



# Warrawong Public School Behaviour Support and Management Plan

## Overview

Warrawong Public School provides quality education in an innovative and supportive learning environment. We develop and value safe, respectful and responsible learners. We have a whole school commitment to literacy and numeracy learning and community partnerships.

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.

Warrawong 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, always working in cooperation with families/carers.

## Partnership with parents and carers

Warrawong Public School works closely with parents and carers to monitor and support student behaviour. We value the importance of open-communication to work together to strengthen student outcomes. We prioritise early communication to respond proactively to behaviour concerns and ensure communication is ongoing and productive.

Warrawong 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, focus groups, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Warrawong Public School will communicate these expectations to parents/carers through the school Facebook page, communications sent home and the 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

Warrawong Public School has the following school-wide expectations and values:

Be Safe, Be Respectful, Be Responsible.

Be Safe	Be Respectful	Be Responsible
Right place	Right words	Right time
Wear your uniform	Personal space	Follow instructions
Hands and feet to yourself	Be patient	Do your best
Be hygienic	Keep our school clean	Care for own property
	Care for school property	Care for the environment

## 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 (PBL) is an evidence-based approach where students are explicitly taught classroom and playground expectations which are reinforced with positive feedback and rewards.	All
Prevention	Child Protection	Child Protection is taught to all students in line with the mandatory requirements of the curriculum.	All
Prevention	National Day of Action (NDA)	The school participates in the annual National Day of Action against bullying and violence.	All
Early Intervention	Permaculture	Identified groups of students are supported by the Permaculture teacher to develop social skills, resilience and positive behaviours through the completion of garden projects.	Targeted students Stages 1-3
Early/ Targeted Intervention	Wellbeing Officer	The Wellbeing Officer supports identified students in-class to develop prosocial behaviours. Students who require further support participate in small group project-based activities to further develop coping and appropriate emotional regulation strategies.	Targeted students Stages 1-3
Targeted/ Individual Intervention	Learning and Support Team	The LST works with teachers, students, and families for the purpose of individual assessment, planning, implementation, monitoring and evaluation, and the development of individual behaviour support and risk management plans.	All
Individual Intervention	Attendance support	The LST monitors student attendance and implements plans and meetings with students, families, and teachers to address barriers to improved attendance and set growth goals.	Targeted students
Individual intervention	Individual behaviour support	Classroom teachers in consultation with the LST and relevant external stakeholders, may develop, implement, monitor and review: behaviour support, behaviour response and risk management plans.	Targeted students

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

Planned responses to behaviour that do not meet school expectations are either teacher or executive managed. Staff refer to the Behaviour Management Flowchart (Appendix A) in deciding whether a behaviour is teacher managed or executive managed. A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions.

- Teacher managed – low level inappropriate behaviour (minor behaviour) is managed by teachers in the classroom and the playground.
- Executive managed – behaviour of concern (major behaviour) is managed by school executive.

All major and relevant minor behaviours and responses are recorded on Sentral by the involved teacher/executive.

Examples of corrective responses may include:

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

Warrawong Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations.

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 Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to low level inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
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/executive directly to seek help from executive/Principal straight away if there is a risk. Otherwise notify student's stage supervisor or executive immediately.
2. Verbal and non-verbal specific positive feedback is paired with positive rewards 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/teacher 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. School rewards include those that are: free and frequent (blue tickets) moderate and intermittent (value voucher) significant and infrequent (AA/AAA/WWA) Student achievement of AA/AAA/WWA is recorded in the school office.	3. Use direct responses e.g. expectation 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 Sentral and contact parent/carer by phone or in person. Executive/Principal may consider further action, including formal caution or suspension.
4. Social emotional learning lessons are taught (PBL) weekly.	4. Teacher records on Sentral 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 co-ordinator.	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.
<b>Teacher/parent contact</b>	<b>Teacher/parent contact</b>	<b>Teacher/parent contact</b>
Teacher contact through the phone calls home or in person 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 in person 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 psychologist, 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 Sentral. 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
- detention, 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, 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 Policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

## Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Debrief/Reflection - Structured debriefing and planning after a crisis event or behaviour of concern with an individual student	Next day at either lunch 1 or lunch 2	Principal, Assistant Principal	Documented in Sentral
Detention – 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	Principal, Assistant Principal	Documented in Sentral
Restorative Practice – Teacher facilitates groups of students to take responsibility for their actions by working together to find solutions to conflict.	Scheduled for before school, lunch 1 or lunch 2	Principal, Assistant Principal	Documented in Sentral

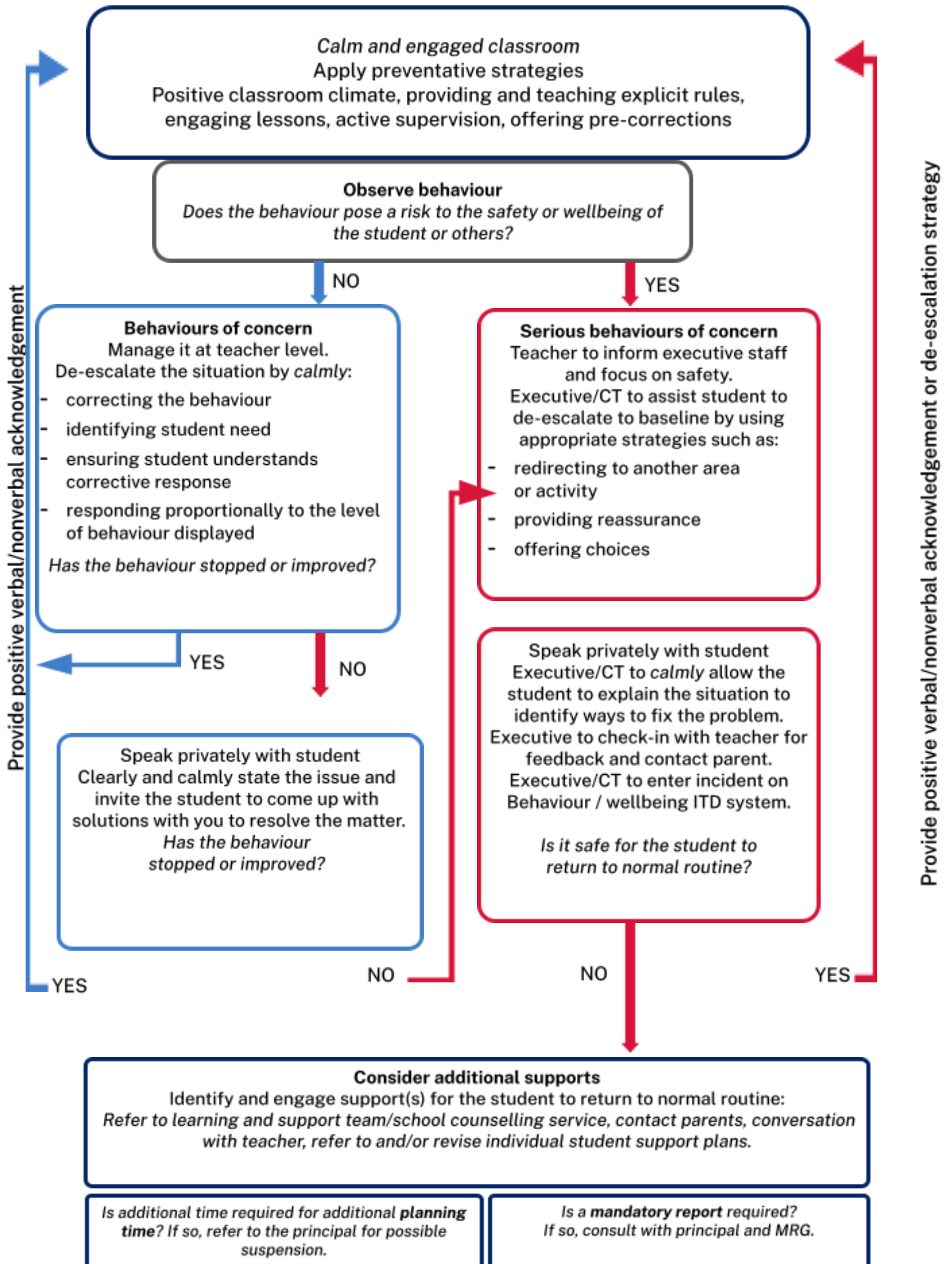
## Review dates

Last review date: [10/05/2024]

Next review date: [22/07/2025]



## Appendix 1: Behaviour management flowchart





## Appendix 2: Bullying Response Flowchart (Optional)

