



Waratah Public School Behaviour Support and Management Plan

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Overview

Waratah Public School is a nurturing, inclusive environment with dedicated and passionate staff. Our supportive school setting enhances the wellbeing of all our students. Through high expectations we empower students to be confident, creative and critical thinkers. We value collaborative community relationships where teachers, families and students work in respectful partnership to achieve student growth and social and emotional success.

Our behaviour response systems are driven by [restorative practice](#) and [trauma informed care](#), providing a safe and consistent learning environment in which respectful and empathetic interactions are modelled and guided for students at all times. Students are equipped to demonstrate our school values of Respect, Responsibility and Learning through explicit lessons and recognised for outstanding behaviour.

As a school, we work closely with families and learning support teams, including the [Team Around a School](#), to ensure that all students are seen and needs are met in an environment which allows students to be their best. To achieve this we make effective use of the [behaviour support planning cycle](#) and communicating openly with families as part of this process.

The Waratah Public School Community work together to achieve our school vision 'Success for Every Student, Every Day'.

Partnerships with Parents and Carers

All communication with parents, carers and community in relation to student behaviour at Waratah Public School occurs in accordance with the [School Community Charter](#), ensuring that communication is collaborative and respectful.

In the process of developing these guidelines for behaviour support and management, community is invited to respond to surveys available via our parent messaging platform, Sentral.

Waratah Public School teachers communicate regularly with families via Sentral, phone calls and formal and informal meetings with all stakeholders. We welcome collaboration from the Team Around a School, external agencies and community groups such as the Callaghan AECG through scheduled meetings with relevant school staff.

School-wide expectations and rules

Core Values

Waratah's core values of Respect, Responsibility and Learning are the basis for the behaviour expectations and rules across the school. One behaviour expectation is explicitly taught in classrooms each week. These are taught in the context of the classroom and playground.

Positive behaviour is recognised and acknowledged freely and frequently in daily interactions with all staff. According to the Care Continuum, differentiated supports are implemented to allow all students to achieve the school wide behaviour expectations at all times.

Responsibility Poster

To show responsibility I:

- take ownership of my actions and decisions
- organise myself and my belongings
- take care of my environment
- am safe around others
- am in the right place at the right time
- move safely around the school

Respect Poster

To be a successful learner I:

- persevere with challenges
- work hard to achieve my goals
- am curious and ask questions
- learn from mistakes and respond to feedback
- work independently and co-operatively
- am resilient

Learning Poster

To show respect I:

- listen and speak politely
- consider the opinions of others
- am fair and honest
- am empathetic and kind
- take pride in myself
- can work as part of a team



Explicit Teaching of Behaviour Expectations

Behaviour expectations will be taught weekly in all classrooms. Expectations will be taught in a context that is relevant to each class, and achievable for each student. All staff across Waratah Public School have high expectations of student behaviour, and seek to provide positive reinforcement and instructional feedback on the behaviour they observe.

Behaviour expectations explicit teaching Scope and Sequence:

	Term 1	Term 2	Term 3	Term 4
Week 1			We are fair and honest	Move safely around the school
Week 2	Introduce values	We are empathetic and kind	We organise ourselves and our belongings	Persevere with challenges
Week 3	We are fair and honest	Move safely around the school	We are resilient	We can work as part of a team
Week 4	We organise ourselves and our belongings	Persevere with challenges	We listen and speak politely	We take ownership of our actions and decisions
Week 5	We are resilient	We can work as part of a team	We are safe around others	We learn from mistakes and respond to feedback
Week 6	We listen and speak politely	We take ownership of our actions and decisions	We work hard to achieve our goals	We consider the opinions of others
Week 7	We are safe around others	We learn from mistakes and respond to feedback	We take pride in ourselves	We are in the right place at the right time
Week 8	We work hard to achieve our goals	We consider the opinions of others	We take care of our environment	We are curious and ask questions
Week 9	We take pride in ourselves	We are in the right place at the right time	Work independently and co-operatively	
Week 10	We take care of our environment	We are curious and ask questions	We are empathetic and kind	
Week 11	Work independently and co-operatively			

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](#).

Classroom Action Plan

To support all students in every classroom to engage positively in the learning environment, students follow a classroom action plan. Each class negotiates appropriate actions to take at each phase of the action plan, guided by trauma informed and [emotional regulation practices](#). Action plans are created for individual students where necessary, according to their Individualised Behaviour Support Plan.

All students start each session on green.



Learning

Everything is good and I am able to work.



Reminder

A little bit unsettled. My teacher reminds me what to do.



U-turn Reminder

My teacher reminds me of expectations so I can turn my behaviour around.



Buddy Class

Buddy Class to reflect and get back to green.

When a student comes back from Buddy Class, they go back to Learning. Buddy Class incidents are to be recorded on Sentral.

If a student finds their way back to red in the same session, they go to an executive's room or office.

Classroom Action Plan

All students start each session on **Learning**

Staff support students to succeed by using explicit instruction about the expected behaviours, reminders and re-direction

Reminder cue is given to students and expected behaviours retaught. If behaviour improves, no further re-direction required. Improved behaviour is acknowledged by teacher. Student remains in the reminder phase for the rest of the session

If reminder cues are not effective, one explicit **U-Turn reminder** is given to the student. Expected behaviour explicitly retaught and strategies implemented to support the student to return to learning. If behaviour improves, teacher verbally acknowledges. Student remains at the U-turn reminder for the rest of the session

If the U-turn reminders is not effective in changing the behaviour, student moves to designated **Buddy Class**. Buddy Class teacher acknowledges student in the room. Student remains in the room for 10 minutes. Buddy Class teacher provides student prompts for reflection and de-escalation.

If a student refuses to move to Buddy Class and behaviour is disruptive to learning, an executive is called to accompany the student from the classroom.

All Buddy Class incidents considered minor behaviours and recorded on Sentral.

Once students return from Buddy Class, student returns to 'Learning'.

More than one Buddy Class visit in a session is considered a major behaviour.

CLASSROOM ACTION PLAN		Classroom / Individual Strategies	
 Learning Everything is good and I am able to work.		Completing tasks Challenging ourselves Helping others	Teachers and friends acknowledge my positive behaviour Brain Boost activities Breathing breaks
		Think about my behaviour Change my position Use my classroom resources differently	Teacher asks me to move positions Teacher re-directs me Teacher reteaches the expected behaviour
 U-turn Reminder My teacher reminds me of expectations so I can turn my behaviour around.		Use my sensory tools Move to the breakout area Get a drink from outside the classroom	Teacher re-directs me Teacher reteaches the expected behaviour Teacher prompts me to use calming tools
		Move to Mrs _____'s classroom for 10 minutes Use the time to cool down and reset myself	Buddy class teacher checks in with me
 Buddy Class Buddy Class to reflect and get back to green.			

Whole School Approach Across the Care Continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	Strong/teacher student relationships	- All students are known, valued and cared for within our school. - Students feel they have someone at school who consistently provides encouragement and can be turned to for advice	Whole School
	School wide positive behaviour expectations and procedures	- Explicit teaching of behaviour expectations and social skills - Communication with parents - Consistent teacher expectations (routines modelling and responses to behaviour)	Whole School
	Class Expectations	- Created collaboratively by the teachers and students - Displayed in the classroom (Battery display)	Whole School
	Social and emotional skills	Explicit PDHPE lessons focusing on positive relationships	Whole School
	Attendance Intervention Model and Strategies	- Monitor and reinforce importance of regular school attendance with students via class teachers and communication with parents - Attendance reminders in school newsletter	Whole School
	Leadership Opportunities	- Leadership opportunities for Stage 2 and 3 - Various domains, e.g. Captains, House Captains, Library Monitors - Future Leader Program - Buddy program	Stage 2 and 3
	Integrated curriculum for Aboriginal and Torres Strait Islander students and community	- Embedded into collaboratively planned programs - Aboriginal pedagogies/perspectives embedded in class programs - Aboriginal education teacher	Targeted Students/ Whole School
	Strong relationships with all families	- Regular formal and informal communication with families around student learning and wellbeing - Classroom teacher contact - Communication with support staff - Yarn Ups - Use of Interpreters - Learning support team	
	Restorative Practices	- Restorative approach teaching children how to resolve conflict, and most importantly, allow students to have a voice. - Informal affective questioning	Whole School
	Transition Program/s	- Includes e.g. high school, Kindergarten, preschool, new enrolments, and Opportunity Class - Class transitions/handovers for classroom teachers	Whole School
	Specific Plans	(Health Care) Formal plan to administer medication or to keep staff aware of health needs.	Targeted Students

		Plans with specific goals for students which are created with the classroom teacher (IEP, PLP, NCCD, Behaviour, Risk management)	
Early intervention	Communication with Parents/Carers	Phone calls, Sentral portal, SMS or face-to-face	Whole School
	Learning & Support Referral Team/Caseload	- Referral made by classroom teacher/executive for additional support and advice. - Executive staff and School Counsellors form the team - DCS updates - HNEH Speech referrals	Targeted Students
	Behaviour Management Plan	Formal plan using the escalation scale for proactive behaviour management. DoE Individualised Behaviour Support Plan template used consistently across the school for behaviour planning and response	Targeted Students
	LAST (Classroom Support)	- Academic, social and emotional - EALD support	Targeted Students
Targeted intervention	Restorative Practice	- This approach encourages behaviour that is supportive and respectful - Restorative practice apologies and conversation starters	Whole School
	Planning Room	For individual students who are referred to planning room via behaviour management flow chart	Individual Students
	Counsellor Referral	Parent/carer permission for child to access school counsellor	Individual Students
	Emotional Regulation Supports	- U-turn (students to be accountable for their behaviour) - Buddy Class - Classroom Resources - Specialist playground environment - Redirection and cool down spaces	
	Learning & Support Team	Leads the Learning & Support team and manages Access Requests	Targeted Students
Individual intervention	Communication	Written communication between classroom teacher and parent/carer. E.g. Sentral portal	Individual Students
	Externally Funded Service Providers	Follow department and school procedures	Individual Students
	Team around the school	- Learning and wellbeing officer - Home School Liaison Officer (HSLO) - Assistant Principal Learning and Support (APLAS) - Aboriginal Community Liaison Officer (ACLO) - Out of home Care - Network Specialist Facilitator	Whole School
	Formal caution of Suspension or Suspension Resolution Meetings	- Follow department policy - Issued for concerning or repeated behaviours which meet a certain threshold. - A suspension allows the school time to implement supports to address the students' complex behaviours	Individual Students

Planned responses to positive appropriate behaviour

Waratah Public School recognises the effort that students put into their academic and social emotional growth at school. Drawing from the Positive Behaviour for Learning model of behaviour management, our positive behaviour responses are proactive, identifying where students are following our behaviour expectations in their daily school life, and acknowledging exemplary commitment to their own personal development and contribution to the school community. Behaviour recognition is an opportunity to provide positive instructional feedback to students when positive behaviour is observed, and to model exemplary positive behaviour to peers.

Waratah Public School has 2 levels of positive behaviour recognition-

Waratah Wows



**WOW
Award**

Are given out by all teachers in classrooms at the point of need. Students may receive a classroom card for achieving a learning goal, demonstrating improved or exemplary behaviour, or showing a sustained commitment to our values of Respect, Responsibility and Learning. These cards may be given out at any point, by any teacher, and will be a record of how the student has demonstrated commitment to their own development.

Achievement Awards



The image shows a template for an Achievement Award certificate. It features the Waratah Public School logo in the top left corner. The title "ACHIEVEMENT AWARD" is centered at the top. Below the title, there are four lines for text: "This is awarded to: _____", "For: _____", "Class: _____ Teacher: _____", and "Date: _____ Principal: _____". The certificate has a decorative border with red and grey wavy lines.

4 achievement awards will be handed out for each class at whole school assemblies in Weeks 3, 6 and 9. Achievement awards will be given to students by the classroom teacher for exemplary commitment to learning or social emotional development. These awards are chosen by the classroom teacher.

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

Incidents of inappropriate behaviours or behaviours of concern are addressed according to the Behaviour Response Plan. Behaviours are categorised into Minor, Major and Serious with responses to behaviour managed according to their category.

Responses to serious behaviours of concern

To address serious behaviours, Waratah Public School will adhere to the behaviour response continuum

The NSW Department of Education Student Behaviour policy and Suspension and Expulsion procedures apply to all NSW public schools.

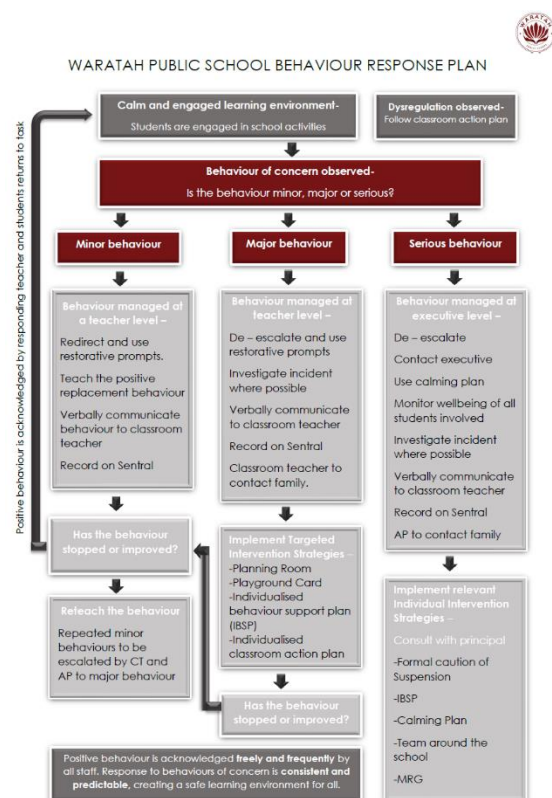
Responses to all behaviours of concern apply to student behaviour that occurs:

- 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.

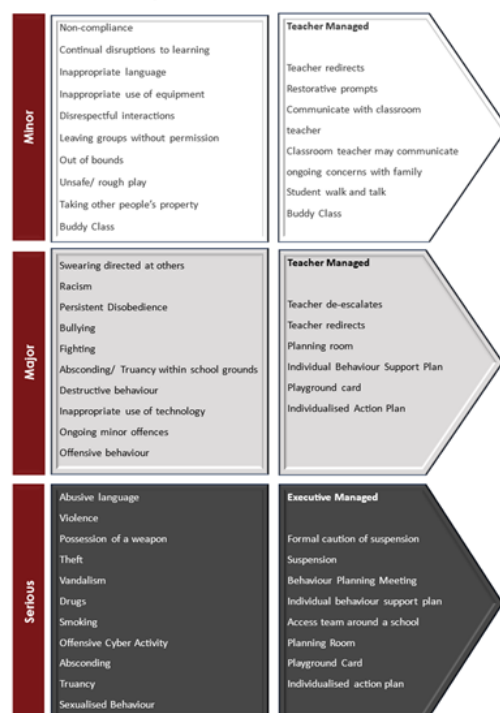
Reporting and recording behaviours of concern

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

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



Behaviour Response Continuum



Bullying Response Flowchart



Detention, reflection and restorative practice

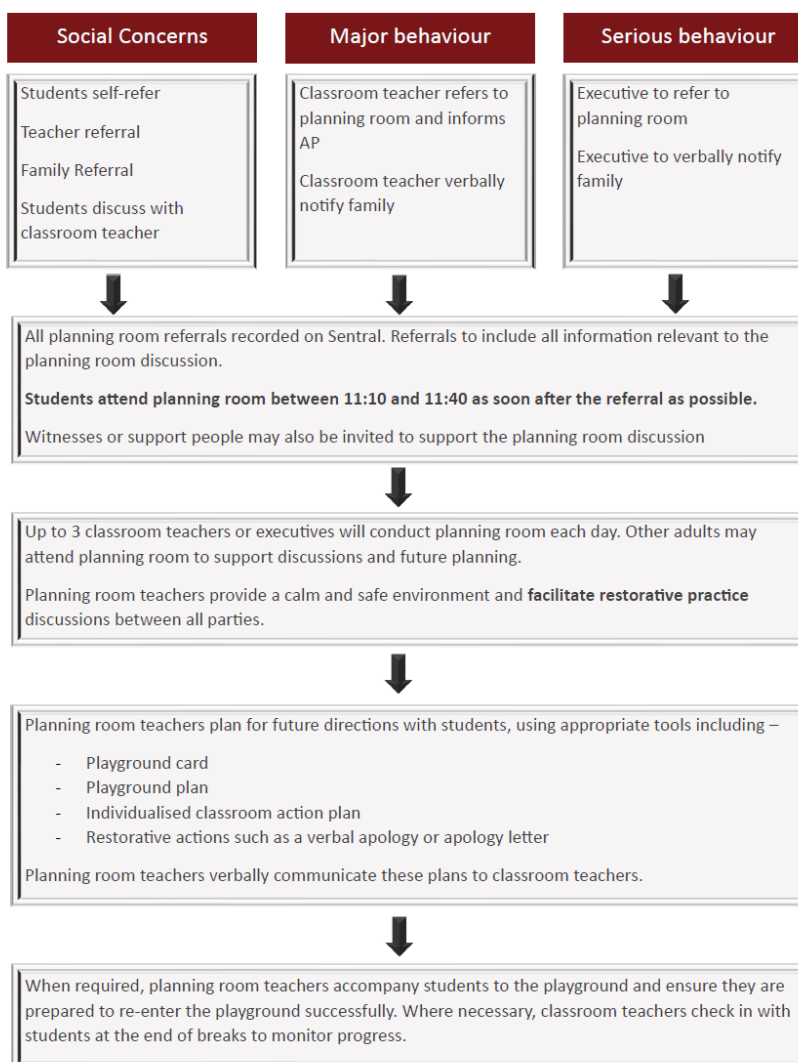
Restorative practice underlines all responses to behaviours of concern at Waratah Public School, and serves to develop the resilience and independence of students to manage their own behaviour and respond appropriately when difficult situations arise.

Planning room provides a space for students to be supported by teachers to carry out restorative conversations. Students may self-refer to planning room, be referred by families or may be referred in response to **major or serious behaviours of concern**. Each time students are referred to planning room, the planning room procedures flowchart is followed. Students remain in planning room until restorative conversations have concluded.

To address **minor behaviours of concern**, teachers may ask students to sit out of an activity or 'walk-and-talk' on the playground. This provides time for teachers to conduct short restorative conversations with students at point of need. Restorative conversations may last up to 5-minutes for K-2 students and 10-minutes for 3-6 students. Behaviours and teacher responses are recorded on Sentral and communicated to classroom teachers.



Planning Room Procedures

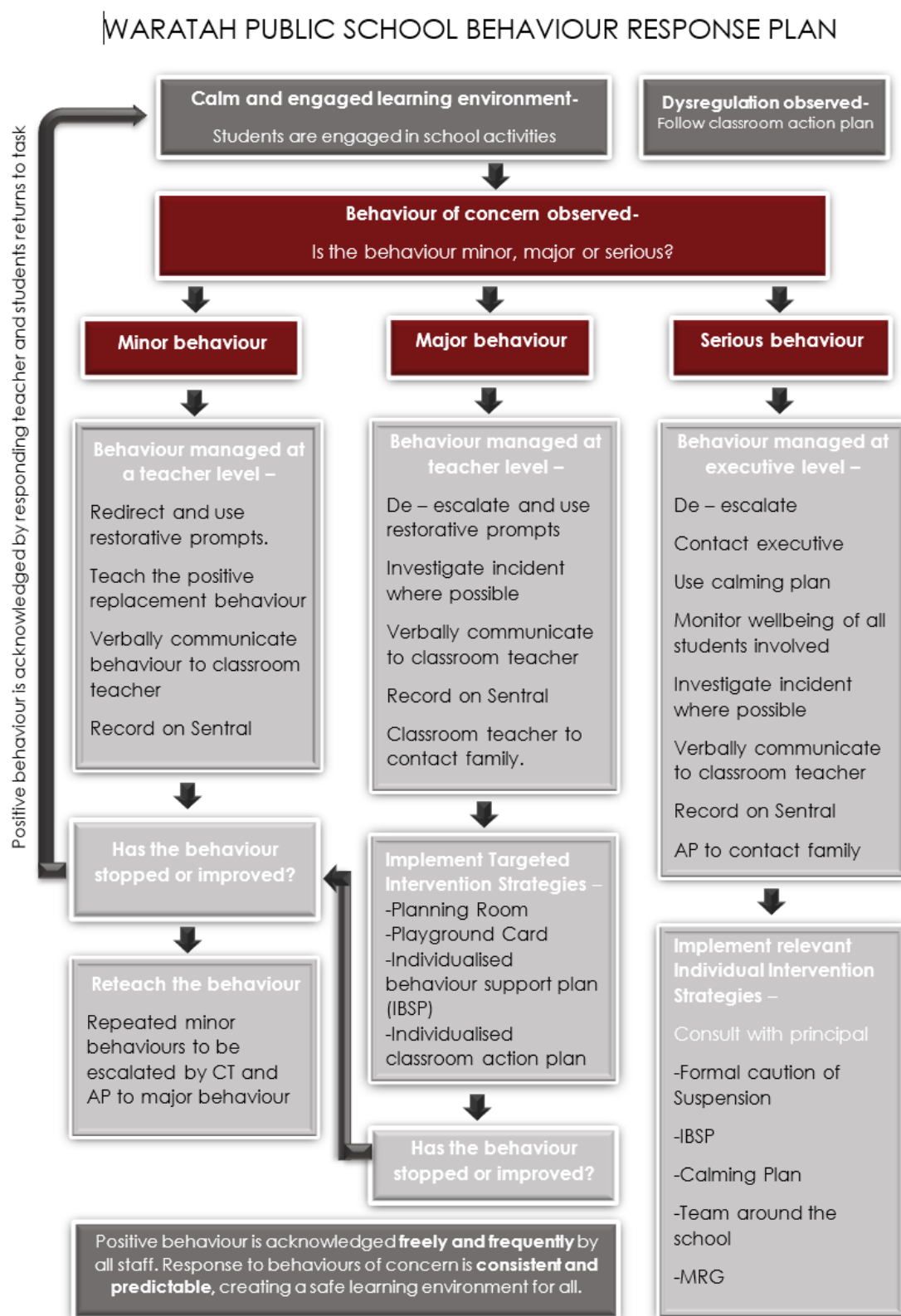


Planned Professional Learning and Review

	Professional Learning	Review	Actions
Term 1	DoE provided De-Escalation of student behaviour -Whole staff professional learning https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/behaviour-professional-learning/de-escalation-of-student-behaviour		Finalise ARCO school processes and add to School Behaviour Management and Support Plan. Implement anti-racism student education plan.
Term 2	Module 1-4 SDD 1 Beginning of Year Module 5-7 SDD2 Beginning of Year Modules 8-10 – Staff Meetings throughout Semester 1	Review Parent Communication Data Recorded on Sentral	Revise bullying response plan and tailor to WPS. Plan for Social Emotional Learning for students.
Term 3	DoE Restorative Practice Whole staff professional learning https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/behaviour-professional-learning/restorative-practice		Develop restorative practice statements of practice to be included in SBMSP
Term 4		Review and update SBMSP	

Appendices

Appendix 1 – Behaviour Management Flowchart



Appendix 2 – Behaviour Response Continuum

Behaviour Response Continuum

Minor	- Non-compliance - Continual disruptions to learning - Inappropriate language - Inappropriate use of equipment - Disrespectful interactions - Leaving groups without permission - Out of bounds - Unsafe/ rough play - Taking other people's property - Buddy Class	Teacher Managed - Teacher redirects - Restorative prompts 5 or 10 – minute walk and talk - Communicate with classroom teacher - Classroom teacher may communicate ongoing concerns with family
Major	- Swearing directed at others - Racism - Persistent Disobedience - Bullying - Fighting - Absconding/ Truancy within school grounds - Destructive behaviour - Inappropriate use of technology - Ongoing minor offences - Offensive behaviour	Teacher Managed - Teacher de-escalates - Teacher redirects - Planning room - Individual Behaviour Support Plan - Playground card - Individualised Action Plan
Serious	- Abusive language - Violence - Possession of a weapon - Theft - Vandalism - Drugs - Smoking - Offensive Cyber Activity - Absconding - Truancy - Sexualised Behaviour	Executive Managed - Formal caution of suspension - Suspension - Behaviour Planning Meeting - Individual behaviour support plan - Access team around a school - Planning Room - Playground Card - Individualised action plan

Appendix 3 – Planning Room Procedures

