

Warragamba Public School Behaviour Support and Management Plan

Overview

Warragamba Public School, situated on Gundungurra land between Macarthur and Penrith, is nestled near the historic Warragamba Dam in a growing semi-rural community. Our school serves 440 students from Kindergarten to Year 6, including a Multi-Categorical support class. With a deep sense of community, we are proud of our partnerships with the dedicated P&C, Warragamba Silverdale Neighbourhood Centre, and the local Men's Shed, all working harmoniously to support our students and families.

Diversity is at the heart of our school, with 11.1 of our students identifying as Aboriginal and **% coming from non-English speaking backgrounds. Our students reflect a broad range of socio-economic backgrounds, contributing to the vibrant and inclusive culture we foster.

Warragamba Public School implements a planned approach to wellbeing. Our school builds a collective culture of improvement that simultaneously supports motivation, health and wellness utilising a whole school model founded on of internal psychology model Choice Theory/Reality Therapy working towards students and staff intrinsically motivated to control their own choices. Warragamba Public School has a very dedicated and hard working teaching staff supported by an equally committed team of SASS and support staff.

We prioritise evidence-based literacy and numeracy professional development through initiatives like teaching sprints. Led by our Assistant Principals Curriculum and Instruction, these sprints follow a cycle of inquiry where teachers identify student needs, build professional knowledge, trial best practices, and evaluate their impact. This continuous learning cycle has a measurable positive effect on our students' outcomes.

Our strong sense of community is reflected in the excellent attendance and engagement at school events, including Education Celebrations, Book Week Parades, Open Days, Easter Hat Parades, Grandparents Days, and special assemblies.

Warragamba Public School is deeply committed to inclusive education, utilising a comprehensive Learning and Support process. Our Assistant Principal Welfare and Wellbeing and the learning support team work closely with students, families, and external agencies to ensure student-centered planning, differentiated teaching, and tailored adjustments are in place for every learner.

Warragamba Public School is committed to improving the outcomes of Aboriginal students and increasing knowledge and understanding of Aboriginal histories and culture across the school. Through our Aboriginal Education Committee and the guidance of our Aboriginal Education Officer, we are focused on improving learning outcomes, cultural goals, and enriching the understanding of all students.

Partnership with parents and carers

- 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

Warragamba 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

Basic Need 1: Survival

Basic Need 2: Love & Belonging

Basic Need 3: Power

The need to sustain life, as well as a sense of safety and security.	The need to be connected to others. The desire to belong, to love and be loved.	The need to be your best, to matter, to leave your legacy, to have an impact, to be competent.
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Basic Need 4: Freedom	Basic Need 5: Fun
The need to have choices, being independent and autonomous.	The need for play, relaxation and meaningful and relevant learning

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 neuroeducation principles in practices across the care continuum to promote a sense of coherence ensuring safety, connection and engagement for all. We respond to behaviours of concern, including 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/Early Intervention/ Targeted/ Individual	Assistant Principal Welfare and Wellbeing	- Supervise and implement potential restorative practices, with a focus on the guidance provided by the resilience project. - Partner with the Assistant Principals and Team Leaders, along with our school counsellors, Student Representative Council (SRC), peer mediators, and Stage 3 educators, to design and implement tailored well-being programs responsive to student needs. - Collaborate with the Choice Theory Committee to integrate Choice Theory (CT) and reality therapy	All

Care Continuum	Strategy or Program	Details	Audience
		principles into pedagogy, fostering a supportive and empowering classroom environment - Act as a liaison between parents, the school, and external services by participating in case conferences, ensuring effective communication and collaboration.	
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention	Guest Speakers	-Group talks to students and parents by guest speakers. Examples include local Youth Liaison Officers, Salutogenic Schools Alliance, Daniel Principe, Butterfly Foundation and Online Guardians.	
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	Attendance 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
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP

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. Please see Appendix 1, Behaviour management flowchart-student, Appendix 2, Behaviour management flowchart-Teacher

Warragamba 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 the Behaviour / wellbeing School Interface. These include:

Classroom	Non-classroom setting
• 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/carers.	• rule reminder • re-direct • offer choice • error correction • prompts • reteach • play or playground re-direction • walk with teacher • detention, reflection and restorative practices • communication with parent/carers.

Warragamba Public School staff model, explicitly teach, recognise and reinforce responsible, relational connections, problem solving and decision making by learning, developing and internalising personal competencies to cope with the developmental stressors of experiences throughout childhood to adulthood (SSA Framework, 2024). These strategies are used 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.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on the Behaviour / wellbeing School Interface. 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.

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.

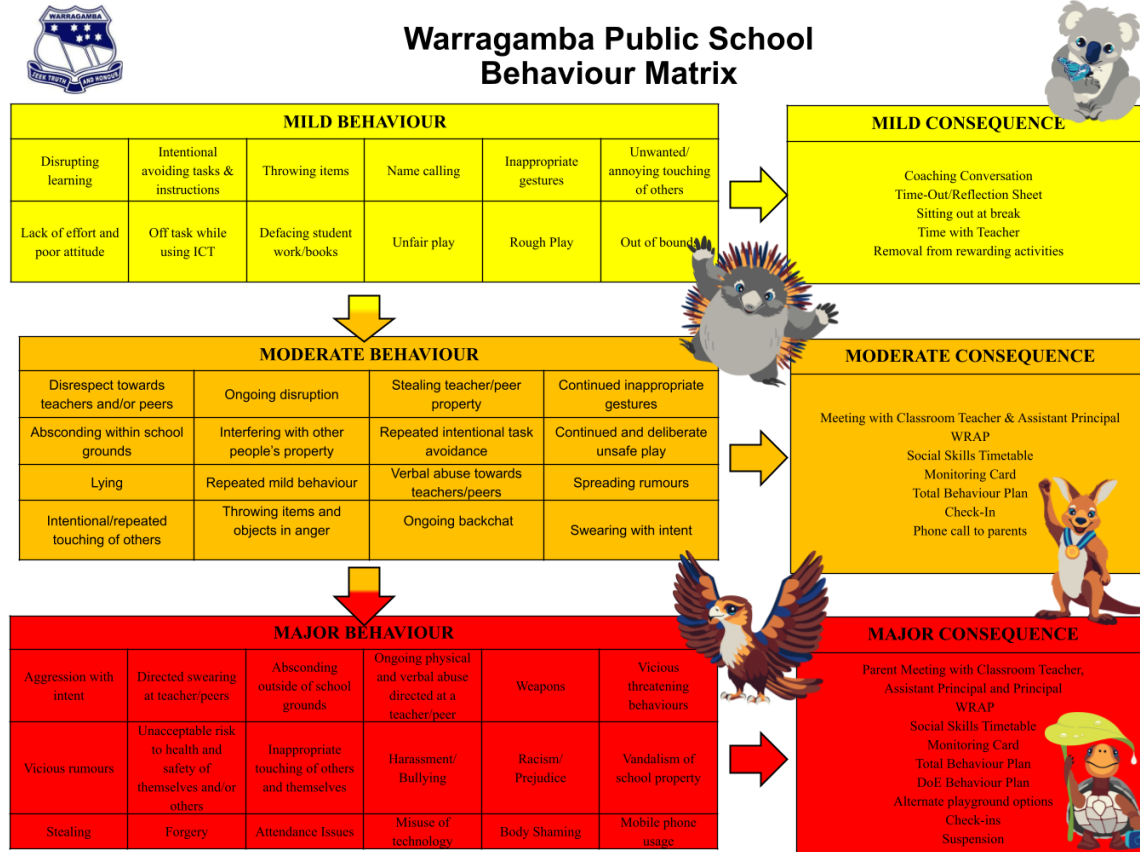
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (WRAP) See Appendix 3, Reflection Sheet	Next day at either lunch or recess break	Assistant Principal	Documented in Behaviour / wellbeing School Interface
Alternate play plan – withdrawal from free choice play and re-allocation to Lunch Clubs 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.	Next break	Assistant Principal	Documented in [Behaviour / wellbeing ITD system]

Review dates

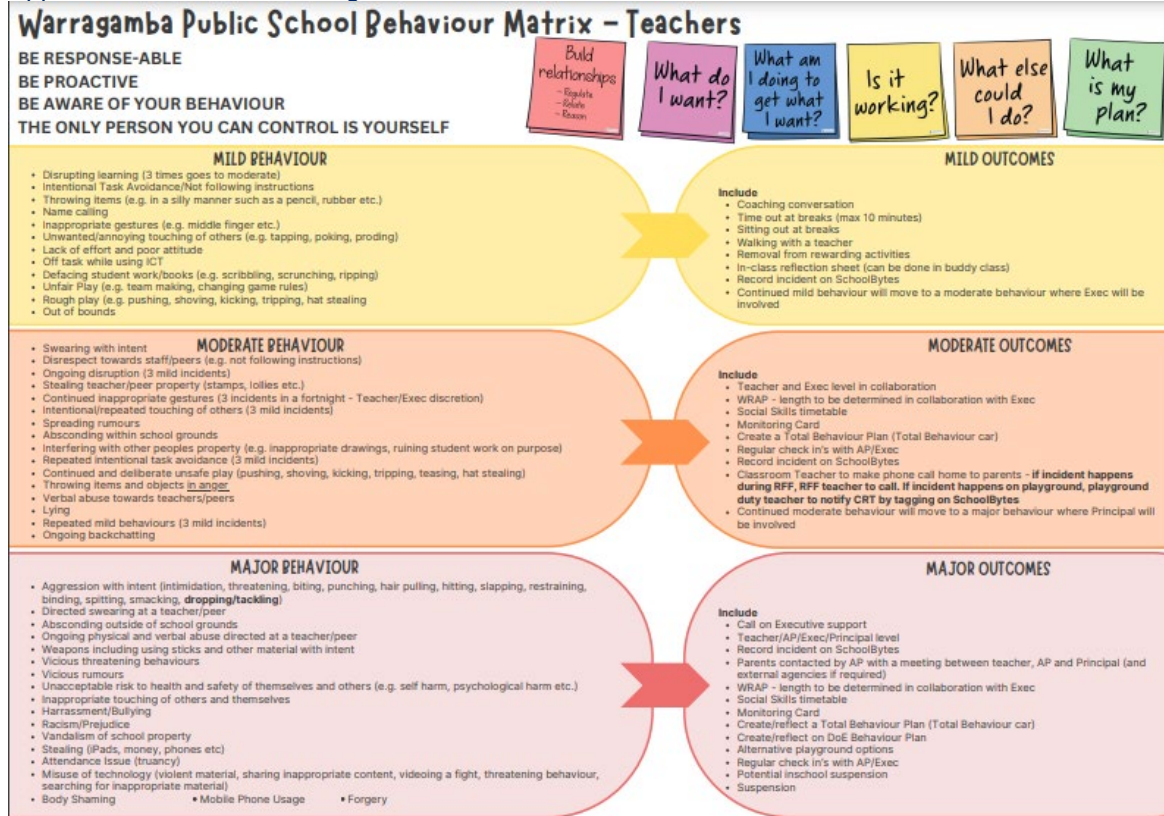
Last review date: [31/01/2025: Day 1, Term 1, 2025]

Next review date: [31/01/2026: Day 1, Term 1, 202X]

Appendix 1: Behaviour management flowchart-Student



Appendix 2: Behaviour management flowchart-Teacher



Appendix 3 : Reflection Sheet

3-6 WRAP Reflection Sheet

Name: _____ Class: _____ Date: _____

Help us understand what happened				
What need was not being met for me?				
				
How would have you liked things to turn out?				
What strategies did you try to use?				
Did things get better or worse?				
What could you have done differently to get a better outcome? 1. 2. 3.				

K-2 WRAP Reflection Sheet

Name: _____ Class: _____ Date: _____

Help us understand what happened				
What need was not being met for me?				
				
How would have you liked things to turn out?				
What strategies did you try to use?				
    				
Did things get better or worse?				
 				
What could you have done differently to get a better outcome?				
1. 2. 3.				