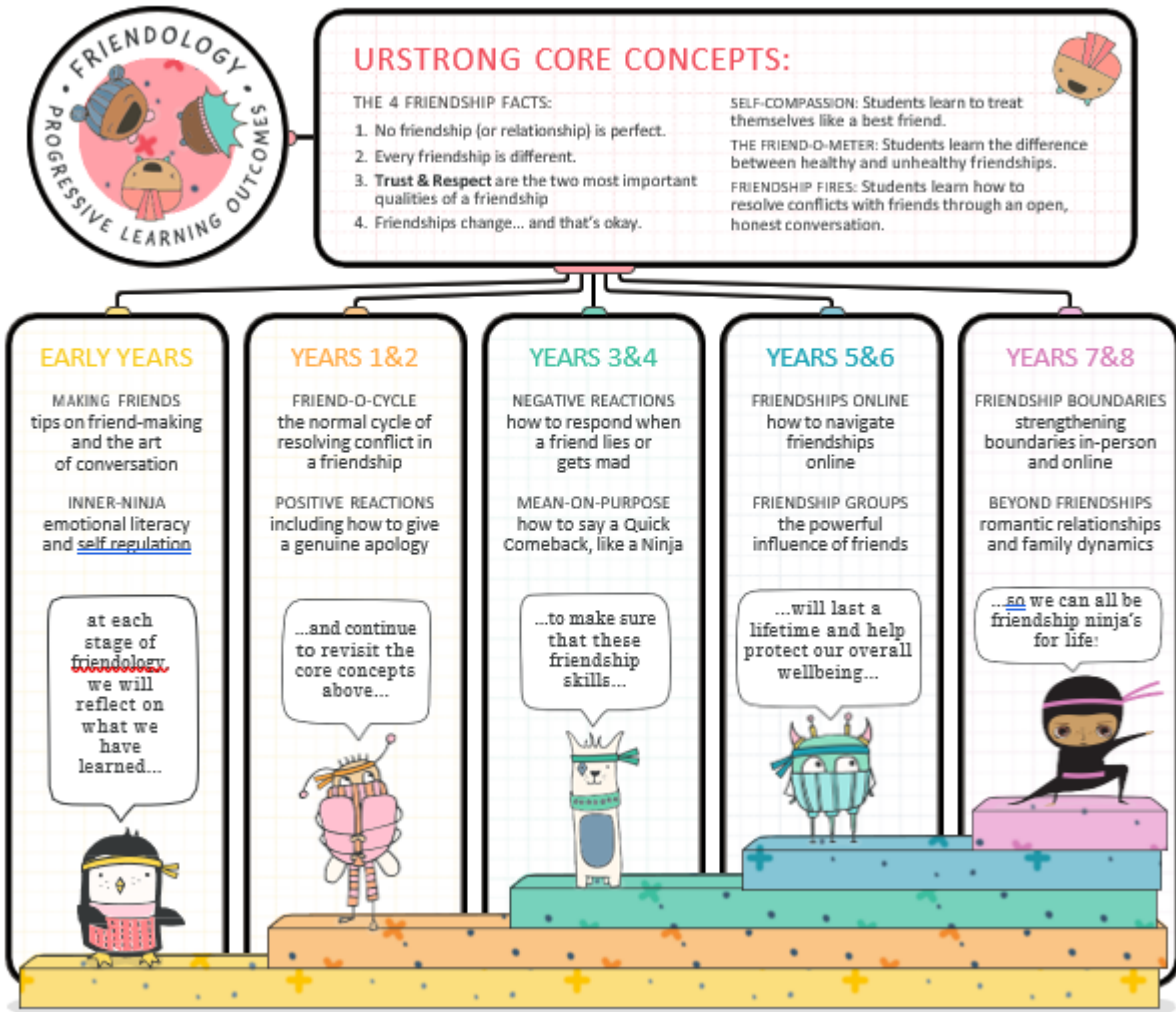
Students and their social-emotional wellbeing are at the heart of our Bullying Prevention Framework. In order to ensure the success of this plan, students are expected to make every effort to:

- Use the skills, language and strategies to put out their Friendship Fires® and stand up to Mean-on-Purpose behaviour.
- Avoid using the term 'bullying' at home and school and shift to using the terms: Friendship Fire® and Mean-on-Purpose behaviour.
- Follow the guidance of teachers and parents, recognising they are coaches – not problem-solvers.
- Role-model kindness and respect at our school to help create a friendly school culture.

Progressive Learning

Friendology’s skills-based programming teaches children a new ‘language’ that they can connect with, giving them a voice that allows them to articulate their experiences and get the help they need to foster healthy friendships.

Spanning early years to teens, Friendology is a suite of five distinct curricula designed for progressive learning. With continuity across year levels among core concepts, the context, scenarios and teaching style change to meet the needs of each developmental stage.



Appendix 2: Active Supervision Guidelines

Active Supervision Guidelines

Responsibilities

- Be at a duty/classroom on time
- Check who is on playground support before going on duty
- Ensure the safety and well-being of all students during playtime
- Actively monitor student interactions to prevent accidents, conflicts and unsafe behaviour
- Encourage positive social interactions and inclusivity among students by using the consistent language of HPS expectations and URSTRONG
- Be consistent
- Respond promptly and effectively to incidents or injuries
- Communicate concerns about student behaviour or safety to relevant staff following the HPS flowchart.

What to do

- Move continuously around the playground to observe all areas.
- Position yourself strategically to cover high-risk zones (eg. climbing equipment, sports areas).
- Scan the playground frequently to detect and prevent potential safety hazards. Including if you see a pockets of students looking heightened go and speak to them
- Engage with students by greeting them, encouraging safe play and reinforcing positive behaviour.
- Intervene early when noticing rough play, exclusion, or potential conflicts.
- Use calm, clear and consistent language when addressing behaviour concerns.
- Assist students who need help and provide first aid when necessary.
- Report incidents to the appropriate staff members and document serious concerns.

What not to do

- Stay in one place or become distracted by conversations with other staff.
- Use mobile phones or engage in activities that take attention away from supervision.
- Ignore unsafe or inappropriate behaviour, even if it seems minor.
- Show favouritism or enforce rules inconsistently.
- Use harsh or punitive language when addressing students.
- Leave the playground unattended without arranging proper supervision.
- Assume students will solve conflicts on their own without guidance.

Appendix 3: Clear expectations/ culture of roles – (ongoing development)

Clear expectations /culture of roles

Introduction

This document provides clear guidelines for teaching and executive staff on their roles in fostering a positive classroom culture, implementing effective strategies and ensuring consistent follow-up on behaviour management. Establishing a shared understanding of expectations enhances student wellbeing, engagement and academic success.

1. Building Classroom Culture

1.1 Creating a Positive Learning Environment

- Foster a safe, respectful, and inclusive classroom culture.
- Use consistent language aligned with the school's behaviour expectations (eg. 'Choose kind', 'Fair is not always equal').
- Model positive social interactions and emotional regulation.
- Reinforce school-wide programs like URSTRONG and Zones of Regulation.

1.2 Establishing Expectations

- Explicitly teach behaviour expectations at the start of the year and reinforce them regularly.
- Use classroom visual aids, posters and shared language to communicate expectations.
- Develop class agreements with student input to promote ownership of behaviour standards.

1.3 Strategies for Engagement

- Implement active supervision to monitor and guide student behaviour.
- Use a mix of individual, small group and whole-class instructional strategies.
- Recognise and reward positive behaviour through verbal praise, certificates and classroom incentives.

2. Strategies for Behaviour Support

2.1 Prevention Strategies

- Build strong teacher-student relationships through proactive engagement.
- Integrate structured activities and movement breaks to maintain student focus.
- Use the school-wide behaviour framework (Appendix 4) to support consistent expectations.

2.2 Early Intervention

- Identify early signs of disengagement and implement targeted strategies.
- Use reflection and restorative practices to help students understand the impact of their behaviour.
- Communicate with parents/carers when early intervention strategies are required.

2.3 Escalation and Follow-up

- Follow the school's structured response to minor and major behaviours.

- Utilise buddy classes, stage supervisors and executive staff as needed.
- Document incidents in School Bytes for tracking and further action.

3. Timeframes for Implementation

Action	Timeframe
Explicitly teach classroom expectations	First two weeks of Term 1 and revisited as needed
Reinforce expectations through classroom discussions	Weekly
Explicitly teach the URSTRONG lessons and use the language and strategies consistently.	Weeks at the beginning of the year and ongoing
Implement preventative behaviour strategies	Ongoing
Provide student reflection opportunities	As needed, within 24 hours of an incident
Follow up on behaviour concerns with parents	Within 48 hours of incident
Conduct executive follow-ups for major behaviours	Before the end of the day

4. Follow-up on Issues or Behaviour

4.1 Teacher Managed Responses

- Provide verbal and non-verbal cues to redirect behaviour.
- Use low-level consequences like seating changes or additional reflection time.
- Log minor incidents in School Bytes if recurring (3-4 times in a week).

4.2 Executive Managed Responses

- Escalate repeated behaviours to stage supervisors.
- Escalate serious behaviours AP Wellbeing/Deputy Principal.
- Engage in restorative conversations with students and relevant parties.
- Implement individual behaviour support plans for students with ongoing challenges.

4.3 Parent and Carer Engagement

- Communicate openly with parents regarding student progress and concerns.
- Encourage reinforcement of school strategies at home.
- Provide opportunities for parent input and collaboration in student wellbeing plans.

5. Conclusion

By adhering to these clear expectations and structured roles, Hastings Public School ensures a supportive learning environment where all students can thrive. Staff commitment to consistency,

proactive engagement and timely follow-up will foster a culture of respect, safety and academic excellence.

Appendix 4: HPS Expectations: Poster and what could this expectation look like?
Developed at a staff meeting in Term 4, 2024.



Hastings PS Expectations

1. Active listening



2. Ask for help when needed



3. Try your best



4. Keep yourself and others safe



5. Help each other learn



Staff to pick appropriate language/strategies for their class

<p>Active Listening</p>	<ul style="list-style-type: none"> - Eyes on the learning - No talking - Track the speaker - Eyes to the speaker - Think about what is being said/presented - Be ready to respond - Don't talk over the speaker - Whole body listening
<p>Keep yourself and others safe</p>	<ul style="list-style-type: none"> - Hands and feet to yourself - Right place, right time - Use kind words - Follow instructions - Choose kind - Don't hurt others (physically or verbally) - Be kind - Be an upstander - Stay in the right places - Hands are for caring
<p>Try your best</p>	<ul style="list-style-type: none"> - Focus on you - Stay positive and keep going - Be your best self - Try first - Who can I ask? - The power of yet - Learning Pit - High expectations - Have a good attempt - Learn from your mistakes - Don't give up - Active participation
<p>Ask for help when needed</p>	<ul style="list-style-type: none"> - Try first - Who can I ask?

	<ul style="list-style-type: none"> - Ask questions if you don't understand - Raise your hand and wait - Understand when you can help yourself and when you need to ask someone else
<p>Help each other learn</p>	<ul style="list-style-type: none"> - Focus on my work - Follow teacher instructions - My job, your job - Follow instructions - Contribute positively to the classroom environment - Be responsible in the learning environment - Be mindful of the needs of others - Fair is not always equal - Equity vs Equality - Don't call out, let everyone have a go - Show empathy/understanding to others - Recognise that others may learn differently to you