

Wamberal Public School School Behaviour Support and Management Plan

Overview

Wamberal 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](#) Framework
- High 5 and Cyber 5 anti-bullying strategies
- School Learning and Support Team
- School Counsellor
- School Wellbeing Chaplain
- National Day of Action Against Bullying and Violence
- Student Representative Council
- Safe Respectful Leaders Peer Support Program
- Police Youth Liaison Officer presentations
- Personal Development, Health and Physical Education programs – Child Protection, Drug Education, Sun Smart, Road Safety
- [Anti-racism education](#)
- [Anti-bullying education](#)

Promoting and reinforcing positive student behaviour and school-wide expectations

Wamberal Public School has the following school-wide rules and expectations:

- Safe
- Respectful
- Learners

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

Explicit teaching

- All teachers regularly acknowledge and reinforce positive student behaviour every day.
- All students engage in weekly Positive Behaviour for Learning (PBL) lessons, explicitly teaching the school expectations of safe, respectful learner behaviour in classroom, playground and other settings.
- All students engage in weekly social emotional lessons explicitly supporting the development of students' personal and social capabilities.

Recognition and reinforcement of positive student behaviour

- Students consistently receive verbal praise for following our school expectations in class, playground, assembly and other settings.
- Students are encouraged positively through being awarded SRL (Safe, Respectful Learner) tokens acknowledging demonstration of positive behaviour expectations in class and on the playground.
- At the end of each term, students participate in a Positive Behaviour for Learning Rewards Day. Students purchase rewards using the SRL tokens they have collected throughout the term. Students are regularly consulted throughout the year in support of use of student voice in determining rewards for inclusion on the PBL Rewards Menu. Each term the PBL Rewards Menu is displayed throughout all classrooms, published on the school website and in the school newsletter, promoting a whole community approach to goal setting.
- Merit Awards Certificates of recognition are awarded to two students from each class at the fortnightly assemblies.

Behaviour Code for Students

The Behaviour Code for Students can be found at [Behaviour Code for Students in NSW Public Schools](#).

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Extracurricular opportunities	Extracurricular opportunities (Student Participation and Leadership) supporting positive academic outcomes, educational aspirations, improved attendance, prosocial behaviours and increased students' social support networks.	Whole School
Prevention	Student Leadership Teams	Student leadership teams helping students to work as a member of a team, develop and build positive relationships between peers and teachers, contribute to the school community, use their voice responsibly, value the perspectives and opinions of others, participate in decision making.	Whole School
Prevention	Safe Respectful Leaders Peer Support Playground Program	Peer led playground student leadership program encouraging all students to participate in activities to develop their individual and collective wellbeing.	Whole School
Prevention	Social Emotional Learning Lessons	Explicit social emotional learning lessons for all Years K to 6 students to develop self-awareness, emotional regulation and interpersonal skills that are important for school, work and life outcomes, helping students cope with everyday challenges and improving learning and wellbeing.	Whole School
Prevention / Early Intervention	Positive Behaviour for Learning Tier 1	Positive Behaviour for Learning (PBL) schoolwide and classroom systems of support bring together the whole school community to contribute to developing a positive, safe and supportive learning culture.	Whole School
Prevention / Early Intervention	High 5 and Cyber 5 Strategies	All Years K - 6 students are explicitly taught anti bullying strategies, cybersafety strategies and upstander behaviours.	Whole School
Early Intervention	Restorative Conference	Facilitated informal conference to communicate feelings and putting the focus on how one person or one group can be impacted by the behaviour of others,	Individual students, families, staff
Early Intervention	School Wellbeing Chaplain	Pastoral care service supporting emotional wellbeing of students.	Individual students, families, staff
Early Intervention / Targeted Intervention	Check In Check Out	An informal or planned opportunity for a student and a mentor to work together to improve behaviour by sharing clear expectations, providing feedback and support.	Individual students

Care Continuum	Strategy or Program	Details	Audience
Early Intervention / Targeted Intervention	Social Skills Groups	Where available, this program aims to support students in Years K-2 in interacting with others prosocially and developing friendships. The aim is to increase stronger connections to school, learning and peers by building on personal and social capabilities.	K-2 Students
Individual Intervention	Learning and Support Team	The Learning and Support Team work with teachers, students, families and external providers to support those students who require personalised learning and support. The Learning and Support Team: <ul style="list-style-type: none"> - works closely with teachers to ensure students with additional needs are identified and supported - coordinates the planning process, supports and resources for students with additional needs - works with the whole school community and other professionals to improve learning for all students. 	Individual students, families and staff
Individual Intervention	Individual Behaviour Support / Response / Management Plan	Data driven personalised goals and evidence informed behaviour support strategies	Individual students K-6 requiring additional behaviour support, families and staff

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Supervised student self directed time out in the classroom designated break out space	<p>When the student:</p> <ul style="list-style-type: none"> • recognises a situation may increase stress to them or lead to an escalation in their behaviour • requests permission to use self-directed time-out from the classroom • signals and leaves the classroom or educational activity without teacher prompting • goes to the prearranged break out / chill out area • is monitored at all times while they are having self-directed time out • chooses to return to the classroom or educational activity as soon as they feel able to do so and within an agreed timeframe or in accordance with a personalised behaviour support plan <p>Duration: for a maximum of 10 minutes or in accordance with a student's individual behaviour support plan</p>	Classroom teacher	Sentral Wellbeing and / or student's personalised behaviour support plan

Action	When and how long?	Who coordinates?	How are these recorded?
Supervised teacher initiated reflection / calm time out of class in designated class or buddy class break out / chill out space	<p>When:</p> <ul style="list-style-type: none"> to prevent an escalation of behaviour and support the teaching of appropriate behaviour and skills, such as self-regulation. after other de-escalation strategies and teaching practices have been tried. students engage in behaviours of concern with the need to minimise those behaviours from being reinforced. <p>Duration: for a maximum of 10 minutes or in accordance with a student's individual behaviour support plan</p>	Classroom teacher / buddy teacher	Sentral Wellbeing
Planned restorative conference, problem solving or reflection in the Wellbeing Room	<p>When: after a major behaviour incident of concern</p> <p>Duration: one student playtime usually the following day, and after the student designated food and toilet break.</p> <p>When: after >3 repeated low level behaviours in a week</p> <p>Duration: one student playtime usually the following day, and after the student designated food and toilet break.</p>	Stage Assistant Principal or Deputy Principal	Sentral Wellbeing

Partnership with parents/carers

Consistent with the [School Community Charter](#), Wamberal Public School partners with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by:

- consultation with the Wamberal Public School P&C and Kuriwa AECG
- newsletter communications with the parent and carer community
- parent and carer consultation feedback surveys and communications

Wamberal Public School communicates these expectations to parents and carers by:

- school newsletter, school website and school electronic communications with the parent and carer community
- timely, informative, solutions focussed communications with individual parents and carers

The School Behaviour Support and Management Plan

The Wamberal Public School Behaviour Support and Management Plan is developed consistent with the NSW Department of Education:

[Behaviour Code for Students](#); and

[Student Behaviour Policy](#); and

Reviewing dates

Date Completed	17th February, 2025
Completed by	Glenys Jenkin
Position	Deputy Principal
Next Review Date	Term 1, 2026,
Principal Name	James Gray
Principal Approval Date:	18th February, 2025

Appendix

1. [WPS School Participation and Leadership Guide](#)

- **Student Leadership Team**
- **Sports House Captains**
- **School Representative Council**
- **High 5 AntiBullying Peer Mentoring Program**
- **Safe Respectful Leaders Program**
- **Flag Monitors**
- **Library Monitors**
- **School Representation**
 - a) **Performing Arts and Cultural representation**
 - b) **Choir**
 - c) **Koori Choir**
 - d) **Recorder**
 - e) **Public Speaking**
 - f) **Debating**
 - g) **Chess**
 - h) **School band**
 - i) **Sports Teams**
- **Tuggerah lakes Learning Community (TLLC) Enrichment Programs**
- **Buddy programs**

- Environment Club/Recycling Monitors

2. Definitions and Responses to Inappropriate Behaviour (Classroom and PlayAreas)

3. Consequence Chart