

# Wentworth Point Public School School Behaviour Support and Management Plan

## Overview

At Wentworth Point Public School, we are committed to fostering a safe, caring, and inclusive environment where every student feels valued and supported to reach their personal best. We explicitly teach, recognise and model positive behaviour, encouraging students to be respectful, responsible, and resilient.

We believe all children should feel connected and empowered to succeed. Our whole-school approach includes positive behaviour support, trauma-informed practice, inclusive teaching, and social-emotional learning. We set high expectations through clear guidance, positive role modelling, and structured support.

Our School Behaviour Management and Support Plan helps students engage in school life, building a culture where every child can grow academically, socially, and emotionally. Together, we create a place where all learners connect, succeed and thrive.

## Partnership with parents and carers

Wentworth Point Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by presenting our updated Behaviour Support and Management Plan at a P&C Meeting and seeking parent input and feedback.




Wentworth Point Public School will communicate these expectations to parents/carers through annual Meet The Teacher evenings, school newsletters and the [school website](#).

## School-wide expectations and rules

### School Expectations

At Wentworth Point Public School we teach and model our school wide values and the behaviours that we expect to see as we are committed to providing a safe, supportive, and responsive learning environment for everyone.



	I care for myself 	I care for others 	I care for the environment 
<b>All settings</b>	<ul style="list-style-type: none"> <li>Be in the right place at the right time</li> <li>Be an active participant</li> <li>Be a team player</li> <li>Show pride in what you do</li> <li>Be enthusiastic and optimistic</li> <li>Work towards achieving my goals</li> <li>Ask for assistance from a teacher if required</li> </ul>	<ul style="list-style-type: none"> <li>Be polite and use good manners</li> <li>Accept differences</li> <li>Keep your hands, feet and body to yourself</li> <li>Speak politely to everyone</li> <li>Look at the person who is speaking</li> <li>Respect people's differences</li> </ul>	<ul style="list-style-type: none"> <li>Use school property correctly</li> <li>Put rubbish in the bin</li> </ul>
<b>Classroom</b>	<ul style="list-style-type: none"> <li>Walk inside the classroom</li> <li>Ask for permission to leave the room</li> <li>Enter and leave the room quietly and safely</li> </ul>	<ul style="list-style-type: none"> <li>Allow others to learn</li> <li>Use a quiet voice</li> <li>Respect other people's property</li> </ul>	<ul style="list-style-type: none"> <li>Use classroom equipment and furniture correctly</li> <li>Tuck your chair in</li> </ul>
<b>Playground</b>	<ul style="list-style-type: none"> <li>Finish eating before playing</li> <li>Stay in the correct areas</li> <li>Wear a hat or play under the COLA</li> <li>Walk on hard surfaces</li> <li>Sit on seats</li> <li>Keep pathways clear</li> </ul>	<ul style="list-style-type: none"> <li>Take turns</li> <li>Follow the rules of the game</li> <li>Share the sports equipment</li> </ul>	<ul style="list-style-type: none"> <li>Walk around the gardens</li> <li>Return the sports equipment</li> <li>Save water by using bubblers correctly and turning them off after use</li> </ul>
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<b>Canteen</b>	<ul style="list-style-type: none"> <li>Wait your turn to be served</li> <li>Be prepared</li> <li>Line up correctly</li> <li>Use your own money</li> </ul>	<ul style="list-style-type: none"> <li>Buy and eat your own food</li> </ul>	<ul style="list-style-type: none"> <li>Return the lunch baskets</li> </ul>
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<b>Mindful Moment</b>	<ul style="list-style-type: none"> <li>I can identify my feelings and emotions and take a mindful moment.</li> <li>I can ask for help.</li> <li>I return to my learning when my teacher and I decide it is time.</li> </ul>	<ul style="list-style-type: none"> <li>I am aware and I give people time and space when they need it.</li> <li>I let the teacher know when I need a mindful moment.</li> </ul>	<ul style="list-style-type: none"> <li>I use equipment safely.</li> <li>I can be responsible by leaving the space tidy.</li> </ul>

## School Commitment and Anti-bullying Plan

Wentworth Point 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. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

[https://wentworthpointpublic.schools.nsw.gov.au/content/dam/doi/sws/schools/w/wentworthpointpublic/WPPS\\_Anti-Bullying\\_Plan\\_2025\\_Signed.pdf](https://wentworthpointpublic.schools.nsw.gov.au/content/dam/doi/sws/schools/w/wentworthpointpublic/WPPS_Anti-Bullying_Plan_2025_Signed.pdf)

## 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](#).

### **In NSW public schools students are expected, to the best of their ability, to:**

- show respect to other students, their teachers and school staff and community members.
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

Schools take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations.

The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment.

## Whole school approach across the care continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	<ul style="list-style-type: none"> <li>Mindful Moments</li> <li>Consistent management strategies</li> <li>Positive Behaviour for Learning</li> <li>PDHPE curriculum</li> <li>Child Protection</li> <li>Split break times</li> <li>Crunch and sip</li> </ul>	<p>All classrooms have a designated space to encourage and support student's awareness and management of their own emotions. Students are explicitly taught the important of self-regulation and strategies they can use to support themselves as calm and engaged learners.</p> <p>All teachers utilise a shared language which is positively phrased and aligned with the WPPS Behaviour Expectations Matrix. Expectations are visible in all learning spaces and reviewed frequently with students.</p> <p>Positive Behaviour for Learning (PBL) is an evidence-based framework that fosters a safe, supportive, and positive learning environment. It helps students develop socially, emotionally, and academically. PBL strengthens relationships, supports wellbeing, and allows teachers to focus on quality learning, creating better outcomes for all students.</p> <p>Throughout the PDHPE curriculum, students cover units on anti-bullying, social-emotional wellbeing and utilising a strengths-based approach. Daily physical activity including movement breaks and fitness occurs in all classes.</p> <p>Teaching child protection education is a mandatory part of the syllabus. The school has implemented a 'split break' approach which reduces the number of students on the playground at any one time and provides students with more space to play.</p> <p>Students participate in daily Crunch&amp;Sip during the morning session to promote healthy eating practices and help with learning and concentration in the classroom.</p>	All students
Early Intervention	<ul style="list-style-type: none"> <li>Academic intervention programs</li> <li>Extra-Curricular Clubs</li> </ul>	<p>Students are surveyed to determine which clubs are of greatest interest. Students participation is monitored and evaluated. Our playground clubs include PSSA training. Chess Club, Makey Makey, Art, Lego &amp; Board Games, Choir, Dance and SRC.</p> <p>The MultiLit Reading Tutor Program (RTP) and MiniLit intervention group caters for students who have not acquired essential reading skills. Trained SLSOs to provide explicit instruction in Word attack skills, Sight Words, and Reinforced Reading strategies (Pause, Prompt, and Praise) to improve decoding, word recognition, and comprehension. RTP aims to support functional reading development and enhance long-term memory retention for struggling readers.</p> <p>The school facilitates a range of extra-curricular clubs that run before school and at break times to provide students with structured play activities. Student attendance at the clubs is actively encouraged and promoted for students who experience challenges on the playground.</p>	All students
Targeted Intervention	<ul style="list-style-type: none"> <li>Attendance</li> <li>Kindergarten Orientation</li> <li>High School Transition</li> </ul>	<p>For students to thrive, they need to arrive on time and attend school regularly. School staff have a duty of care to manage attendance in line with the DoE School Attendance Policy and school guidelines. We work closely with families and regularly promote attendance in our newsletter.</p> <p>Kindergarten orientation provides children with the opportunity to meet potential classmates and experience the classroom environment. This early exposure allows parents and teachers to observe how children interact with new people and adjust to unfamiliar surroundings. Establishing these early connections can significantly help students feel more comfortable as they transition into their new environment.</p> <p>Transition programs for Year 6 students offer an opportunity to meet future classmates and experience the high school environment they'll be entering. These programs also allow parents and teachers to observe how students adapt to new people, settings, and schedules. Making these early connections can ease the transition and help students feel more confident in their new school environment.</p>	Identified students

Care Continuum	Strategy or Program	Details	Audience
	<ul style="list-style-type: none"> <li>Peaceful Kids</li> <li>Learning Support</li> </ul>	<p>The 'Peaceful Kids' program is a Mindfulness and Positive Psychology based program to lessen anxiety and stress and increase resilience in children. This program helps children to build their emotional resilience so they are better equipped to deal with the day to day stresses that life brings them. Our Learning Support Teacher and School Psychologist run Peaceful Kids groups with students who have been identified by classroom teachers.</p> <p>The Learning Support Team meets weekly to identify and discuss students with behavioural, social or learning needs. Plans, resources and supports are discussed, developed and evaluated through these meetings.</p>	Identified students
Individual Intervention	<ul style="list-style-type: none"> <li>DoE Specialist Support</li> <li>Allied health support</li> </ul>	Students with complex needs are identified through Learning Support Team processes and external support services are engaged as required. This can include DoE Behavioural Specialist, Assistant Principal Learning and Support and external agencies including paediatricians, speech therapists, occupational therapists, behaviour therapists and psychologist.	Individual students

## Reporting and recording behaviours of concern

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

1. Incident Notification and Response Policy
2. Incident Notification and Response Procedures
3. 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](#).

## Review dates

**Last review:** Week 1, Term 1, 2025




**Next review:** Week 8 Term 4, 2025

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

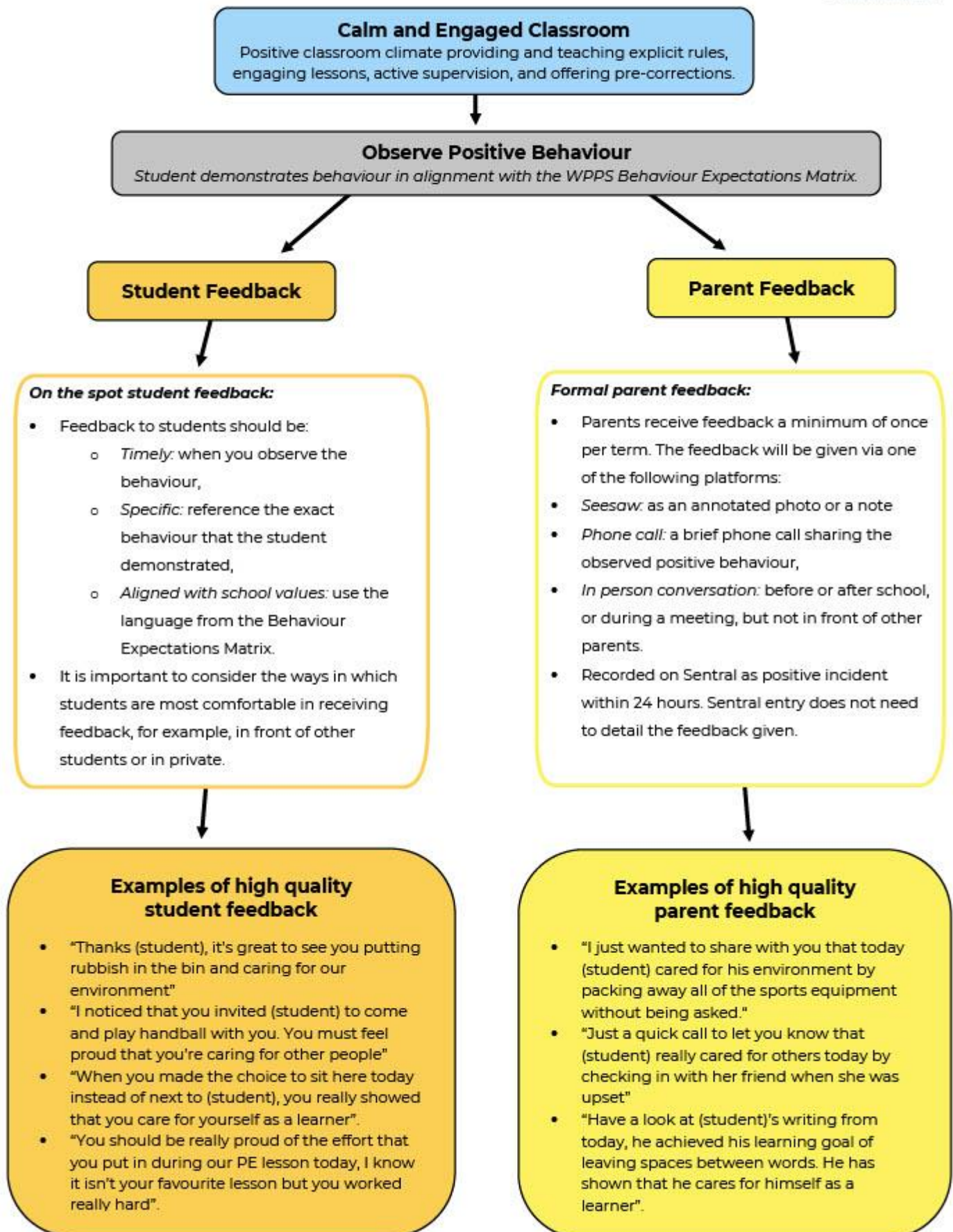


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# Recognising Positive Behaviour Flowchart



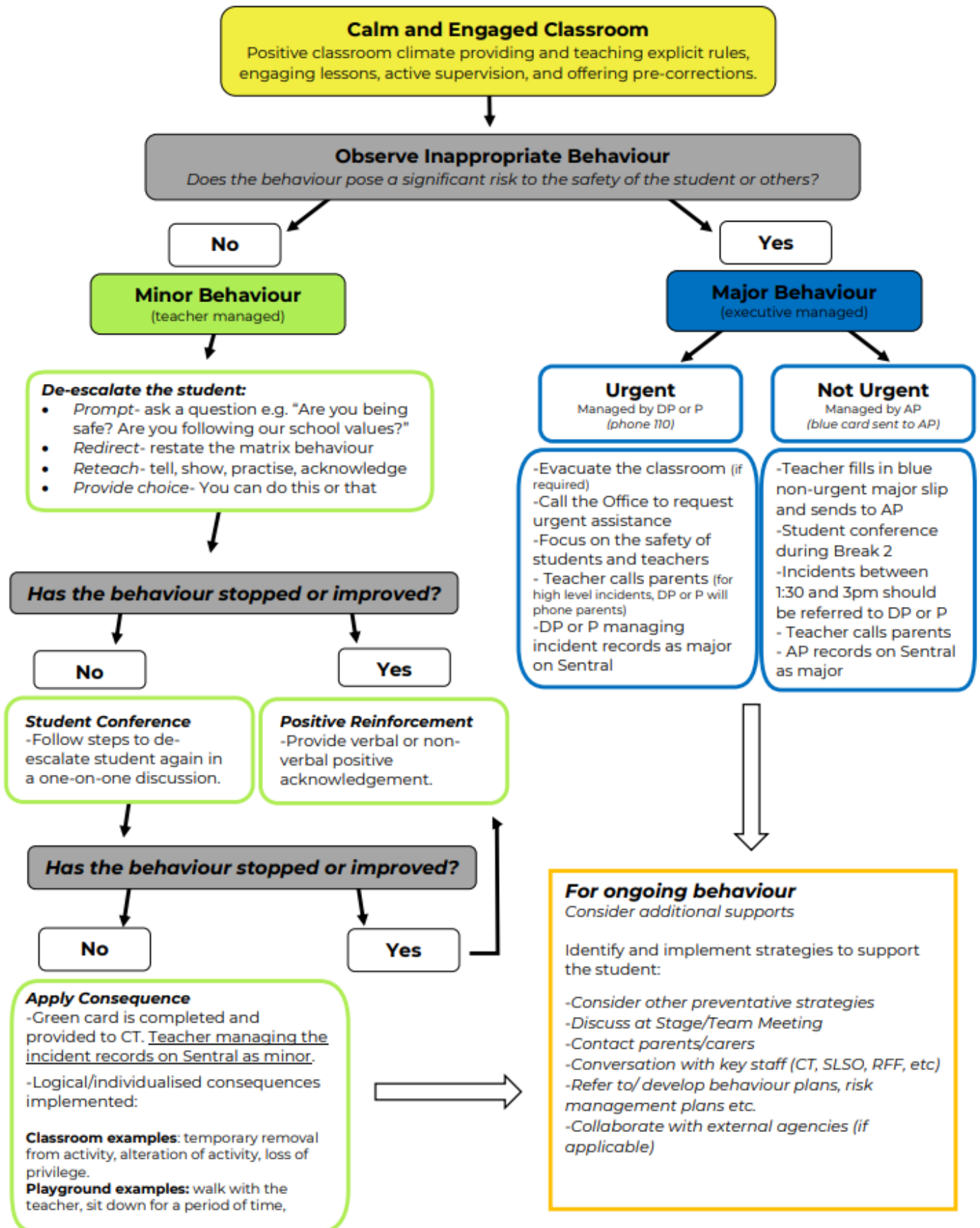
## Minor and Major Behaviours

Minor Behaviours (staff-managed)	
Category	Description
Disruption	Having repetitive/sustained, disorderly behaviour that prevents instruction from continuing <i>after reasonable attempts to correct the behaviour</i> . Examples include calling out, annoying others, interrupting learning, not staying in assigned areas.
Physical Contact	Non-serious but inappropriate physical contact. Examples include pushing and shoving, rough play, poking, pinching, etc. Concerns regarding inappropriate touching (child protection) should be discussed with Assistant Principals.
Non-Compliance	Failure to respond to adult requests or follow teacher instructions.
Inappropriate Language	Swearing that is not directed at anyone or inappropriate language to self or others, including teasing, for example 'silly' or 'idiot'.
Racism	Low intensity but inappropriate comments regarding race.
Property Misuse	Deliberately misusing school, teacher's, own or another student's property. Examples include sports equipment, stationery, toys and mathematics equipment. (Does not include vandalism or graffiti).
Inappropriate Use of Technology	Deliberately accessing unauthorised sites or not using devices as per teacher instructions.
Out of Bounds	Outside the boundaries/ red lines. Entering buildings without permission, particularly during breaks.
Other	Anything else deemed inappropriate by the teacher, which does not constitute a major.

Major Behaviours (Executive-managed)	
Category	Description
Physical Violence	Student engages in actions involving physical violence <i>with or without injury</i> . Examples include hitting, punching, choking, spitting, throwing objects at someone, kicking, biting, scratching, hair pulling, inappropriate touching or exposure of private parts ( <i>inform P or DP if there is touching or exposure</i> ).
Defiance and Disrespect	Refusal to follow directions (non-compliance) <i>where reasonable efforts have been made to de-escalate and enable the student to cooperate</i> .
Verbal Abuse	Verbal threats or swearing directed at staff or students.
Racism	Disrespectful behaviour based on race, religion or ethnic origin (including racist comments, ridicule or abuse, physical harassment and assault).
Vandalism/ Graffiti	Deliberately causing damage to, defacing or destruction of school property or the property of others. Examples including writing on walls or breaking another student's property.
Technology Violation	Deliberately breaking Technology Code of Conduct. Examples include cyberbullying, searching or sending inappropriate material or taking photos without permission.
Leaving the School Grounds	Leaving school grounds without permission.
Theft	In possession of or removing property belonging to the school or any individual or group without prior permission.
Use or possession of alcohol, drugs, tobacco	Possess or use alcohol, drugs, vapes or tobacco at school.
Use or possession of weapons	Possession of knives, guns or other objects (real or look alike) that might injure others.
Code of Conduct- Extra Curricular Activities	Deliberately breaking Extra Curricular Codes of Conduct including PSSA etc.
Bullying	Bullying is an ongoing misuse of power in relationships through <i>repeated</i> verbal, physical and/ or anti-social behaviour that causes physical and/ or psychological harm. It can involve an individual or a group misuses their power over one or more persons. Bullying can be obvious (overt) or hidden (covert).

# Behaviour Management Flowchart

Response to **all** misbehaviour is calm, consistent, brief, immediate, respectful, and private.



## Detention, reflection and restorative practices

At Wentworth Point Public School students are given the opportunity to understand the impact of their actions, make amends, and develop positive social behaviours.

Reflection practices during break times always allow for appropriate food and toilet breaks, ensuring student wellbeing. Reflection time is age-appropriate and developmentally considerate. Structured conversations help students reflect on their behaviour and identify constructive ways to improve. By addressing inappropriate behaviour in a supportive and educational manner, we reinforce positive social norms and help students build respectful, meaningful relationships.

# Student Self Reflection Sheet

Student Name:	Class:	Date:
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**What did you do?**

 physical violence (hurt others)	 inappropriate language	 not following instructions	 damage property	 stealing	 bullying, racism or making threats	 technology violation	other <div style="border: 1px solid black; width: 60px; height: 50px; margin: 0 auto;"></div>
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**What school expectation did you not demonstrate?**

<input type="checkbox"/> caring for self	<input type="checkbox"/> caring for others	<input type="checkbox"/> caring for the environment

**How did it make you feel?**

 sad	 angry	 embarrassed	 disappointed	 scared	 happy	 ashamed	 I don't care
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**Next time I need to...**

 ask for help	 do my work	 ask for a break	 keep my hands and feet to myself	 listen	 think, before I speak /act
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**Can you explain what happened and what should you do next time?** (Either write a sentence or draw a picture to answer the question.)

**Class Teacher:**

- Incident entered on Sentral
- Teacher supported reflection sheet
- Student completed independently

*Additional Notes from teacher*