



2025 John Warby Public School School Behaviour Support and Management Plan

Purpose

John Warby Public School staff, learners, parents and carers share and cultivate an understanding of wellbeing and how it supports effective teaching and learning. School leaders play an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters authentic, positive, respectful relationships. Students are active participants in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

There is a collective understanding that all students are entitled to be treated fairly and with dignity, in an environment free from disruption, intimidation, harassment, victimisation and discrimination.

Our Mission

All staff will:

- embed wellbeing and positive behaviour strategies that are evidence-based, promote resilience and align with the needs of the school community;
- implement a whole school systematic approach to wellbeing and positive behaviour with tiers of support to meet the diverse needs of staff, students and families;
- build links with community organisations, services and agencies to assist in the early identification of need and to collaboratively plan targeted support for all students and families, including our Aboriginal and Torres Strait Islander community and vulnerable groups;
- support students in becoming self-directed, responsible, lifelong learners who can create a positive future for themselves and for the wider community.

We strive to achieve this through an effective social, cultural and academic curriculum, which caters for the individual needs of students.

Statement of Principles

This plan is based on the following principles:

- school wide universal wellbeing and behaviour strategies are applied by all staff
- all staff will adopt a positive and proactive approach to student wellbeing
- our school will highly value, recognise and celebrate positive behaviour
- preventative, early, targeted and individualised interventions will be implemented as per the Care Continuum
- students are supported to follow the expectations and manage their behaviour
- there are levels of consequences and disciplinary action that are fair and reflect the severity of the behaviour



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School Behaviour Management System

The following core expectations of all students in NSW Public Schools underpin our school rules and discipline system.

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

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

To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles as per the 2024 Department of Education Behaviour Code for Students Policy

[Behaviour code for students](#)

Respect

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

Safety

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

Engagement

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

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Care Continuum

(Adapted from the DoE Care Continuum Guide)

Students at John Warby Public School may require different types of intervention delivered in different ways along a continuum of care. The school aims to provide interventions for:

- **Prevention or Universal** interventions for ALL students – creating safe and respectful learning and play environments.
- **Early Intervention and Targeted Support** for SOME students - providing for disruptive student behaviour, including students at risk of developing negative behaviours.
- **Individual Interventions** for MINIMAL students - supporting students with complex and challenging behaviour needs.



Care Continuum Level	Strategy/Program/ Intervention	Description
Prevention	Choice Theory Training P-6	Choice Theory is a psychological model that can empower students to understand how their brain and mind works. Leading to how they can make effective and responsible choices for themselves and providing strategies on how they react to their feelings and meet their needs.
	Salutogenic Schools Alliance P-6	Joining other schools to learn and teach the holistic assets for student health and wellness (in the beginning stages at JWPS)
	Social Skills Program K-6	Explicit Teaching of the following during the first 2 weeks of school when new classes are formed. Embedding aspects of Choice Theory. Approximately 2 hours per day -Understanding Ourselves and Others -Positive Communication -Cooperation Skills -Friendships and Playing Fairly -Learning Skills
	The Resilience Project K-6	Emotionally engaging, evidence-based program focussing on mental health strategies to build resilience and happiness. P-6 Curriculum overviews for each week across the school Terms 1-4 that include the explicit teaching of Gratitude, Empathy, Mindfulness and Emotional Literacy,
	Student Needs Profiling P-6	Individual Needs Profiling for every student P-6. Fun, Love and Belonging, Freedom, Power and/or Survival results given to class teachers to inform ways of catering to the wholistic needs of their students.
	Assistant Principal Wellbeing P-6	5 day per week role to support every student's attendance and wellbeing in collaboration with DoE specialist staff, parents/carers and external government and non-government services.

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	Aboriginal Education Officers	Providing daily assistance to teachers, Aboriginal and Torres Strait Islander students and their families to support improved learning outcomes for students.
Early Intervention	Executive Duty	An Assistant Principal rostered each day to provide support for all staff and students with a focus on wellbeing, engagement and retainment.
	Community Engagement	A strong focus and expectation is placed on the need to consistently communicate with parents, carers and case workers, formally and informally. Aiming to develop positive relationships and support the whole child. This may include, an SMS, email, phone calls, face to face meetings.
	JWPS Morning School Bus Run	Mon-Fri all year, supporting parents/carers who are experiencing difficulty transporting students to school for a range of reasons such as illness, trauma, financial hardship.
	Classroom and Playground Universals	Non negotiables for all learning spaces that include highly visible visual timetables, negotiated class expectations and a regulation zone.
	Class Tracking Booklet K-6	Class book that tracks each student's progress through the school in class expectations. Allows teachers to address trends in behaviour and access specialised staff to implement strategies to support the student.
	Breakfast Club	Every morning 8:30-8:50am supporting to ensure every student is not hungry and is prepared to start their learning.
Targeted Intervention	Social groups	Structured play rostered for both breaks for students on an alternative playground program. Aiming to provide opportunities for students to play together, developing effective social skills, forming and maintaining friendships and promoting better choices.
	Sunshine Room	A classroom rostered to open during 1 st break everyday where students choose to go. The Sunshine Room is resourced with various independent and group play activities and toys. It provides opportunity for students who do not cope or enjoy the large playground to play happily in a quiet space.
	DoE Behaviour and Wellbeing Specialists	Internal and external expertise is accessed through the Learning Support Team to assist school staff to create, implement, monitor and review Individual Student Safety Plans, Behaviour Support Plans, Individual Education Plans and Personalised Learning Pathways. These are devised using the current recommended DoE templates with parents/carers, shared with all staff and saved on School Bytes.
Individual Intervention	Classroom SLSOs	Students receiving IFS may require support, for a learning disorder, self-regulation, anxiety or a physical disability as per their IEP. These students have rostered SLSOs for times that reflect their funding. The level of support is individualised to meet the needs of the student. Interventions are created in collaboration with speciality staff to assist the classroom teachers with resources and implementation.
	Playground SLSOs	Students receiving IFS may require playground support as per their IEP, for self-regulation, anxiety or a physical disability. These students have rostered SLSOs for times that reflect their funding. The level of support is individualised to meet the needs of the student.
	School Counsellor	Students may access the School Counsellor to provide mental health, academic and wellbeing support. In most cases, access is via a Learning Support Referral and consent from home. In rare cases it could be at the Principal's discretion.



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Core School Expectations

Our three core school expectations are:

- Be Safe
- Be Respectful
- Be a Learner

Classroom Expectations

Expectations within classes are reflected by the core school expectations; could be structured as My Job/Your Job:

- created using positive language;
- devised with the students in student friendly language;
- no more than 5 and no less than 3 in total;
- displayed in a highly visible place; and
- are observable, measurable, understandable and applicable.

K-6 Class Behaviour Process

- 1st verbal warning (redirect and reinforce expectations privately-refer to My Job/Your Job)
- 2nd verbal warning (provide choice)
- Regulation Zone in class- times will vary according to age and intellect (record in class tracking booklet)
- Regulation Zone in buddy class- times will vary according to age and intellect (record in class tracking booklet)
- Teacher Conference (1:1 time to reinforce expectations and check in with the student to identify any underlying issues – no more than 5 minutes)
- Go to or send for Stage AP and/or Executive on Duty
- **CONSISTENTLY** praise better choices

Acknowledging Positive Behaviour

Recognition of Positive Contributions

Teachers reward and recognise students who demonstrate the expectations in a variety of ways through encouragement and regular feedback to students. Each teacher designs and implements a positive reward system in their classroom, which is appropriate for the context of the class they teach. The system must:

- have an explanation of how to earn the rewards;
- not be linked to Warby Award System; and
- not include food rewards.

Examples could be:

- Dojos
- Free time
- Whole class reward
- Surprise box
- Raffle tickets
- Showing another teacher work they are proud of
- Writing a brief letter or making a special phone call to parents/carers
- Additional play equipment during breaks



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NB- As the staff continue to engage in the Choice Theory Professional Learning, it will transition to rewards that are non-material that will be linked to the student's needs profile- Fun, Love and Belonging, Freedom, Survival and Power.

Core School Playground Expectations

Our core school playground expectations are:

- Be Safe
- Be Respectful

Playground Expectations

Expectations within the playground, linked to the core expectations are:

- be kind to others
- be in the right place at the right time
- treat all school and personal property with care
- display good sportsmanship and
- play safely

Playground Behaviour Process

If a student is not demonstrating the playground expectations, teachers will determine the appropriate response after an assessment of the incident. Considering the student's age and intellect, teachers will follow the process below:

- 1st verbal warning with expectation reminder and redirection-encourage better choices
- 2nd verbal warning with expectation reminder and redirection-encourage better choices
- time out on seats or walk with teacher for 5-10 minutes
- time out on seats or walk with the teacher for remainder of break
- duty teacher to inform class teacher as soon as conveniently possible
- class teacher to discuss follow up with Assistance Principal

These will be recorded in a class tracking booklet that is used as a reference point to identify trend data that may result in further interventions and support for that student/s and/or teachers.

Whole School Reward System

The awards system is based on rewarding aspects of students' achievements – academic, behaviour and effort. The system allows students to achieve awards and build upon these awards to achieve levels of merit.

The awards system is cumulative, with records of individual students' awards being maintained at the school. Warbys are the only awards that need to be presented for the teacher to allocate the next level and is the teacher's responsibility to store them within the classroom.

Consistency ratio for awarding Warbys

1 Warby per day for every 5 students a class (1:5)

eg- 25 students in Class A = 5 Warbys everyday

6 students in Class B = 1 Warby everyday

18 students in Class C = 3 Warbys everyday

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Award Structure

5 Warbys = A Star Achiever Award
 5 Star Achiever Awards = A Principal's Award
 3 Principal Awards = A Warby Pin
 3 Warby Pins = A Warby Medallion

Star Achiever and Principal Awards

These are presented to students at the fortnightly whole school assemblies.

Warby Pins

A Principal's afternoon tea is held with the recipients of the Warby Pin. The time is negotiated with parents and carers who are invited to join their children to celebrate this achievement.

Warby Medallion

This award is only be presented at the end of year whole school Presentation Day, where parents and carers are personally invited to attend.

High Level Classroom and Playground Behaviour Process

If students demonstrate extreme/serious behaviours such as physical violence, aggressive behaviour, damage to property, continued disobedience, complete non-compliance or other unsafe behaviours:

1. the student/s will be referred immediately to the executive teacher on duty who will support the student/s and teacher/s	executive teacher on duty will call for additional assistance if necessary
2. regulation time in office with executive teacher on duty may be required	executive teacher on duty may also choose to stay outside with the student/s in another area of the playground
3. executive teacher on duty will: - investigate - consider past history - gather student/staff statements - consider follow up - call home of students involved and victim/s - inform classroom teacher/s - inform AP/s - enter incident on School Bytes - implement follow up - handover to the next executive on duty for the following day	Possible follow up: - Reflection - Behaviour Letter 1 - Formal Caution - Suspension - Part Day Attendance Plan Possible follow up strategies: - Social Groups - Mediation - Home/School Communication Book - Tracking Sheet - Playground adjustment - Check ins - Time out card - Alternate Timetable



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Reflection

The purpose of reflection is for students to reflect, with the executive on reflection duty, upon their behaviour and have a scripted discussion to create a plan that will support them to make better choices. It involves a loss of play during the 1st, 2nd or both breaks. Students eat their lunch or recess with their class then meet the executive teacher in the reflection room. They can access a bathroom at any time if needed. At the end of the break the students are walked back to their class line.

Reflection feedback is given to the class teacher and relevant Assistant Principal and recorded on School Bytes. To ensure the process is consistent across the school setting, only Assistant Principals will place a student on reflection. A discussion with the referring teacher will take place and the outcome determined and shared by the Assistant Principal.

The Choice Theory Total Behaviour Prompt Sheet will be used as a stimulus for discussion and the Choice Theory Total Behaviour Plush Toy Car can be used as a tactile and visual stimulus.

To support the school's move towards student internal psychology, reflection will be phased out and modified into a student support that aligns more with the future directions of John Warby Public School.

Behaviour Letter 1-must be prefaced with a conversation with the parent or carer

If students have attended reflection three times within a term, a Behaviour Letter 1 may be recommended. This letter is to provide an opportunity for the student to modify their behaviour and choices prior to a Formal Caution. It is aimed at alerting the student and their parents/carers of the need for a change in choices and actions.

Formal Caution

A formal caution is valid for up to 50 school days from the date the caution is issued. Formal cautions should not be carried over into the next calendar year unless consultation has occurred with the Director, Educational Leadership.

There will be circumstances where a Principal may determine that a student must be suspended without first issuing a formal caution to suspend due to immediate and significant risks to students or staff, or unacceptable risks posed to teaching and learning that cannot be mitigated with the student at school.

A formal caution to suspend must:

- be in writing, via email or post, on school letterhead;
- be provided to the student and their parents or carers;
- outline the behaviour/s of concern;
- provide clear behavioural expectations for the student consistent with the Behaviour Code for Students;
- clearly outline the timeframe/expiry date for the formal caution;
- highlight the importance of parents or carers in working with the school when managing student behaviour;
- provide parents or carers the opportunity to meet with appropriate school staff and a key contact;
- advise that the student and parent or carer has the right to a support person in any meeting with the school;
- outline the positive behaviour support and strategies being put in place;
- indicate if the caution applies to more than one educational setting; and
- be documented on School Bytes.



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Suspension

The purpose of the suspension is to allow the school time to implement appropriate supports during the student's absence to address the student's complex and challenging behaviour or behaviours.

This is to ensure a successful return to school, and mitigate any unacceptable risks posed to teaching and learning, and the health, safety and wellbeing of staff and/or students.

The Principal or Executive on duty must decide the duration of the suspension with consideration of appropriate time to implement supports for the student and/or put in place appropriate safety measures.

Suspensions may be carried over into the next calendar year if the behaviour warrants it, in consultation with the Director, Educational Leadership

The duration can be:

- up to 5 consecutive school days for students in Kindergarten to Year 2; and
- up to 10 consecutive school days for students in Year 3 to Year 12

If a student is suspended for 3 days at a shared site that they only attend one day a week, then the period of the suspension is from the starting date for 3 consecutive school days. It is not for 3 weeks as they only attend one day a week).

Where a Principal originally issues a suspension with fewer days than up to 5 for Kindergarten to Year 2 and 10 for Years 3 to 12, they may increase the length of the suspension up to those maximum days if required without it being considered an extension.

However, if the number of consecutive school days are insufficient to implement appropriate supports for the student, the Principal can extend the suspension for up to 5 additional school days.

This would extend the suspension to:

- 6 to 10 school days for students in Kindergarten to Year 2; and
- 11 to 15 school days for students in Years 3 to 12.

The Principal will inform the Director, Educational Leadership of their decision to extend the suspension. The Principal and Director, Educational Leadership should discuss additional system support the school may require and escalate as necessary.

Supporting Individual Student Needs

Adjustments for Students with High Needs or Disabilities

Students who are recognised as requiring additional support with their behaviour or have a diagnosed disability are also responsible for their behaviour within the guidelines of the School Behaviour Support and Management Plan. However, adjustments may be considered necessary. Individual differences will be considered and supported, and adjustments may include such action as individual behaviour management plans, increased support/supervision, involvement in more structured play activities, playground provisions and participation in support programs/activities.



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The decision to apply an adjustment to support a student in managing their behaviour will be made in consultation with the classroom teacher, Assistant Principal and Principal. Parents and carers will be consulted prior to adjustments and the Assistant Principal will forward information to the school's Learning and Support Team if required. These adjustments will be shared with all staff and documented and stored in the Wellbeing module of School Bytes.

All students presenting with high behaviour needs will have an Individual Behaviour Support Plan. This will be developed in consultation with the classroom teacher, Assistant Principal, LaST, Principal and parent and carer (where possible). As part of this plan, the student's behaviour is tracked regularly and modifications made to the plan as deemed necessary.

Additional Information:

Supporting the Wellbeing of Students

All John Warby Public School staff place high priority on the important role they play in supporting the wellbeing of students. The school has comprehensive wellbeing practices that include but are not limited to:

- weekly community hamper distribution, purchased through the Lomandra Community Pantry Program
- Aboriginal Education Officers
- additional SLSOs
- additional duty staff
- Assistant Principal Wellbeing and Attendance
- comprehensive Learning and Support Procedures, Processes, Guidelines and Interventions
- Assistant Principal Learning and Support including School Counsellor
- DoE Behaviour Specialists
- prompt mandatory reporting and follow up through the MRG, Child Protection Hotline and /or Child Wellbeing Unit
- regular communication with all case workers and external service providers

Anti-bullying and Cyber-bullying

Preventative and Proactive

Bullying is less likely to occur in a positive environment. At John Warby the Principal and school leaders play an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

John Warby highly values and promotes inclusion, has a welcoming school culture that recognises and supports diversity, and fosters positive, respectful relationships.

Students are less likely to engage in bullying behaviour when they feel valued. At John Warby all staff strive to students to be active participants in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

Significant preventative and proactive anti-bullying and cyber-bullying strategies are embedded across the school and include, but are not limited to:

- school behaviour supports and management plans
- whole school classroom expectations and processes
- encourage and foster positive relationships between all staff and students



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- school-based anti-bullying programs that are embedded in the Choice Theory, The Resilience Project and Social Skills programs
- high levels of active playground supervision
- promoting a culture of reporting bullying
- partnering with parents and carers
- recognition of positive behaviour
- ongoing staff support and professional development

Responsive

The staff at John Warby Public School are aware of the potentially harmful effects bullying, including cyber-bullying can have on students. In addition to the extensive preventative and proactive strategies a range of responsive strategies include:

- movement through the regular school behaviour process
- consistent open communication with parents and carers-all recorded on School Bytes
- mediation- recorded on School Bytes
- social groups- recorded on School Bytes
- counselling
- alternate classroom or playground arrangements

Rights and Responsibilities

Students have the right to:

- be treated with respect, dignity and kindness at all times;
- a safe and caring school environment;
- use technology, free from bullying and harassment;
- be a part of relevant decision-making processes in the school;
- expect that their belongings are safe and cared for;
- learning programs catering to appropriate levels and needs;
- be well informed and participate in their assessment and learning goals;
- be recognised for their academic, sporting, civic and social achievements; and
- work with teachers in following the school's agreed behaviour management guidelines.

Students are responsible for ensuring they:

- work and learn to the best of their ability and allow other students to do the same;
- take responsibility for their own behaviour;
- respect and care for school property;
- play safely and fairly with other students;
- respect other students and their belongings;
- travel to and from school in a sensible and safe manner;
- display exemplary behaviour at all times, including out of school activities/excursions;
- co-operate with all school staff by following requests in a respectful manner;
- wear full school uniform with pride;
- follow all school and classroom rules;
- report accidents, incidents or any issues that impact on their own or others' safety, wellbeing or learning;



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- abide by the core rules expected of all students in NSW Government Schools;
- abide by the school's mission statement and vision; and
- use technology/social media appropriately.

Staff have the right to:

- be treated with respect and dignity by all members of our school community;
- work in an environment free from harassment, discrimination and intimidation;
- expect parents to work with their children to develop socially acceptable behaviour in partnership with teachers;
- expect support from all members of the school community;
- teach in cooperative and safe classrooms;
- work in a safe and harmonious school environment;
- make decisions on dealing with inappropriate behaviours as they occur within the guidelines of this policy; and
- access support from DoE and school executive, where appropriate.

Staff are responsible for ensuring they:

- treat all members of our school community with respect and dignity;
- communicate effectively & sensitively with parents/carers on matters relating to students;
- collegially support whole school decisions, initiatives and systems;
- abide by the DoE Code of Conduct;
- implement the School Wellbeing Procedures; and
- mandatory report when concerned about the wellbeing of a student.

Parents and carers have the right to:

- have their children safe and happy at school;
- be treated with respect and dignity by all members of the school community;
- be informed of their child's wellbeing;
- be informed when their child seriously breaches the school expectations or demonstrates ongoing behavioural concerns;
- work in partnership with their child and staff to promote responsible behaviour and better choices;
- expect the school to assist with appropriate community agencies where needed;
- expect that their child's learning will not be disrupted by the actions of other students; and
- access in school support services, such as a school counsellor when requested.

Parents and Carers are responsible for ensuring they: (adapted from the [School Community Charter](#))

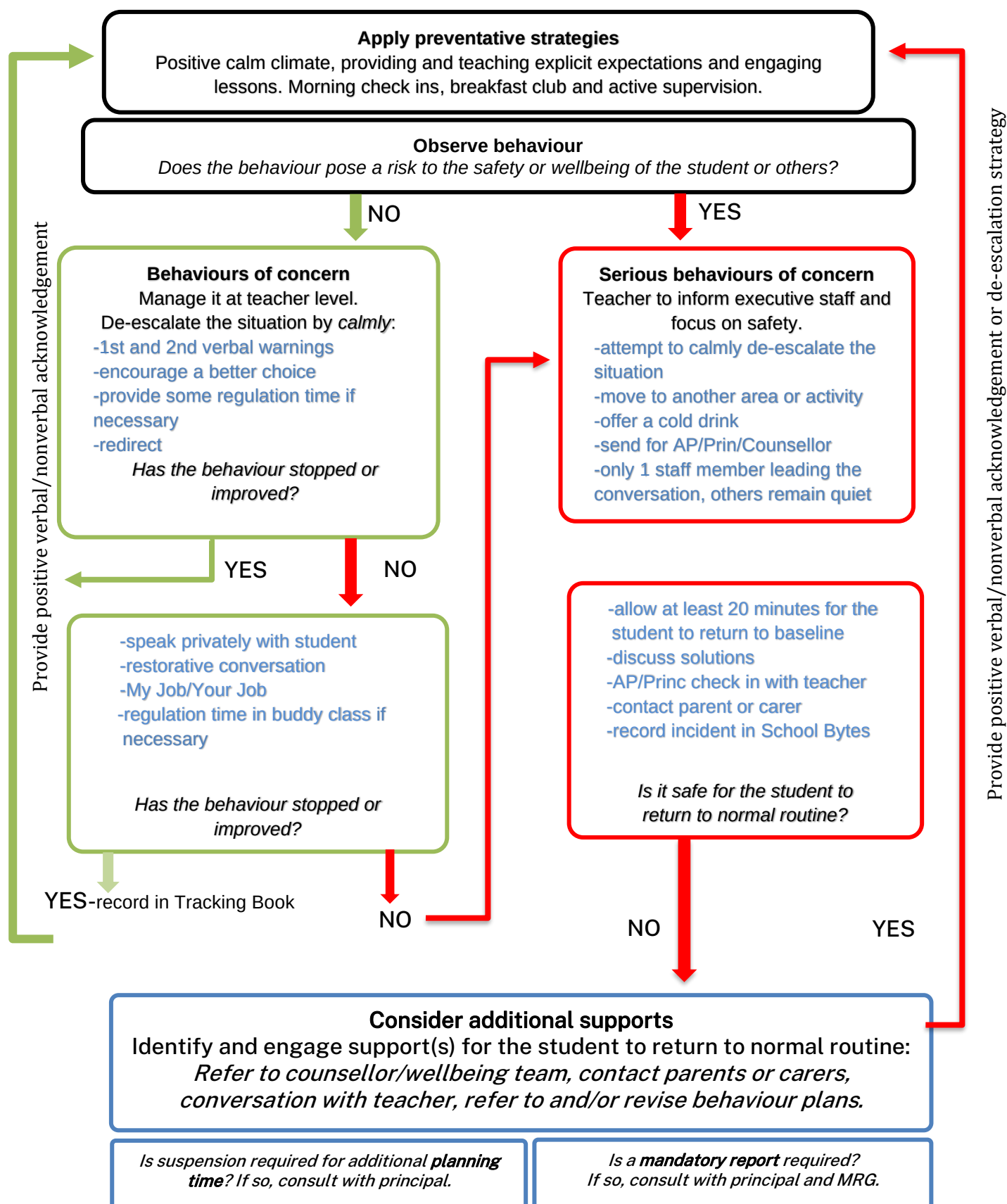
- support the School Behaviour Support and Management Plan;
- support their child in taking responsibility for their actions;
- inform the school of any issues/incidents related to their child;
- ensure that their child attends school regularly and on time;
- assume the greater responsibility for their child's behaviour as they travel to and from school;
- where possible, ensure children arrive at school prepared with the necessary equipment, suitable school uniform and appropriate food;
- work in partnership with the school staff;
- treat all members of the school community with respect and dignity;
- be cooperative in all dealings with the school; and
- ensure that no illegal substances, alcohol, tobacco or weapons are brought to school or school events.

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Behaviour Management Flowchart



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Bullying Response Flowchart



Review Dates:

First Review: Tuesday 1st July 2025

Next Review: Tuesday 2nd December 2025

Comments and/or feedback: