Waverley Public School Behaviour Support and Management Plan

Overview

At Waverley Public School we are committed to providing a safe, supportive and inclusive learning environment for everyone. We understand that students reach their full potential when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them to achieve excellence in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely connected.

The school endeavours to ensure that all students and members of the school community understand the school's:

- commitment to providing a safe and supportive learning environment for students
- expectations for positive student behaviour
- provision of support to students and families
- policies and procedures for responding to inappropriate student behaviour

Principles of positive behaviour support, trauma-informed practice, inclusive practice, social emotional learning and 4C Transformative Learning (4CTL) underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

Our school explicitly focuses on developing students' knowledge of and capacity to effectively use the nine learning dispositions. The competencies support students to engage meaningfully in all contexts across the school and beyond, by building their cognitive, intrapersonal and interpersonal domain capabilities.

Waverley 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

Waverley Public School partners with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying 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.

Waverley Public School communicates the school's expectations to parents/carers through the school newsletter and school website, as well as the School Bytes parent portal. 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

Waverley Public School has the following school-wide expectations that are relevant to all contexts of the school. They focus on the overarching three domains of the learning disposition wheel.
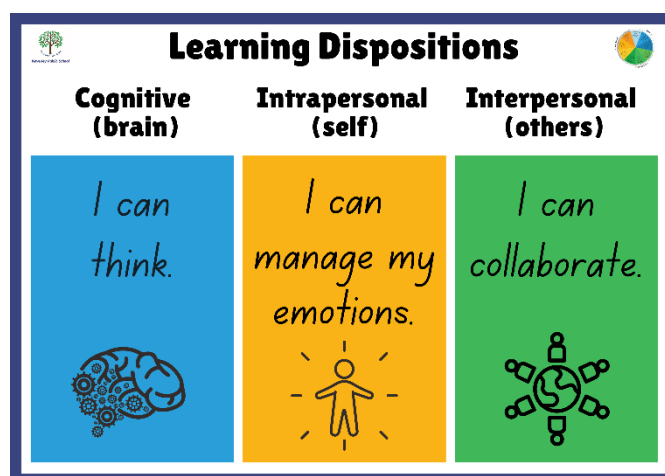
To support students to follow the school-wide expectations, they are explicitly taught the dispositions and provided with opportunities to practise and build their capabilities in each area. Students are encouraged to have agency and ownership over their own behaviours by focusing on which disposition they should utilise in various situations.
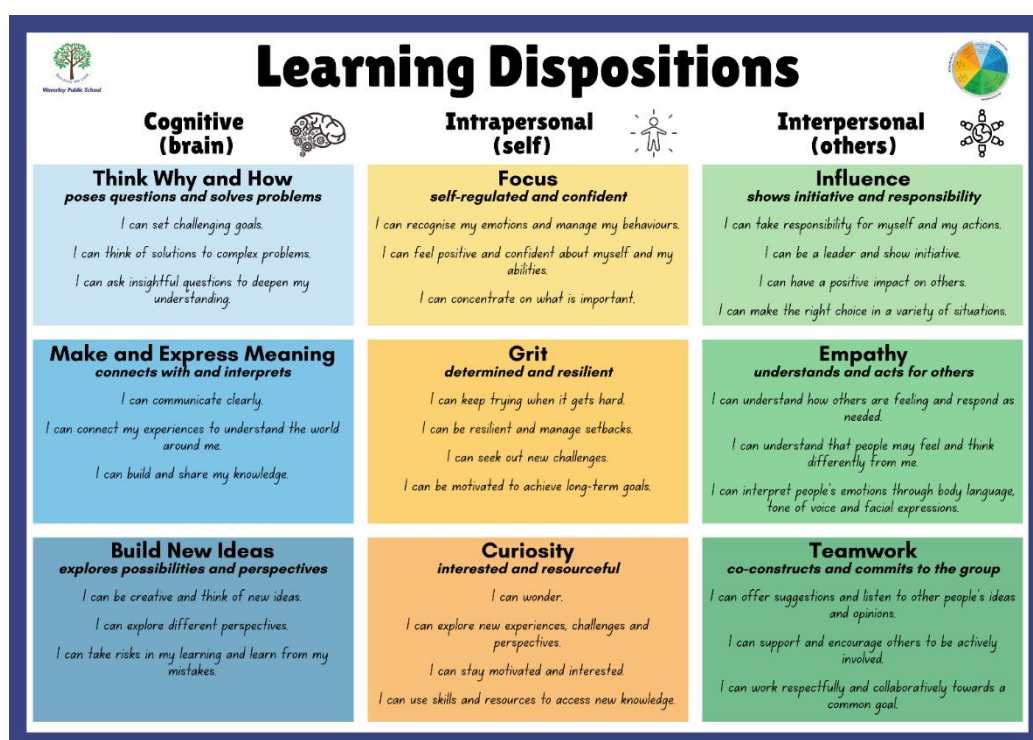
Behaviour Code for Students

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	Program or Strategy	Details	Audience
Prevention	4C Transformative Learning	The Learning Disposition Wheel is a research-based coherence maker or schema that identifies the dispositions needed for learners to develop a sense of agency and wellbeing. The nine essential capacities can be learned and built, enabling deeper learning and self-regulation. Students are taught 4C capabilities (communication, collaboration, creativity and critical reflection). These skills are fundamental to deeper learning and are critical for individuals and communities to respond with agility to change and challenges as they arise. The 4Cs are critical capabilities for the development of human agency and support the growth of learning dispositions and self-regulation.	All students
Prevention	Positive behaviour for Learning	Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. The	All students

		principles of PBL have been used in conjunction with the 4CTL learning disposition wheel.	
Prevention	Zones of Regulation	The Zones of Regulation are used to support students to talk about, think about and regulate their feelings, states of alertness and energy levels. The four coloured zones use simple, common language and a visual structure to make the skill of regulation more concrete for learners.	All students
Prevention	Wellbeing Week	Led by the Student Representative Council, this initiative encourages students to focus on and prioritise the positive physical, mental, emotional and social health factors that contribute to wellbeing.	All students
Prevention	Bullying No Way: National Week of Action	Bullying No way: National Week of Action is a bullying prevention initiative, connecting schools and communities to find workable solutions to bullying and violence. The annual National Week of Action against Bullying and Violence (NWA) is held in August each year.	All students
Prevention	Child protection	Teaching Child Protection is a mandatory part of the PDHPE syllabus, involving teaching and learning about three themes: Recognising Abuse, Power in Relationships and Protective Strategies. Identify, preventing and responding to bullying behaviours, including cyber-bullying is also a component of this program.	All students
Prevention	Cyber safety	The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyber-bullying incidents. The toolkit includes actions to report and manage cyber-bullying incidents.	All students
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools 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 students, parents / carers
Early Intervention / Targeted / Individual	Social skills programs	The school counsellor supports students to learn and practise fundamental social skills in small group settings.	Individual students
Prevention / Targeted Intervention	Lunchtime wellbeing groups	Various lunchtime wellbeing groups are offered to students as alternative venues to spend break times. This promotes social skills and emotional regulation. These groups include Lego, mindfulness drawing, and visual arts activities.	Individual students
Individual Intervention	Individual Behaviour Support Planning	The learning support team develops, implements, monitors and reviews individual behaviour plans, including behaviour support, behaviour response, and risk management plans.	Individual students, parents / carers

Individual Intervention	Personalised Learning and Support Planning	The learning support team develops, implements, monitors and reviews individual learning plans to support students to access the curriculum.	Individual students, parents / carers
Targeted / Individual Intervention	School Counselling Service	The School Counselling service includes counsellors and psychologists who work directly with students to help them with issues related to learning, peer and family relationships, and managing emotions.	Individual students
Targeted / individual intervention	Attendance support	The learning support team provides assistance and targeted strategies to foster improved attendance across the school. A proactive approach is applied to address barriers to improved attendance, and to implement strategies and interventions to achieve attendance growth goals.	Individual students

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 defined as a 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, such as testing boundaries and rules, which are simple to redirect and minimise through universal behaviour support strategies.

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Bullying has three key features. It:

- involves a misuse of power in a relationship
- is intentional, ongoing and repeated
- involves behaviours that can cause harm.

Waverley 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/carer, 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 managed as follows:

Classroom	Non-classroom setting
- rule reminder - re-direct - offer choice - error correction - prompts - reteach - seat change/ temporary move to another room - stay in at break to discuss/ complete work - conference - reflection and restorative practices - loss of privileges - communication with parent/carer	- rule reminder - re-direct - offer choice - error correction - prompts - reteach - play or playground re-direction - walk with teacher - reflection and restorative practices - loss of privileges - communication with parent/carer

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

Preventing and responding to behaviours of concern

Waverley Public School acknowledges that not all students are encouraged by the same thing or in the same way. 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.

Encouraging expected behaviour:

- increases the likelihood that students will use the expected behaviours and skills in the future
- focuses staff and student attention on desired behaviour
- decreases inappropriate behaviour and reduces the need for corrective responses
- enhances self-esteem and builds an internal focus of control.

Encouraging Expected Behaviour – Non-Contingent Attention

Non-contingent attention is attention that is provided regardless of student performance.

Examples include greetings and use of name, eye contact and smiling, proximity, positive conversations and pleasant voice.

Non-contingent attention:

- helps establish positive relationships
- sets the foundation for students to display desired expectations
- helps students accept correction when/if it is needed
- provides students with role models of positive social interactions.

Encouraging Expected Behaviour – Contingent Attention

Contingent attention is attention that is provided after student performance of an identified expectation or behaviour.

Examples include praise and specific positive feedback which may be coupled with a tangible item (for example, a sticker).

Contingent attention:

- increases academic and behavioural performance as well as on–task behaviour
- increases the likelihood the behaviour will occur again
- are enhanced when a positive relationship is also present.

Encouraging Expected Behaviour – Focus on Appropriate Behaviour

Appropriate behaviour should receive more attention than inappropriate behaviour, with a goal of 4:1.

The 4:1 ratio refers to the opportunity for students to experience, either individually for themselves or within their environment generally, four times as many positive statements from staff as corrective statements.

This ratio refers to the environment as a whole. It is not necessary to acknowledge each student 4 times as much as you correct them. By 'catching students being good', staff create more positive than negative consequences. A predictable, positive environment is established.

Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour	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 to seek help from 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	3. Use direct responses e.g. prompt, rule reminder, redirect, 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. Lessons focusing on dispositions and social emotional learning are taught 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 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.
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 demonstrating learning dispositions are given at weekly Monday morning assemblies. Merit awards are distributed at fortnightly assemblies. Students work towards achieving their bronze, silver, gold awards throughout the year.	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 are recorded on School Bytes. 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, 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 policy
- Incident Notification and Response Procedures
- Student Behaviour Policy and Suspension and Expulsion procedures

Students and/or parents/carers can report cyberbullying to the eSafety Commissioner and reporting links for most sites, games and apps can be found at the eSafety Guide.

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 they recorded?
Reflection and restorative discussion with executive	As soon as possible after the incident has occurred	Assistant Principals	School Bytes
Alternate play plan – withdrawal from free choice play and re-allocation to a specified area for supervised play following breach in	As required As soon as possible after the incident has occurred	Assistant Principal	School Bytes

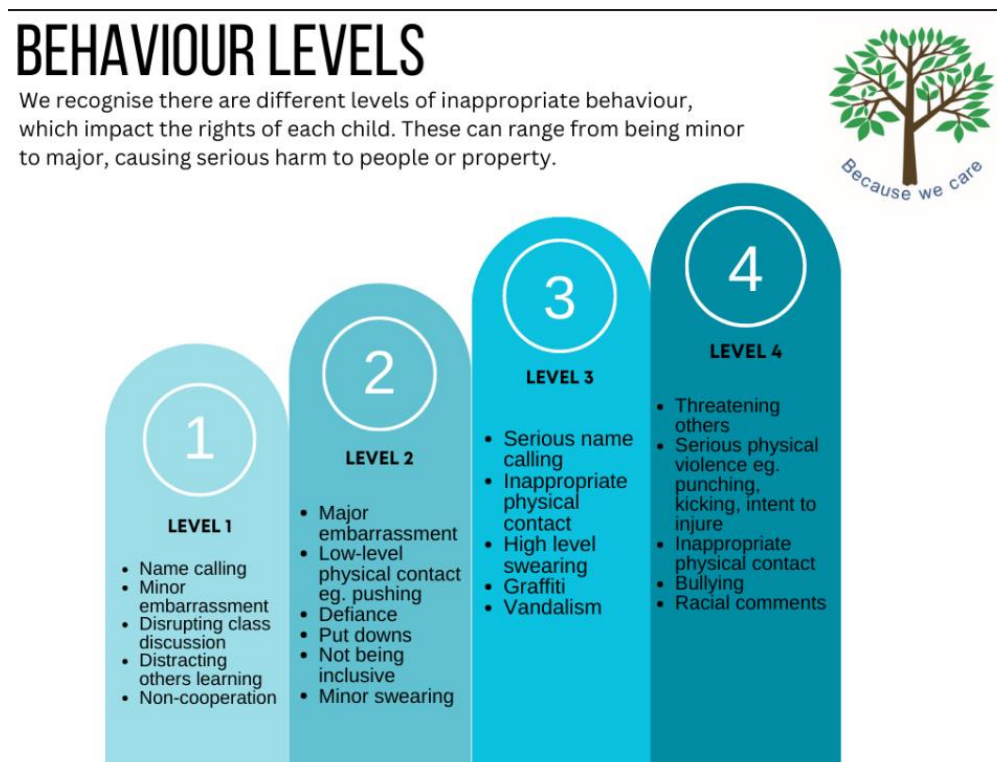| behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices.			

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1:

Levels of Behaviour

At Waverley Public School, there is a clear understanding by students of what behaviours are appropriate and inappropriate. Unacceptable behaviours have been categorised into four different levels ranging from minor to major incidents.

Classroom Process		
Step 1	**Verbal Warning**	If a student is misbehaving, they first receive a verbal warning. *NB: Physical incidents (e.g. hitting) are immediately escalated to Step 5.*
Step 2	**Visual Warning**	If a student misbehaves after a verbal warning, they receive a visual warning using the class behaviour system. For example, it may be moving their name down on the traffic lights/chart or writing down the student's name.
Step 3	**Reflection in the Classroom**	Should the behaviour continue, the student will go to a designated spot in the classroom. The student should continue their work away from their peers. Restorative justice questions may be asked.
Step 4	**Reflection in Buddy Classroom**	Should a student continue to misbehave after reflection in the classroom, they will be given another warning. They will be then sent to reflection in a designated buddy classroom where they will be required to reflect on their behaviour and complete class work. Students will stay at the buddy class for 10 minutes.

Step 5	Reflection with an Assistant Principal in the Reflection Room	Should a student continue to misbehave after returning from the buddy classroom, they will then be given only **one** warning. They will be sent to the reflection room for lunch. Here the AP will give the students a reflection sheet to complete. Reflection sheets are sent home to parents to sign before being returned to the school.
Step 6	Level 4 Behaviour	If the behaviour is a level 4 incident, the AP will notify the principal. The AP will call parents. In the case of repeated level 4 behaviour, students may be excluded from the playground and/or extra-curricular activities. If a student in K-2 receives five reflection forms or a student in 3-6 receives three reflection forms, they may be at risk of further consequences.

Playground Process		
Step 1	Warning	Student receives a warning from the teacher about their behaviour. Teacher uses restorative justice questions and references the learning dispositions. *NB: Physical incidents (e.g. hitting) are immediately escalated to Step 3.*
Step 2	Reflection on the Playground	Should the student continue to misbehave after the warning, they will have a reflective period with the teacher on duty. The student will need to walk around with the teacher for 15 minutes. If the teachers change duty, the student will remain with the new teacher of duty for the remainder of the 15 minutes.
Step 3	Reflection in Flexible Learning Space	Should the student continue to misbehave, or a student's behaviour is a level 3 category, the student is sent to the flexible learning space. The teacher must record in School Bytes ASAP after duty. AP on duty will give the student a reflection sheet and review the School Bytes incident report. They will pass over the information of the incident to the students' teacher and AP.
Step 4	Level 4 Behaviour	If the behaviour continues during the week, the AP will call parents. In the case of repeated level 4 behaviour, students may be excluded from the playground and extra-curricular activities. If a student in K-2 receives five reflection forms or a student in 3-6 receives three reflection forms, they may be at risk of further consequences.