

Wakehurst PS Behaviour Support and Management Plan

Overview

Wakehurst PS is dedicated to fostering a positive and supportive learning environment that reflects our core values of Friendship, Loyalty, and Learning. We aim to inspire every student to participate positively in the school community, promoting a culture where each individual feels valued and encouraged. Our goal is to instil in students the desire to pursue excellence, embrace opportunities, and succeed every day. By focusing on Friendship, we nurture kindness, empathy, and inclusivity. Through Loyalty, we strengthen respect, responsibility, and trust, creating a cohesive community where students support one another. And with Learning, we cultivate resilience, curiosity, and a commitment to personal growth.

Guided by principles of positive behaviour support, trauma-informed practice, inclusive practice, and social-emotional learning, we maintain high expectations for student behaviour through effective role modelling, explicit teaching, and planned responses. These principles foster a safe and supportive environment, empowering students to consistently make constructive and responsible choices.

To achieve our mission, Wakehurst PS has prioritised evidence-based programs that align with the school's goals and reinforce a culture of respect and responsibility:

- The Resilience Project
- Positive Behaviour for Learning (PBL)
- Peer Support

These principles, alongside our carefully selected programs, foster a safe and supportive environment that empowers students to make constructive, responsible choices aligned with our school's values of respect, responsibility, and striving for personal best. Through these programs, students gain skills that not only enhance their resilience and emotional wellbeing but also actively contribute to a positive and inclusive school community.

- The Resilience Project develops resilience, empathy, and mindfulness, equipping students with the emotional tools to approach challenges with confidence and compassion.
- Positive Behaviour for Learning (PBL) creates a consistent framework of behaviour expectations across all school settings, reinforcing a culture of respect and responsibility that guides students toward positive interactions and decision-making.
- Peer Support encourages student leadership and mentorship, enabling older students to guide and support younger peers. This program builds a sense of community and connection, fostering respectful relationships and promoting a supportive school culture where students learn to value and help one another.

Together, these initiatives cultivate an environment where students feel supported and are empowered to contribute positively to the school community.

These programs collectively foster social-emotional learning and equip students with essential life skills that not only prevent bullying but also actively promote respectful, positive relationships. By focusing on resilience, empathy, and emotional regulation, they empower students to understand and manage their emotions, respond thoughtfully to challenges, and build connections rooted in respect and understanding.

Our commitment to student wellbeing and safety is reflected in these programs, as they help create a supportive school environment where students feel valued, included, and secure. By developing self-awareness and interpersonal skills, students learn to communicate effectively, resolve conflicts peacefully, and support one another. This holistic approach reinforces our dedication to nurturing well-rounded individuals who contribute positively to both the school and broader community.

Partnership with parents and carers

Wakehurst PS actively partners with parents and carers to develop and maintain behaviour expectations. Feedback from parents and carers is encouraged through formal surveys, P & C consultations, and informal channels. By building collaborative relationships with families, we aim to foster a shared understanding and commitment to supporting students' learning, safety, and wellbeing.

Wakehurst PS communicates these expectations to parents and carers through the school newsletter, website, P&C meetings, parent information evenings, and during key transition periods, such as when students start at the school.

We are committed to building collaborative relationships with families and the wider community to foster a shared understanding of how best to support student learning, safety, and wellbeing. Through these connections, Wakehurst PS ensures that our values and expectations are consistently reinforced, creating a cohesive and supportive environment for all students.

School-wide expectations and rules

Wakehurst PS ensures that our values and expectations are consistently reinforced, creating a cohesive and supportive environment for all students.

Respect	Responsibility	Personal Best
Show pride in your uniform	Be in the right place at the right time	Aim to achieve your best
Work cooperatively with staff	Own your actions and choices	Embrace challenges and opportunities
Use respectful language	Take care of the environment	Be resilient and adaptable
	Keep hands and feet to yourself	Support success in yourself and others

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

Our school integrates student wellbeing and positive behaviour strategies across a continuum of care, promoting positive behaviour and addressing behaviours of concern, including bullying and cyberbullying. These strategies are grounded in evidence-based, effective classroom practices that foster engagement with learning and cultivate respectful relationships. Key practices include:

- explicitly teaching and reinforcing classroom expectations
- establishing predictable routines and procedures that are clearly communicated to students
- using positive feedback and reinforcement to encourage expected behaviour
- discouraging inappropriate behaviour in a constructive manner
- actively supervising students to ensure a safe and supportive environment
- maximising opportunities for active engagement in learning through interactive and inclusive activities

- providing carefully sequenced, engaging lessons that allow for student choice
- differentiating content and tasks to meet diverse learning needs

These practices are supported by frameworks including PBL, trauma-informed practices, and inclusive education principles. We also implement targeted strategies to prevent and address bullying and cyberbullying, ensuring a respectful and safe community.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning	Use Positive Behaviour for Learning (PBL) strategies to explicitly teach school expectations (Respect, Responsibility, Personal Best) through regular lessons.	All students
Prevention	Behaviour Expectation Visuals	Display posters and visuals in classrooms, playground, and shared spaces to reinforce school-wide expectations.	All students and staff
Prevention	Recognition Programs	Systems linked to PBL rewards are in place to recognise and celebrate positive behaviour.	All students.
Prevention	Weekly Focus Areas	Highlight one expectation per week or term, incorporate into assemblies, lessons, and communications. Scope and sequence can be altered to match targeted behaviours based on data.	All students and staff
Prevention	<u>Child protection</u>	Provides mandatory education on child safety, respect, and responsibility.	All students
Prevention	<u>The Resilience Project</u>	Supports mental health by developing resilience, empathy, and mindfulness among students.	All students
Prevention	<u>Peer Support Program</u>	Encourages student leadership and mentoring, fostering respectful relationships and a supportive school culture.	Year 6 students in mentoring roles
Prevention	<u>National Week of Action Against Bullying</u>	Promotes anti-bullying awareness and encourages a safe, inclusive environment.	All students
Prevention	Cultural Celebrations and Inclusion	Recognise and celebrate the diverse cultural backgrounds of students through activities, storytelling, and events (e.g., NAIDOC Week, Harmony Day).	All students, parents, and community members.

Prevention	Buddy Program	Pair older and younger classes to build relationships and support respectful interactions across year levels. Classes meet each term with a whole school focus linked to wellbeing/PDHPE	All students
Prevention	Student Leadership Initiatives	Encourage students to take ownership of school culture by leading initiatives in our Student Representative Council.	Students in Years 2-6
Prevention	Student created class expectations	Students collaboratively develop behaviour expectations specific to their classroom setting to ensure consistency and understanding of expectations.	All students
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	Offers resources for safe online environments and tools for preventing and managing cyberbullying incidents.	All students and their families
Early Intervention	Social Skills Groups	Small group sessions to develop communication, teamwork, and problem-solving skills. Facilitated by Learning Support or Wellbeing staff.	Students identified through teacher observation or data.
Early Intervention	Teacher-Student Conferences	Brief, structured meetings to discuss behaviour concerns, set goals, and reinforce expectations.	Students needing targeted guidance.
Early Intervention	Check-in/Check-out System	Daily check-ins with a trusted staff member to monitor progress, provide feedback, and offer encouragement.	Students at risk of disengagement or repeated minor behaviour issues.
Early Intervention	Behavioural Data Analysis	Review of behaviour data to identify patterns and triggers, leading to tailored support plans.	Students flagged through behavioural logs or Wellbeing system.
Early Intervention	Targeted Emotional Regulation Lessons	Focused sessions on managing emotions, using resources such as Zones of Regulation or Mindfulness strategies.	Students showing difficulty with emotional regulation.

Early Intervention	Increased Parent/Carer Communication	Establishing regular updates with families to monitor progress and reinforce support at home.	Students needing home-school collaboration.
Targeted intervention /Individual Attention	Learning and Support Team (LST)	Supports students with individual learning and behaviour needs through personalised assistance.	Selected students
Targeted intervention /Individual Attention	Intensive Transition Support	For students transitioning between settings (e.g., starting a new school, moving between programs), provide extra support to build confidence and reduce anxiety.	Students identified as vulnerable during transitions.
Targeted intervention /Individual Attention	Small Group or One-on-One Instruction	Tailored lessons or interventions focusing on lagging skills (e.g., impulse control, problem-solving, or social awareness).	Students identified through behavioural or academic data as needing additional support.
Individual intervention	Functional Behaviour Assessments (FBA)	Conduct assessments to understand the root causes of behaviours and develop targeted interventions.	Students demonstrating repeated behaviours of concern.
Individual intervention	Individual	Develop personalised plans with clear goals, strategies, and monitoring to address specific behaviours. Plans involve collaboration between students, parents, teachers, and Learning Support staff.	Students who require intensive support for persistent or complex behaviours.
Individual intervention	School Counselling Services	Provides counselling for social, emotional, or behaviour-related needs, supporting student wellbeing.	Students referred by teachers, parents, or Learning Support Team.
Individual intervention	Team Around the School (TAS)	Engage external agencies or departmental specialists for collaborative case management of high-needs students.	Students who require multidisciplinary support for complex needs.
Individual intervention	Risk Assessment and Safety Planning	Develop risk management plans for students presenting safety concerns, ensuring the wellbeing of all.	Students displaying behaviours that pose risks to themselves or others.

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 at Wakehurst PS is defined as challenging, complex, or unsafe behaviour that requires persistent and intensive interventions. This does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour is characterised by the intentional misuse of power in a relationship, is ongoing and repeated, and involves actions that can cause harm.

Staff at Wakehurst PS will identify inappropriate behaviour and behaviours of concern, including bullying and cyberbullying, through various means, such as:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances, or artworks)
- receiving a disclosure of information that was previously unknown, either because it is new or has been kept a secret
- concerns raised by a parent, community member, or external agency.

Students and parents are encouraged to report any incidents of bullying to any staff member. NSW public school principals, including those at Wakehurst PS, have the authority to take disciplinary action to address student behaviours that occur outside of school hours or off school grounds, including cases of cyberbullying. Students who have been affected by bullying will be provided with appropriate support, such as access to the school counselling service, to ensure their wellbeing and safety.

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.

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 referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	Contact the office to seek help from the executive straight away if there is a risk. Otherwise notify the student's stage supervisor or executive ASAP and before the end of the school day.
Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	Executive/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.
Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing system.	Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.	Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incidents on Behaviour / wellbeing system and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
Social emotional learning lessons (TRP) are taught across the year	Teacher records on Behaviour / wellbeing system by the end of the school day. Monitor and inform the family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or executive staff in reference to detailing bullying.	Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.
Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to the Learning Support Team may be discussed.	Parent/carer contact is made by the school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

Preventing and responding to behaviours of concern

At Wakehurst PS, planned responses to behaviour that does not meet school expectations are either teacher-managed or executive-managed. Staff use their professional judgement to determine the appropriate level of management, taking into account whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- Teacher-managed: Low-level inappropriate behaviour is handled by teachers in the classroom and playground settings. Teachers address these behaviours promptly to support a positive learning environment.
- Executive-managed: Behaviour of concern, which may involve safety risks or require more intensive interventions, is managed by the school executive team.

All corrective responses are documented in the Behaviour/Wellbeing system on School Bytes to ensure consistency and accountability. These responses may include strategies such as:

- reminding students of school expectations
- redirecting behaviour through prompts or choices
- using error correction techniques
- providing time for reflection or restorative practices
- contacting parents or carers if necessary

This system allows Wakehurst PS to maintain a supportive and structured approach to behaviour management, ensuring that all responses are appropriate and aligned with our school's values and expectations.

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

Detention, reflection and restorative practices

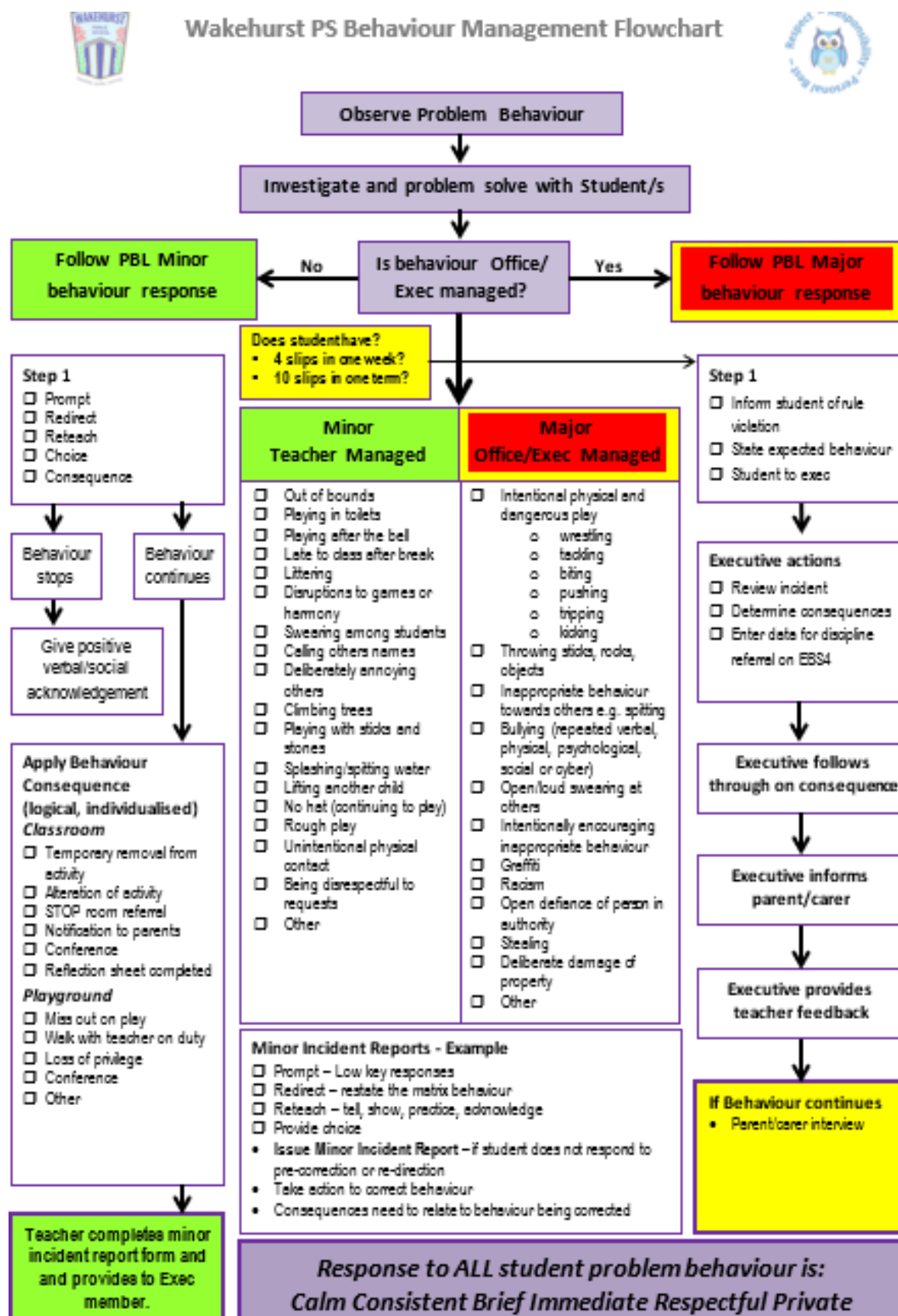
Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection room – a structured debriefing and planning after a crisis event or behaviour concern with an individual student (reflection sheet completed with member of the exec team)	Next day, either at lunch or recess break,	Assistant Principal	Documented in School Bytes
Alternate play plan – withdrawal from free choice play and re-allocation to supervised problematic play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group.	In line with behaviour, could be over a day or period of time. Negotiated with students for levels of support.	Assistant Principal	Documented in School Bytes
Restorative practice - during behaviour breaks allows students not only to reflect on their own actions but also to understand the impact on others directly involved. This approach fosters open dialogue between the students affected, encouraging empathy, accountability, and relationship repair. By addressing the needs of all parties, restorative practice helps rebuild trust and reinforces a respectful, connected school community.	Straight after the event (if possible) or the next day.	Assistant Principal	Documented in School Bytes

Review dates

Next review date: [Term 1, 2026]

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart



The following flowchart outlines the actions that Wakehurst PS staff will take upon receiving a report of student bullying, including incidents that may have occurred online or outside of the school setting. Timeframes for each step may vary based on the professional judgement of staff handling the report and their assessment of any immediate risk to the student(s) involved.