

NSW Department of Education

School Behaviour Support and Management Plan

Overview

Warners Bay Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Our goal is to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful, active learners in a caring learning community.

Principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

Our School Excellence Plan will focus on wellbeing for everyone for 2025 – 2028.

To achieve our mission, key programs prioritised and valued by the school community are:

- Positive Behaviour for Learning
- The Resilience Project

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Warners Bay Public School rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

Partnership with parents and carers

Warners Bay Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and anti-bullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them from Me surveys, school surveys, consulting with the P & C and local AECG

- using concerns raised through complaints procedures to review school systems, data and practices.

Warners Bay Public School will communicate these expectations to parents/carers through the school newsletter and school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

Safe	Respectful	Active Learner
Right place, right time	Use good manners	Be ready to learn
Hands and feet to yourself	Listen and follow teachers' instructions	Challenge yourself
Move with care	Be accepting of everyone	Follow instructions
Use equipment safely and correctly	Use appropriate language	Be persistent
	Be kind	

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 embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice

- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning	Positive Behaviour for Learning is an evidence based, comprehensive behaviour approach that explicitly teaches behaviour and self-management skills.	All
Prevention	The Resilience Project	An evidence based practice to develop students' resilience, empathy and understanding of others.	All
Prevention	Second Steps	A social emotional learning program that develops students' understanding and social emotional wellbeing.	K - 2
Prevention	<u>Child protection</u>	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Early intervention	Australian eSafety Commissioner <u>Toolkit for Schools</u> to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
Early Intervention	Small Group Programs	Wellbeing group intervention to increase the coping strategies of students who are anxious or with poor resilience.	Individual students K - 6
Targeted / Individual intervention	<u>Learning and Support</u>	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	<u>Attendance</u> support	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance co-ordinator
Targeted intervention	Small group Programs	Including Seasons for Growth, Rock and Water, Girls Group, to support students with specific needs.	Individual students, wellbeing teacher
Prevention	SHINE Programs	Zones of Regulation, Wellbeing Reward Days, Let's Get Resilient	SHINE students

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	<u>Individual behaviour support planning</u>	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP
Individual Intervention	<u>Team Around the School</u>	Support from Team Around the School	Individual Students, parents, teachers, AP, Principal

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 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. See Appendix 1 Behaviour Flowchart.

Warners Bay 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 produced (such as written materials, performances or artworks)
- 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.

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 their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – behaviour of concern is managed by school executive.
- Corrective responses are recorded on Behaviour / wellbeing ITD system. These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> ● rule reminder ● re-direct ● offer choice ● error correction ● prompts ● reteach ● seat change ● stay in at break to discuss/ complete work ● conference ● reflection and restorative practices ● communication with parent/carer. 	<ul style="list-style-type: none"> ● rule reminder ● re-direct ● offer choice ● error correction ● prompts ● reteach ● play or playground re-direction ● walk with teacher ● reflection and restorative practices ● communication with parent/carer.

Warners Bay Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning and The Resilience Project consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour are teacher managed.	Responses to behaviours of concern are executive managed
1. 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.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Contact office to seek help from the executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. 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.
3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on School Bytes.	3. 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.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on School Bytes and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught (PBL and Resilience Project) weekly.	4. Teacher records on School Bytes by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying coordinator.	4. 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/parent contact	Teacher/parent contact	Teacher/parent contact
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 Learning Support Team may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

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.

- 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](#).

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 of concern with an individual student (reflection)	Next day at either lunch or recess break	Assistant Principal	Documented in School Bytes

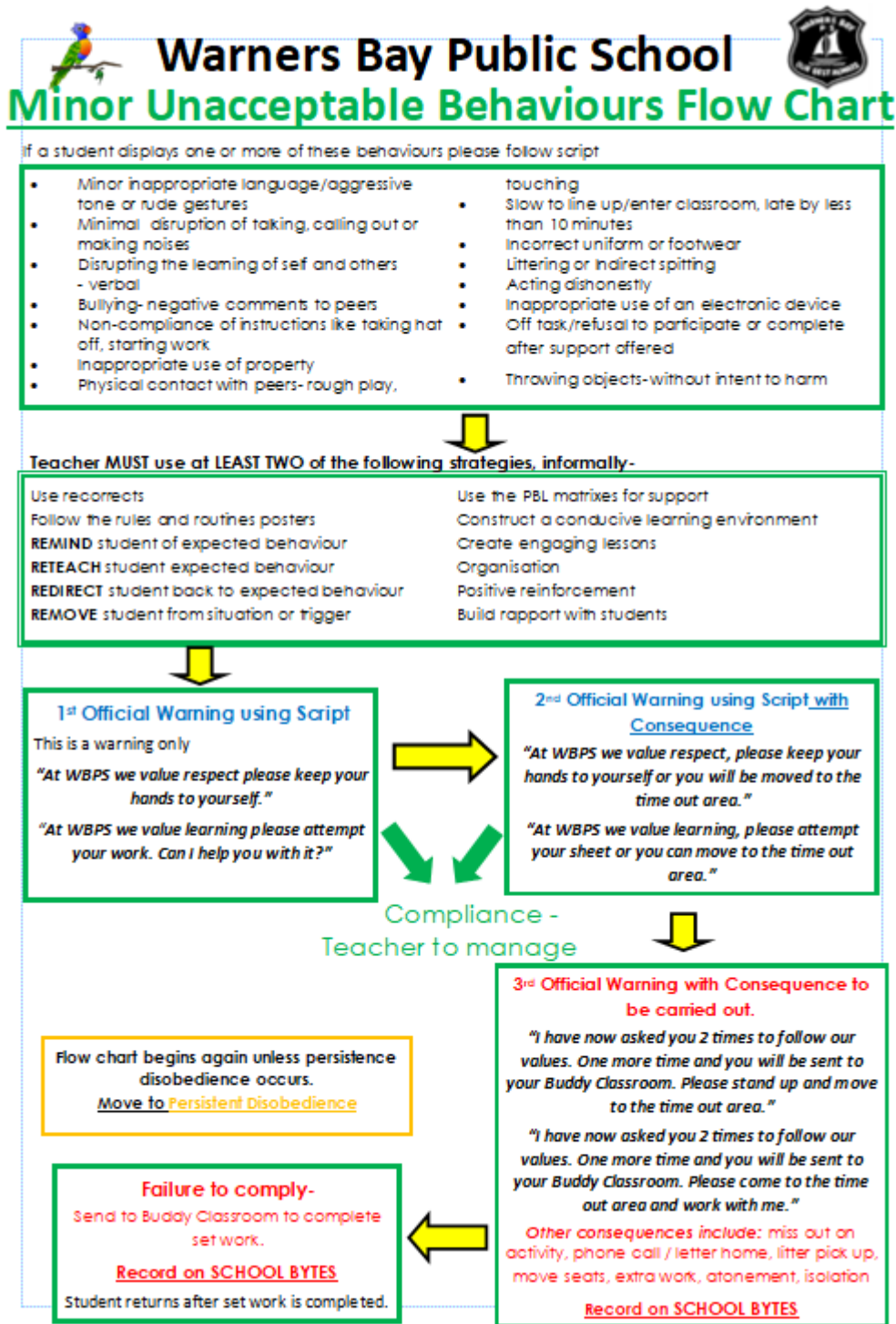
<p>Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group</p>	<p>Next break</p>	<p>Assistant Principal</p>	<p>Documented in School Bytes</p>
<p>Restorative practice – peer mediation or circles in groups</p>	<p>Scheduled for either lunch or recess break or after suspension</p>	<p>Assistant Principal</p>	<p>Documented in School Bytes</p>

Review dates

Last review date: 5/2/2025, Term 1, 2025

Next review date: 4/2/2026, Term 1, 2026

Appendix 1: Behaviour management flowchart





Warner's Bay Public School

Persistent Disobedience of Minor



Unacceptable Behaviour

If the student has been sent to their buddy classroom, they have returned and the behaviour continues:

1st Official Warning using Script

"Your behavior does not follow our school expectations, please keep your hands to yourself"

2nd Official Warning using Script with Consequence

"Your behavior does not follow our school expectations, please keep your hands to yourself or (enter classroom consequence) / you will be sent to the Assistant Principal"

Read Major Violation Script to student.

"You have had two warnings, your behaviour does not follow our school expectations....(enter classroom consequence eg miss out on play time, call parents, see AP at lunchtime)"

If child is being very disruptive, physical, swearing or leaves the room read this script.

"You have had two warnings, your behaviour does not follow our school expectations. Please go to : (Assistant Principal)"

Enter on SCHOOL BYTES

Responsibilities move to Assistant Principal in consultation with classroom teacher

Major Dangerous / Threatening / Illegal Behaviour

If a student displays one or more of these behaviours please follow script

- Persistent Disobedience – 3 official warnings used & sanction in place
- Student is consistently issued with reflection centre slips
- Abusive, inappropriate language or behaviour directly aimed at someone
- Verbal threats / intimidation to person
- Ongoing bullying and harassment by verbal, non-verbal or electronic means
- Use or possession of drugs and/or alcohol
- Use of / or possession of dangerous or illegal weapons, using objects as weapons
- Physical violence or aggression directly aimed at someone or an object
- Damage/destruction of school property -student unable to repair
- Throwing objects with intent to harm
- Directed spitting
- Risk taking behaviour - putting self or others in imminent danger
- Truancy – whole day / class, more than 10 minutes late to school / class
- Smoking on school premises

Read Major Violation Script to student.

"Your behaviour is a major violation of our values. Please report to: (Assistant Principal)."

Call for Support

If there is an immediate threat, call the office for immediate support.

OR Report incident to Assistant Principal and send student to Assistant Principal or Principal

Enter on SCHOOL BYTES

Assistant Principal or Principal will add to Entry on SCHOOL BYTES or enter incident on SCHOOL BYTES

Appendix 2: Care Continuum

STUDENT CARE CONTINUUM

Warners Bay Public School



The *Student Care Continuum* outlines our school's approach in supporting student mental health, behaviour, wellbeing and identity.

CATEGORY	PREVENTION	EARLY INTERVENTION	TARGETED INTERVENTION	INDIVIDUAL INTERVENTION
PERSONNEL <i>Who are the key staff?</i>	<ul style="list-style-type: none"> Led by Classroom Teacher Supported by SLSOs Whole School Approach 	<ul style="list-style-type: none"> Led by Classroom Teacher & AP Meeting with Parents/Carer and AP AP discusses with School Executive 	<ul style="list-style-type: none"> Led by AP and AP LST Classroom Teacher Involved Principal Notified 	<ul style="list-style-type: none"> Led by Principal & AP LST School Counselling Team Involvement Access to Team Around a School* Director, Educational Leadership (if req.)*
PLANNING <i>What planning and/or documents are used?</i>	<ul style="list-style-type: none"> Adjustments to Learning <ul style="list-style-type: none"> Quality Differentiated Practice Supplementary Substantial Extensive Adjustments to Socialising Regulation Breaks (whole class) IEP (if required) PLP (Aboriginal students only) 	<ul style="list-style-type: none"> Sentral Wellbeing Safety Plan (if required) Health Care Plan (if applicable) Behaviour Management Plan Risk Management Plan Crisis Management Plan Mental Health Care Plan 	<ul style="list-style-type: none"> Learning & Support Referral AP Learning & Support Caseload* Transition Plan (if applicable) Communication Booklet Brain Breaks (individual) 	<ul style="list-style-type: none"> Warning of Suspension/s (if required) Suspension/s (if required) Part Day Exemption Plan (if required) <hr/> <ul style="list-style-type: none"> Multi-Disciplinary Team Meeting APLAS Referral (through LST AP)* APLAS Observations & Recommendations Counsellor Referral
DAILY ACTIONS <i>What happens every day to support students?</i>	<ul style="list-style-type: none"> PBL Expectations & Lessons Behaviour Continuum The Resilience Project Lessons* Gotchas (Fast & Frequent) Restorative Conversations <ul style="list-style-type: none"> Past, Present, Future Circle Work Expectation Clarity Four E's (Executive only) 	<ul style="list-style-type: none"> Meeting with Parents/Carers Restorative Conversations Classroom Action Plan Buddy Class (when required) Flagged in Communication Meetings 	<ul style="list-style-type: none"> Meeting with Parents/Carers Aboriginal SLSO (if applicable)* Functional Behaviour Assessment Cool-Off Zones (classroom) Amended Playground Plan NDIS In-School Support* 	<ul style="list-style-type: none"> Meeting with Parents/Carers Disability Confirmation Sheet Paediatric Reports* Access Request (IFS or Support Class) SLSO Support Reverse Integration (Transition plan req.) Itinerant Support (if criteria is met)
PROGRAMS OR INITIATIVES <i>The planned programs which are strategically implemented.</i>	<ul style="list-style-type: none"> PBL Awards & Prizes Reset Room (if required) Tell Them From Me Survey (Yr 4-6) Wellbeing Check-Ins 	<ul style="list-style-type: none"> Structured lunch activities Social Stories, Posters & Lessons Zones of Regulation Targeted Professional Learning (staff) 	<ul style="list-style-type: none"> Learning & Support Intervention (academic focused) Targeted Wellbeing Program/s Cultural Group (if applicable) Adapted 'Task' Board 	<ul style="list-style-type: none"> Learning & Wellbeing Officer Support* Networked Specialist (Principal only)* Behaviour Specialist (Principal only)* HSLO (for attendance concerns only)*
PROFESSIONAL LEARNING <i>What our staff will do to upskill and support.</i>	<ul style="list-style-type: none"> Code of Conduct (annually) Child Protection (annually) PBL Refresher (every two years) Restorative Practices / 	<ul style="list-style-type: none"> Disability Standards (every three years) Classroom Management Fundamentals 	<ul style="list-style-type: none"> Autism Training (when applic.) VISI Training formerly MAPAI* 	<ul style="list-style-type: none"> FBA Training (LST and Executive) Online Training Modules (as needed) Policy & Procedure Updates (Principal)

* denotes External Resource or Support.