NSW Department of Education

Sir Eric Woodward School - Behaviour Support and Management Plan

Overview

Sir Eric Woodward School is committed to explicitly teaching and modelling positive behaviour and supporting all students in engaging with their learning. Sir Eric Woodward School provides quality personalised education for students with a variety of additional learning needs in a safe and supportive environment.

Principles of positive behaviour support, trauma-informed practice, inclusive practice and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, planned and communicated responses.

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

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is the establishment of respectful relationships and an ethos that rejects bullying, in both online and offline environments. School staff respond promptly to student bullying behaviour.

Partnership with parents and carers

Sir Eric Woodward School partners with parents and carers to establish high expectations for engagement and to support students at our school by:

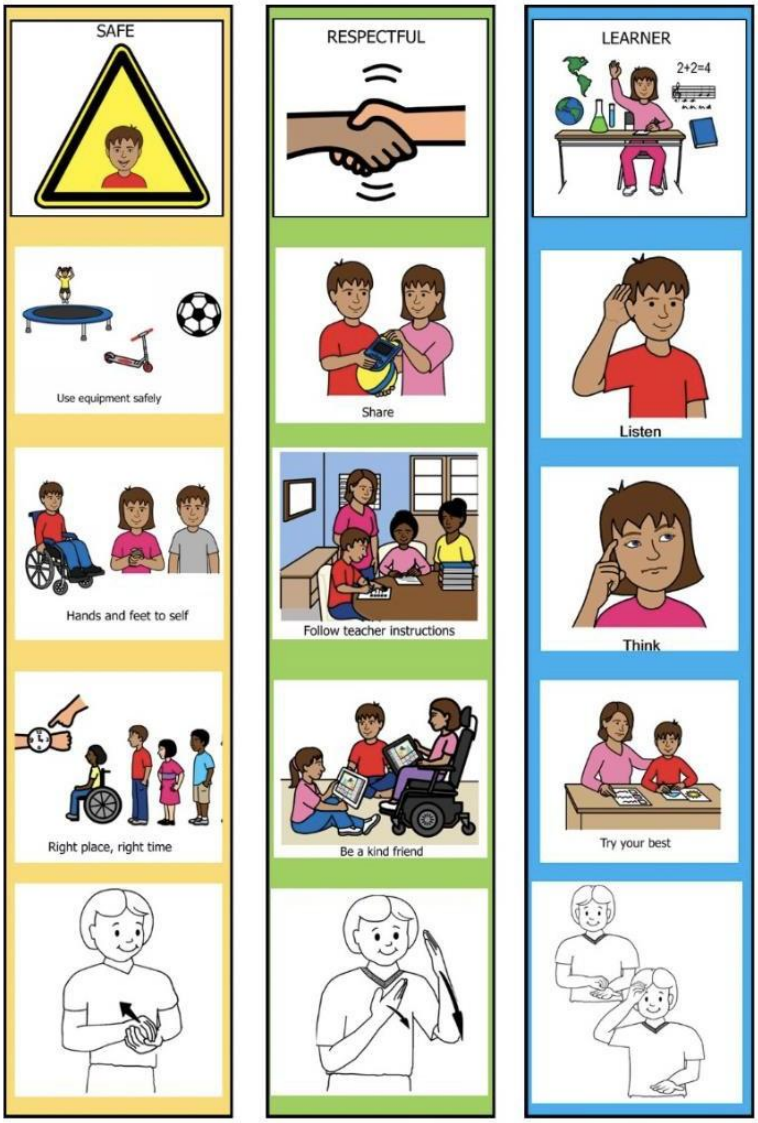
- Creating timely, open communication through Seesaw, a platform that connects teachers and class groups of families to provide a timely snapshot of student learning. Parents can use Seesaw to communicate with the teacher about their child's progress.
- Distance Education parents/carers also connect with teachers through MS Teams, emails and regular phone calls.
- Inviting parent/carer and student feedback through both formal and informal means, such as school surveys and Tell Them From Me surveys.
- Official communications regarding school excursions, events, payments, reports, and permissions are now available in easily accessible digital formats via the School Bytes parent portal.
- Newsletters are available twice a term, highlighting school events and activities involving the whole school community.
- Parents and carers are welcome and encouraged to communicate using the school email at sirericwoo-s.school@det.nsw.edu.au or make an appointment through the school office at 02 9449 6003.

Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety, and wellbeing

School-wide expectations and rules

Sir Eric Woodward School has the following school-wide rules and expectations:

To be Safe, Respectful Learners.



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.

Sir Eric Woodward School is proactive in responding to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning. See the Behaviour Code for Students for more details.

Whole school approach across the care continuum

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

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL Images Safe Respectful Learners	Use of PBL Safe, Respectful Learners expectation signage on documentation, at the entrances to the school, on each playground, in classrooms and during online lessons provides a visual statement and reference for our students, staff, and the school community.	Whole School Community
	National Day of Action Against Bullying and Violence (NDA)	Our school participates in the annual National Day of Action against Bullying and Violence (NDA) - in August each year.	Whole School Community
	Cybermarvel	Online safety awareness program for schools and communities to target cyber bullying and online safety	Whole School Community
	Zones of regulation	Visual resources are used in all classrooms, including online classes as teaching tools for staff to explicitly teach the school expectations and support student self and co regulation	Staff, Students, Therapists
Targeted intervention	PBL Boards at Bus arrival/ departure points	Targeted signage at transport arrival and departure points is used to support both students and staff in reinforcing student behaviour expectations	Whole School Community
	PBL expectations reinforcement	Staff use positive verbal language to provide students with clear behaviour expectations, redirecting undesirable behaviour with positive language	Staff and Students
	KWS Communication	Teachers introduce a core word each fortnight to students. KWS is used by students and staff to provide opportunities for communication.	Whole School Community
	Therapist consultation	School-funded therapists support program implementation and guide teachers in delivering strategies or equipment to enhance learning and communication.	Students and staff
Individual intervention	Personalised Learning Plan meetings	Each semester, student personalised learning goals are developed collaboratively with parents/carers and student support teams.	Teachers, parents, Stakeholders
	Individualised behaviour support plans	Planning is done in collaboration with all relevant stakeholders. This can include individual risk management plans.	Individual students, staff, parents, stakeholders

Care Continuum	Strategy or Program	Details	Audience
	Learning and Support Team referral	Teachers can refer a student to the Executive Team. This intervention provides an opportunity to assess current concerns, discuss possible interventions and implement plans that best suit whole-school practices.	Staff
	Learning and Support team Case meeting	An escalated intervention used to support students. This meeting involves stakeholders who discuss planning for student success and regulation	Staff and Stakeholders
	Incident Report notification	Staff report school incidents on the School Bytes platform. Incident reports are monitored by Assistant Principals, Deputy Principal and Principal.	Staff
	Incident hotline	Reporting to the incident hotline, a data and reporting collection source for the Health and Safety directorate.	Staff and Stakeholders

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

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour.	Targeted/Individualised Responses to behaviours of concern.
Behaviour expectations are taught and reinforced regularly. Staff model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	Refer to school-wide Zones of Regulation expectations and emotional regulation visuals and/or supports to help the student self or co regulate	Seek help from the Assistant Principal, Deputy Principal, Principal, or another staff member if there is a risk to safety. Otherwise, notify the Principal as soon as possible
Verbal and non-verbal positive feedback is used to acknowledge expected behaviour	Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific positive feedback	Executive staff to be called using the Emergency Announcement protocol to take immediate steps to restore safety and defuse the situation by using appropriate strategies such as: redirecting to another area or activity, providing reassurance, or offering choices.

Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher can make contact through Seesaw, email, Teams or phone calls home to communicate students' efforts to meet expectations.	Teacher will make contact with parents by phone or email when behaviours of concern have been identified. In some cases, individual planning and referral to LST may be discussed.	Assistant Principal, Deputy Principal or Principal to contact parent/carer to discuss any support and behaviour responses, including referral to the LST and outside agencies.

Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded in School Bytes.

These may include:

- Reviewing and documenting the incident
- Determining appropriate responses, including supports for staff or other students impacted
- Referring or monitoring the student through the School Learning and Support Team
- Developing or reviewing individual student support plans, including teaching positive replacement behaviours and making learning and environmental adjustments
- Reflection and restorative practices (listed below)
- Communication and collaboration with parents/carers (phone, email, meetings)
- Issuing a formal caution to suspend or expel.

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 policy and Incident Notification and Response Procedures
- Student Behaviour policy and procedures
- If a behaviour of concern is also a child protection matter use the Mandatory Reporting Guideline Tool.

Reflection and Restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Incident Reporting	A detailed report of the antecedent, behaviour, and consequences of the behaviour must be recorded	Staff involved in the incident management are required to complete an incident report. Reviewed by Assistant Principals and overseen by the Deputy Principal or Principal	Incidents are recorded electronically in the School Bytes platform after they occur. They are then communicated to class teams and the school executive to support any necessary messaging with parents and carers.
Debrief of an incident	After an incident has occurred	Supervisor, Assistant Principal	Minutes taken if required
Reporting of incidents to parents	As soon as possible, communications with parents and carers is/ are to occur.	Teacher Assistant Principal Deputy Principal Principal	Note recorded in incident reporting, Case meeting notes of Learning and support team
Incident Hotline Notification	Incidents reported within 24 hours of an incident to support school data and health and safety reporting requirements	Teacher involved, Assistant Principal Deputy Principal Principal	Incident notification number recorded in incident report, Principal received notification details.

Review dates

Last review date: 27th January Day 1, Term 1, 2026

Next review date: 28th January Day 1, Term 1, 2027