

Wahroonga Public School Behaviour Support and Management Plan



Overview

At Wahroonga Public School, we are committed to fostering a positive, inclusive, and respectful learning environment where all students feel safe, valued, and empowered to succeed. Our behaviour plan is underpinned by NSW Department of Education policies and resources including the Wellbeing Framework, Inclusive Education Policy and Student Behaviour Policy. Through these guiding policies, we strive to cultivate a culture of respect, responsibility, and resilience among our students.

Our Aims:

- To create a school environment where students are actively connected to their learning, have positive and respectful relationships, and experience a sense of belonging.
- To ensure all students are supported to participate positively in their learning and school community.
- To provide support to students to develop positive mental health, self-regulation, social and emotional skills, and a strong sense of personal responsibility.

Our Beliefs:

- Every student has the right to a safe, supportive, and engaging learning environment.
- Inclusion is a fundamental principle that ensures all students, regardless of background or ability, can access and participate in learning alongside their peers.
- Meaningful partnerships between students, staff, parents, and the wider community are key to fostering student wellbeing and positive behaviour.

At Wahroonga Public School, we are dedicated to nurturing students who are respectful, resilient, and responsible, equipping them with the skills and mindset to thrive within and beyond our school community.

Partnership with parents and carers

At Wahroonga Public School, we recognise that positive behaviour development is a shared responsibility between the school and families. We are committed to fostering a strong partnership with parents and carers to support students in developing respectful, responsible, and resilient behaviours.

Through open and ongoing communication, we ensure that families are informed, involved, and supported in understanding our behaviour expectations and approaches. We value collaboration with parents to develop consistent strategies that promote student wellbeing and success, both at school and at home.

By working together, we create a supportive environment where students feel safe, valued, and empowered to make positive choices, fostering a school community built on mutual respect and shared responsibility.

School-wide expectations and rules



WAHROONGA PS EXPECTATIONS

Be Respectful Patience Perspective Reverence Kindness Tact Fairness Tolerance Respect • Treat students, teachers, school staff and community members with dignity. • Communicate and behave in a courteous way that makes all members of the school community feel valued, included and supported. • Act and work cooperatively with other students, teachers and school staff. • Value the interests, ability and culture of others. • Respect the learning needs of other students. • Dress appropriately by wearing the agreed school uniform.	Be Responsible Honesty Generosity Empathy Compassion Leadership Justice Forgiveness Humility Helpfulness • Follow school and class rules and follow the directions of teachers. • Be safe and help others to make safe choices. • Care for self and others. • Negotiate and resolve conflict respectfully, calmly and fairly. • Be aware of and take responsibility for how behaviour and actions impact others. • Take care of school property and the property of staff and other students.	Be an Active and Engaged Learner Bravery Curiosity Perseverance Teamwork Flexibility Creativity Self-regulation • Attend school every day (unless legally excused) • Arrive at school and class on time. • Be prepared for every lesson. • Actively participate in every lesson. • Aspire and strive to achieve the highest standards of learning.
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Behaviour Code for Students

Wahroonga Public School is 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

Care Continuum	Strategy or Program	Details	Audience
Prevention	Grow Your Mind	K-6 Social Emotional Learning. Daily 5 Mindfulness	All classes K-6
	School expectations	Common language of school expectations communicated regularly at assemblies and group times.	All classes K-6
	K-6 Buddy Program	Class buddy program whereby older classes are connected to younger classes to support a sense of belonging and social connectedness.	All classes K-6
	Sense of Belonging student surveys	Sociogram style student survey to identify friendship needs.	All classes K-6
Early intervention	Games Club	Structured quiet play zone with SLSO support to develop positive social skills and play skills.	Lunchtime – Playground
	Transition Supports	Transition support planning for students new to WPS mainstream and support unit setting. Kindergarten and high school orientation. Social story support for transitions. Collaboration and handover between staff.	Kindergarten Year 6 Support Unit As Required
	Classroom and playground adjustments	Adjustments to learning programs to ensure success, inclusion and equity of opportunity for all students.	As required
Targeted intervention	Social Skills Group	Social skills intervention lessons delivered by LaST, SLSO, counsellor or APLAS	Students having difficulties with social skills.
	Zones of Regulation	Series of lessons and language relating to support students with emotional regulation.	Students having difficulty with

Care Continuum	Strategy or Program	Details	Audience
	- Friendology - Playground targeted supports	Friendship resources implemented on a needs basis to teach students skills and friendship language to build and maintain healthy friendships. Targeted supports are individualised and may include check in/check out card, playground passport, self-monitoring chart, staff mentor, positive behaviour contract.	emotional regulation In response to playground conflicts Students having difficulties after completing time-outs.
Individual intervention	- Personalised learning and support Planning - Behaviour Response Planning - Risk Management Planning - Consultation with allied health professionals	Tailored, individualised support so that students' cognitive, social, sensory and physical needs are met and developed. Collaborative planning of individual supports and interventions to meet individual needs.	Students with significant difficulties with behaviour management.

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

Tokens

Tokens are awarded to students in the playground if teachers see students engaging in behaviour fitting with the school's core values of Be Responsible, Be Respectful and Be an Active and Engaged Learner. Students place their tokens in one of 3 boxes in the Front office. Each box has a different celebration on it. The box that has the most tokens in it by Week 9 of each term is the celebration that students have voted for and earn as an end of term acknowledgement of effort.

Bronze, Silver, Gold Awards and Banners.

Student successes and school expectations are reinforced through a cumulative award system involving bronze, silver, gold awards with a banner as the final award.



Kooki Pins

This is an independent recognition system that sits outside the award system. Students are peer nominated for going above and beyond what is expected and they are presented in a K-6 assembly. Students can only receive 1 Kooki Pin per school year.



Behaviour Management Processes



Minor Behaviours

- Staff disrespect
- Peer disrespect (E.g. name calling, put downs, bothering)
- Non-compliance
- Inappropriate language
- Calling out
- Disruption to class learning
- Cheating/copying
- Work avoidance
- Punctuality
- Arguing
- Lying
- Rough/unsafe play
- Out of bounds
- Climbing trees
- Taking someone's belongings
- Throwing objects
- Littering

Major Behaviours

- Physical aggression
- Verbal aggression
- Abusive language
- Racism
- Threatening behaviour/harassment
- Bullying/Cyberbullying
- Sexualised behaviour
- Theft
- Absconding
- Misuse of technology
- Pattern of disobedience/disruption
- Pattern of disrespect
- Property damage
- Possession of dangerous item

Classroom Teacher

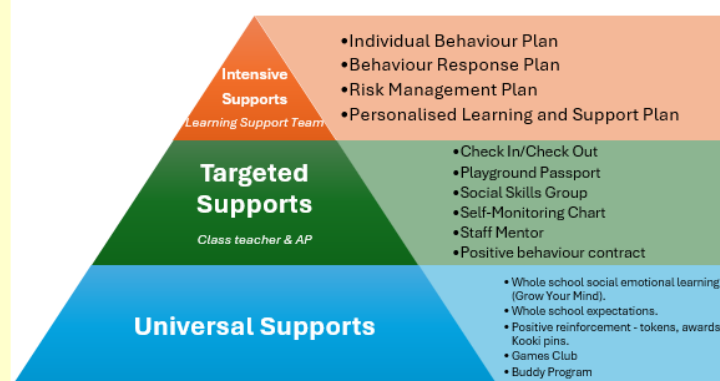
Assistant Principal, Deputy Principal and Principal



Suggested Informal Follow Up Actions

Classroom Teacher

- Think time
- Walk and talk
- Reset
- Cool down break
- Apology
- Loss of classroom privilege
- Make up work time (maximum 10 minutes)
- Mediation
- Reparation task
- Alternative activity
- Relearning expectations



Formal Follow Up

Assistant Principal & Deputy Principal

- Time-Out
- Written Warning
 - Targeted Support and/or
 - Loss of privileges (E.g. playground, sport)

Principal

- Principal Conference
- Formal Caution
- In-school suspension
- Suspension

Responses to serious behaviours of concern

- Serious behaviours of concern are considered a major behaviour as per the infographic above. The school's response involves the following.
 - Investigate incident
 - Formal Follow Up
 - Behaviour conference with student, senior staff leader and parent/carer to plan and reflect
 - Written warning, formal caution or suspension applied where appropriate as per the NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.
- Responses to all behaviours of concern apply to student behaviour that occurs:
 - at school
 - on the way to and from school
 - on school-endorsed activities that are off-site
 - outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
 - when using social media, mobile devices and/or other technology involving another student or staff member.

Reporting and recording behaviours of concern

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

- [Incident Notification and Response procedure](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Time out, reflection and restorative practices

Time Out is a place where students are actively counselled in order to explore and make an undertaking to implement more appropriate self-management strategies. The principle of this philosophy is to help the students involved understand each other, how their actions have affected the victim and what they can do to make the situation better. A choice theory scaffold is used and the teacher assists students to devise a plan of action to restore/fix the problem. The school will notify parents of student misbehaviour at the point where time out is required.

This process will give students time to think about how they can take more responsibility for their actions. For this to be effective, time out needs to occur as close to the time of the incident, preferably on the day of the misbehaviour. Students may be asked to attend time out reflection for either inappropriate playground or classroom behaviours.

The time out session will take place during the second half of lunch with a member of the school's leadership team. Students are provided with first half of lunch to eat lunch, have a break and use the toilet.

Student Reflection



Support Document

Student Reflection

Name: _____ Class: _____ Date: _____

How do you feel about being on timeout? Colour the face.




I feel like this because _____

The behaviour I chose was to: _____

My behaviour made the situation BETTER / WORSE (circle) because _____

My plan to make things better is to:

1. _____
2. _____
3. _____

Be responsible

Be respectful

Be an active and engaged learner



Review dates

Last review date: Term 4, 2025

Next review date: Term 4, 2026