

Wallerawang Public School

Behaviour Support and Management Plan

Overview

Wallerawang Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are Positive Behaviour for Learning.

Partnership with parents/carers

Wallerawang Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by:

- Consultation with Wallerawang/Lidsdale P&C association
- Consultation with the Lithgow AECC
- Providing information and consultation at transition to school meetings
- Feedback through Tell Them from Me Survey by creating school-based questions relevant to the policy

Wallerawang Public School will communicate these expectations to parents/carers by:

- Providing ongoing information in school publications – newsletter, Facebook, website
- Publication and availability of policies
- Parent information sessions, which includes transition points
- Parent/carer meetings where deemed necessary and on an individual basis
- Wallerawang/Lidsdale P&C association and AECC Meetings

School – wide expectations

Wallerawang Public School has the following school-wide expectations:

RESPECTFUL: Students display respectful behaviour in all school settings. This includes being respectful to their peers, staff and members of the school community. They are also taught to show respect for the land and acknowledge the First Nations People as the original owners of the land where we live, work and play.

RESPONSIBLE: As students at Wallerawang Public School and citizens they are supported to take responsibility for their actions and behaviour to equip them for the many facets of life.

SAFE: Students have the responsibility to display safe behaviours at school, so that Wallerawang PS is a safe place for students and staff.

Wallerawang Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Respond to all student problem behaviour in a calm, consistent, brief, immediate and respectful manner
- Verbal recognition of students following expectations by all school staff in all contexts
- Whole school expectations positively stated, modelled and reinforced
- Classroom expectations co-constructed with students
- Whole school and classroom acknowledgements
- Students displaying behavioural expectations are acknowledged with a 'Gotcha'
- Students with exceptional behaviour who consistently display respectful, responsible and safe behaviour receive the Principals Golden Gotcha award and acknowledgements
- Positive Behaviour for Learning awards at fortnightly assembly for students who are following expectations and displaying respectful, responsible and safe behaviours
- Paw Patrol awards for students 'spotted' being respectful, responsible and safe in the playground by their peers
- Recognition at Presentation Day Assembly – for both citizenship and outstanding school role models through meeting behaviour expectations

Behaviour Code for Students

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Whole School Approach across the care continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	School – wide Expectations	<ul style="list-style-type: none"> • Whole school expectations established with students and communicated to school community. • Whole school expectations visually displayed around the school under the school wide expectations of RESPECTFUL, RESPONSIBLE and SAFE. • School wide expectations are rebooted at the beginning of the school year and as required from the fortnightly collection and analysis of data. • Positive Behaviour for Learning lessons reflect focus area of school wide expectations. • Students are acknowledged for following school wide expectations in the playground with members of the Student Representative Council known as the 'Paw Patrol' handing out Gotchas. They identify 2 students for being respectful, responsible and safe for a Paw Patrol award at the fortnightly assembly. • Students collect Gotchas and place them in the 'Gotcha Box' at the fortnightly Friday assembly. When students reach the arrow a whole school acknowledgement occurs. Students suggest acknowledgements and the PB4L team decide on the acknowledgement at the 	All school staff teaching and non-teaching Students Parents/ Carers

Care Continuum	Strategy or Program	Details	Audience
		fortnightly meeting. On average there are 2 a term and an acknowledgement day at the end of the year.	
Prevention	Classroom Expectations and developing routines	<ul style="list-style-type: none"> All staff co-construct classroom expectations with students at the beginning of the school year, with release from face-to-face staff and School Learning Support Officers involved. They are concise and in student friendly language and positively stated. Providing opportunities for students to practice routines and expectations in a safe and supported environment. Classroom expectations are clearly displayed and visually appealing. They are accessible by students and staff and referenced during lessons as reminders. Students' classroom data is collected and analysed as a part of the fortnightly Positive Behaviour for Learning meetings. Lessons targeting classroom expectations can be a focus of lessons as required. Whole class acknowledgement systems support Positive Behaviour for Learning. Students work towards a class acknowledgement agreed upon by all members. Gotchas are collected in classrooms and added to the whole school GOTCHA box at the fortnightly assembly. Teachers select a student from their class to receive an award at the fortnightly whole school assembly for an identified respectful, responsible or safe behaviour. Reinforce positive certainty through phone calls. 	All school staff teaching and non-teaching, students parents/ carers

Care Continuum	Strategy or Program	Details	Audience
Prevention	Developing Relationships	<ul style="list-style-type: none"> Botheredness built into teachers' routine – relationship building through being gentle, kind and caring – this includes a thoughtful remark at the door of the classroom, a compliment or the simple act of remembering. Little effort, big impact. Being relentlessly bothered sustains and maintains positive relationships. Meet and Greet - teachers consistently welcome student and show visible enthusiasm at the start of each day. Staff farewell students at the end of the school day – with afternoon greeting often a high five. 	School executive, teaching and non-teaching staff
Prevention	Data driven Focus Lessons	<ul style="list-style-type: none"> Data is collected in fortnightly intervals and analysed by members of the PB4L team. The data is presented to the PB4L team. The team identifies both minor and major behaviours and occurrences throughout the cycle. The PB4L team identifies a focus and develops the precision statement for the lesson. Throughout the fortnight teachers explicitly teach the expected behaviour and provide experiences to model and have the students involved through shared experiences. Drawing out the success criteria from the students through this process creates ownership of the behaviour. Students are acknowledged for following the behavioural expectation. 	School staff and PB4L team
Prevention	Staff Professional Learning	<ul style="list-style-type: none"> Staff regularly engage in high impact professional learning directly linked to Inclusive, Engaging and Respectful schools. School staff 	School staff

Care Continuum	Strategy or Program	Details	Audience
		collaboratively work through the learning, share practice and develop strategies. Teachers are supported to enact the professional learning in positive behaviour management in the playground and classroom.	
Prevention	Teaching and Learning Programs and Effective Classroom Practice	<ul style="list-style-type: none"> Through well prepared lessons clearly aligned to the school focus areas and individual learning goals, students are engaged through Gradual Release of Responsibility. This includes explicit teaching, ensuring the success criteria is co-constructed with the students, the practice is shared through the model of 'I do; before students demonstrate their understanding through 'we do' and then independence through 'you do'. 	School staff and PB4L team
Prevention	Communication and partnerships with families/carers/ community/ External providers	<ul style="list-style-type: none"> Parents as the child's first teacher are regularly informed and updated. This creates positive certainty and a proactive approach to behaviour support and management. School counsellor provides guidance and support for staff and parents/carers. The involvement of external support for students in learning and wellbeing ensures the development of consistent plans and strategies to support students. 	School staff – including school counsellor parents/ carers and external agencies
Prevention	Inclusive Education	<ul style="list-style-type: none"> All students are welcomed and included in all aspects of school life. All students can fully participate in learning Students are supported to co-construct goals. Students are supported by reasonable adjustments and personalised support, so they are engaged and learning. 	Students, staff, parents, community

Care Continuum	Strategy or Program	Details	Audience
		<ul style="list-style-type: none"> Social and cultural inclusion. 	
Prevention	Transition Planning	<ul style="list-style-type: none"> Transition planning for students is mapped throughout the year following the transition to school timeline. Differentiated approaches ensure the needs of all students are addressed. Continuity of learning builds upon prior learning – Early Stage 1 outcomes build on foundational skills developed in early childhood settings. Years 6 to 7 preparation and sharing of information occurs from primary to high school and is supported by general information sessions and teacher/curriculum introduction mapped to the primary cross curricular connection. Where necessary, students identified as requiring extra transition sessions and sharing of information to support learning and wellbeing will have a planned and strategic approach. This will involve the sharing of information and strategies that will support their success. 	Students, school staff, preschool staff, high school staff
Early Intervention	Behaviour Management Flow Chart	<ul style="list-style-type: none"> The behaviour management flow chart guides staff in how to manage both minor and major behaviours and apply logical consequences. This ensures a consistent approach to behaviour management across all school settings. 	School staff
Early Intervention	Restorative Practices/Circle Time	<ul style="list-style-type: none"> This is an opportunity for students to come together and discuss problems or conflicts that may arise in the playground or classroom and work through these to restore the relationship. Sharing time is used to discuss solutions to 	Students, school staff

Care Continuum	Strategy or Program	Details	Audience
		problems or share experiences. Students follow protocols during circle time so that everyone's voice is heard and valued.	
Early Intervention	Systems and structures for 'in school' referrals	Students referred to Learning Support for behaviour support will include: <ul style="list-style-type: none"> • Learning Support Referral completed by classroom teacher and supported by Assistant Principal. • Data provided to LST by classroom teacher, including frequency of behaviour and Sentral entries and strategies already in place. • FACES on the wall provides data on reading, numeracy and attendance. • LST provide follow up strategies and support for classroom teacher in a case managed approach. • Follow up by Learning Support coordinator and as an agenda item to track progress. 	LST team, school executive, staff
Targeted Intervention	Wellbeing programs	<ul style="list-style-type: none"> • Students provided with daily breakfast club. • Recess and lunch provided for students if required. • Uniforms provided for students in need. • Excursion support to ensure all students have equitable opportunities. 	Students
Targeted Intervention	Differentiation	This includes: <ul style="list-style-type: none"> • High potential and gifted education • Children with a disability and learning support needs • Aboriginal and Torres Strait Islander children • Cultural Diversity To ensure the needs of all students are met.	Students & staff
Targeted Intervention	Playground programs/social skills/sensory	<ul style="list-style-type: none"> • Where students require additional support the classroom teacher negotiates a 	Students, support staff,

Care Continuum	Strategy or Program	Details	Audience
	areas	<p>playground plan with the student and the SLSO supports the implementation. Where appropriate this will involve the teaching of social skills to build students understanding of social parameters and relationships with other students.</p> <ul style="list-style-type: none"> Students are provided with areas and equipment in the classroom and playground for a break or to de-escalate. 	teachers
Targeted Intervention	School Mentor/ Buddy	<ul style="list-style-type: none"> When students require some additional support a school buddy/mentor will be negotiated to engage in a game, support them with a task and assist on the bus. This could be used to model expectations and support through challenging times. 	Students
Individual Intervention	Individual Behaviour Support Plan – prevention and early intervention	<p>This plan will be used in everyday practice for students:</p> <ul style="list-style-type: none"> who require support because they display difficult, challenging or disruptive behaviours who have bullied others who have been bullied who may benefit from additional wellbeing support <p>The purpose is to:</p> <ul style="list-style-type: none"> explicitly teach positive replacement behaviours management of environment, triggers and identification and provision of reasonable adjustments 	Students, staff, executive team parents/ carers, external providers
Individual Intervention	Behaviour Response Plan	<p>For:</p> <ul style="list-style-type: none"> students with complex behaviours that are of high intensity <p>Purpose:</p> <ul style="list-style-type: none"> guides the actions of staff to respond consistently if the student behaviour has been triggered and is escalating 	Students, staff, executive team parents/ carers, external providers

Care Continuum	Strategy or Program	Details	Audience
		<ul style="list-style-type: none"> reduce distress to the student and keep everybody safe reinforces the supports and strategies that are being explicitly taught to the student a proactive approach that leads to a deeper understanding of a student's behaviour. 	
Individual Intervention	Risk Management Plan	<p>For:</p> <ul style="list-style-type: none"> a student who is in crisis. <p>Purpose:</p> <ul style="list-style-type: none"> students in crisis and distress displaying behaviours that present an imminent or immediate danger to self or others students who have experienced significant harm and require additional support to feel safe 	Students, staff, executive team parents/ carers, external providers, H&S team
Individual Intervention	Team Around a School	Consultation and advice sought from specialist supports on suitable interventions. Review of student plans and further consultation with the parents/carer and external agencies.	DoE Learning and Wellbeing Team, school team

Planned responses to positive appropriate, 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.

Wallerawang 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 (this could include written examples or visual representations)

- 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 bullying 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 have been bullied will be offered appropriate support, for example through the school counselling service. *Refer to Appendix 1 – Bullying Flow Chart*

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.

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 the Behaviour Flowchart for teacher directed and executive directed management of behaviours as listed below. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others. Staff document behaviours and responses.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.

Minor – Teacher Managed

- Disruption e.g. calling out, making noise
- Task avoidance
- Physical contact – non serious but inappropriate
- Inappropriate use of equipment
- Out of bounds but within sight
- Leaving classroom within sight
- Taking things without permission
- Dishonesty – white lies
- Aggravating other students

- Using personal electronic equipment
- Failure to follow direction after prompting
- Late to class – ongoing
- Talking back

- **Executive managed** – behaviour of concern is managed by school executive.

Major – Executive Managed

- Ongoing and persistent disruption
- Ongoing and persistent task avoidance
- Physical aggression – targeted aggression
- Verbal or physical threats
- Weapons or objects threatened or used with intent
- Out of bounds – out of sight
- Leaving school site
- Swearing with intent
- Stealing
- Dishonesty with intent
- Ongoing and persistent aggravation of students
- Inappropriate use of technology
- Ongoing and persistent failure to follow direction
- Vandalism of school and others property
- Racism/discrimination
- Inappropriately touching or exposure to other students

Corrective Responses

Classroom	Non-classroom setting
<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • reteach • seat change • thinking time in class 	<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • reteach • play or playground re-direction • walk with teacher

<ul style="list-style-type: none"> • buddy class • stay in at break to discuss/complete work • conference • reflection and restorative practices • communication with parent/carer. 	<ul style="list-style-type: none"> • reflection and restorative practices • communication with parent/carer.
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Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing ITD system. These may include:

- review and document incident
- 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.

Reflection and Restorative practices for minor behaviours

Action	When and how long?	Who coordinates?	How are these recorded?
Minor Behaviour Response: 1. Prompt, Redirect, Reteach, Choice, Consequence		Classroom teachers	Behaviour/Wellbeing incident – School Bytes

Action	When and how long?	Who coordinates?	How are these recorded?						
<p>2. Behaviour stops</p> <p>3. Give positive verbal/social acknowledgement</p> <p>Apply consequences to match if behaviour continues:</p> <ul style="list-style-type: none"> • Reminder of expectations privately • Caution verbally – identify the behaviour and outline the consequence if behaviour is not rectified. Use the phrase, <i>'Think carefully about your next step'</i>. • Last Chance – speak privately, offer a positive choice and refer to previous examples of behaviour where the student is following expectations. The 30 second script should leave the student thinking about their actions and leaving them thinking that someone knows better. Addressing difficult behaviour and keeping the relationship intact is pivotal at this point. <table border="1" data-bbox="172 1379 619 1675"> <tr><td>I noticed you are...</td></tr> <tr><td>It was the expectation about....</td></tr> <tr><td>You have chosen to....</td></tr> <tr><td>Do you remember last week when...</td></tr> <tr><td>That is who I need to see today...</td></tr> <tr><td>Thank you for listening to me...</td></tr> </table> <ul style="list-style-type: none"> • Thinking time in class/buddy class – calm down, breathe, compose. • Repair – student returns to classroom a quick chat to rebuild relationship or can involve a more formal meeting. <p>Adapted from: When the Adults</p>	I noticed you are...	It was the expectation about....	You have chosen to....	Do you remember last week when...	That is who I need to see today...	Thank you for listening to me...			
I noticed you are...									
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You have chosen to....									
Do you remember last week when...									
That is who I need to see today...									
Thank you for listening to me...									

Action	When and how long?	Who coordinates?	How are these recorded?
Change Everything Changes – Paul Dix			
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection time – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student	Next day at either lunch or recess break	Assistant Principal	Documented in Behaviour / wellbeing system – School Bytes
Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised 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	Next break	Assistant Principal	Documented in Behaviour / wellbeing system – School Bytes

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](#).

Reviewing dates

Wallerawang Public School Behaviour Support and Management Plan:
Developed: 30th January 2024

Reviewed and Updated: 10th February 2026

Bullying Response Flowchart – Appendix 1 Wallerawang PS

The following flowchart explains the actions Wallerawang Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

Fist Hour: Listen
<ul style="list-style-type: none">• Identify bullying behaviour, including cyber-bullying• Provide a safe, quiet space to talk and reassure the student that you will listen to them• Students share their experience and feelings without interruption• As a mandatory reporter, if we hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.
Day 1: Document
<ul style="list-style-type: none">• Ask the student for examples they have of the alleged bullying (e.g. handwritten notes or screenshots)• Write a record of your communication with the student and check with the student to ensure you have the facts correct• Enter the record in your behaviour / wellbeing ITD system - School Bytes• Notify school executive of incident if required in line with behaviour management flowchart• Notify parent/s that the issue of concern is being investigated
Day 2: Collect
<ul style="list-style-type: none">• Gather additional information from other students, staff or family• Review any previous reports or records for students involved• Make sure you can answer who, what, where, when and how• Clarify information with student and check on their wellbeing
Day 3: Discuss
<ul style="list-style-type: none">• Evaluate the information to determine if it meets the definition of bullying (see above)• Make a time to meet with the student to discuss next steps• Ask the student what they believe will help address the situation• Engage the student as part of the solution• Provide the student and parent with information about student support network

- Agree to a plan of action and timeline for the student, parent and yourself

Day 4: Implement

- Document the plan of action in your behaviour / wellbeing ITD system – School Bytes
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day 5: Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in your behaviour / wellbeing ITD system – School Bytes

Ongoing follow – up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in your behaviour / wellbeing ITD system – School Bytes
- Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students