



CURIOUS | COLLABORATIVE | COMPASSIONATE

Werrington County Public School Behaviour Support and Management Plan

Overview

Werrington County Public School has the belief that every student should be challenged to learn and continually improve in a respectful, inclusive, high expectations environment. Our vision is to work in partnership with our school community to empower all students to flourish and become confident, respectful, and engaged learners, through perseverance.

Partnerships with parents and caregivers

Werrington County Public School will partner 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 NSW Public Schools Survey, school surveys, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Werrington County Public School will communicate these expectations to parents/carers by parent information sessions, fortnightly newsletter, updates via Enews school app and through parent-teacher conferences.

Parents and cares play an important role in the school community the school community charter informs parents and carers on how to engage with NSW Public Schools. Read the [school community charter](#) to ensure you understand how important it is to create and [positive learning environment for our students.

School-wide expectations and rules

Werrington County Public School has the following school-wide values and expectations, to be curious, compassionate and collaborative learners.

- **Curious** - Being inquisitive, always eager to learn or know more and having a growth mindset as a lifelong learner.
- **Compassionate** - Displaying genuine concern and consideration for the wellbeing of ourselves and others, behaving with integrity and empathy.

- **Collaborative** - Ensuring we are inclusive, pro-active and productive, working respectfully and responsibly with all people at all times in all settings

Promoting and reinforcing positive student behaviour and school-wide expectations

Werrington County Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations.

- Positive Behaviour Award System linked to our school values
- Fast and frequent incentives on the playground
- In class and whole school focus on embedding the values into daily practise and events such as excursions, incursions, assemblies, and celebrations

Behaviour Code for Students

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

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	WCPS core values system	Werrington County Public School believes all students are empowered to flourish and become confident, respectful and engaged learners through perseverance. Each school citizen strives to be CURIOUS, COLLABORATIVE and COMPASSIONATE, representing our core values.	Whole School
	Real Schools	A Whole school approaches that focuses on using Affective language, stored responses and positive priming.	Whole school
	Berry Street Education Model	The Berry Street Education Model offers tools that enable teachers to successfully improve all students' self-regulation, relationships, wellbeing,	Whole school

Care Continuum	Strategy or Program	Details	Audience
	WCPS Awards system	<p>growth, and academic accomplishment. It also helps teachers boost involvement of kids with complex and unmet learning requirements.</p> <p>All students are part of a cumulative reward system and receive a book to keep and display their accomplishments. Teacher Awards are fast and frequent with teachers distributing 10 per week as well as 2 Merit Awards per week.</p> <ul style="list-style-type: none"> * Once 10 are collected, these are then traded up to an Achievement Ribbon. * A further 10 Teacher/Merit Awards (totalling 20) are traded up to an Excellence Banner. * An additional 10 Teacher/Merit Awards (totalling 30) are traded up to an Assistant Principal pin and receive a new book to begin the process again. * The process is repeated 3 times as there are 3 pins to collect (white, red, blue). * Collection of all 3 pins entitles the student to a Principal's Medallion. 	Whole school
	Classroom Management & Routines	Routines to drive learning provides powerful opportunities for connection, engagement and development. Through explicit teaching, students learn new skills in safe and familiar settings. Routines are planned for and understood as important learning opportunities and are an integral part of effective educational programs.	Whole school
	Child Protection	Teaching child protection education is a mandatory part of the syllabus.	Whole school
	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.	Whole school
	Yearly handover and transition	Teachers engage in a thorough handover to ensure effective communication and transition. Transition also occurs between pre-schools, primary school and high schools to assist students as they move from one setting to the next. Highlighted focus students also participate in transition sessions toward the end of the school year to begin developing a rapport with their new teacher. These students receive social stories to help with this process.	Whole school
Early Intervention	Zones of regulation	Using a range of tools and tactics for regulation, prosocial skills, self-care, and general wellbeing, the zones of regulation framework and curriculum helps students become more aware of their feelings, levels of energy, and alertness.	Special Education
	Smiling minds	The mindfulness program Smiling Minds gives kids the skills they need to sustain a healthy mind. The values of humanity, inclusion, tenacity, emotional agility, curiosity, and inquisitiveness are instilled in participants as they progress through the program.	Whole school

Care Continuum	Strategy or Program	Details	Audience
	Bill Rogers	Bill Rogers offers a variety of constructive management techniques used to reinforce positive behaviour. To rectify low level student behaviour in the classroom, teachers use tactics that range from the least to the most intrusive.	Whole school
	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.	Whole school
	Police Youth Liaison Officer	Provide education with Cyber bullying and safety.	Years 3-6
Targeted Intervention	Classroom management	A committed whole school approach ensures teachers consistently follow the Behaviour Management continuum in both the classroom and playground settings. All students have the opportunity to modify unsatisfactory behaviour choices beginning with teacher intervention as Verbal feedback (e.g. prompt, praise, redirect, offer choice, replacement behaviour), Visual cues (e.g. tactical ignoring, pause, body movement) and use of break-out spaces. If students progress through the continuum, and behaviour modification is not evident, and incidents develop from minor and isolated to major and repeated. Support is provided from Stage Assistant Principal, Learning Support Assistant Principal and Principal as required. Students are conferenced with through a meaningful restorative process linked to our school values and expectations.	Tier 1 & 2 Students
	Real Schools	Utilising a RESTORATIVE APPORACH to address conflicts, disputes and wrongdoing. A restorative practice approach priorities doing harm and restoring relationships through inclusive practices.	Whole school
	Learning and support team	The LST works with teachers, students and families to support students who require personalised learning and support.	Tier 1 & 2 Students
	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.	Tier 1 & 2 Students
	Bill Rogers	In a 1-1 scenario, Bill Rogers pedagogy provides practises that empower students to be accountable for their own behaviour and respect the rights of themselves and others to learn in a safe, respectful environment. The toolkit resources are categorised into four	Tier 1 Students Tier 1 Students

Care Continuum	Strategy or Program	Details	Audience
Individual Intervention	Australian eSafety Commissioner <u>Toolkit for Schools</u> to prevent and respond to cyberbullying	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.	
	Learning and support team	The Learning and Support team assist teachers in formulating Crisis Management Behaviour Plans, Pro-active Support Plans, Student Behaviour Analysis documents and organise further support from the DoE Wellbeing and Behaviour teams as required.	Tier 1 Students
	Attendance	the attendance co-ordinator will oversee attendance and convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Tier 1 Students
	Zones of Regulation	Using a range of tools and tactics for regulation, prosocial skills, self-care, and general wellbeing, the zones of regulation framework and curriculum helps students become more aware of their feelings, levels of energy, and alertness.	Tier 1 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 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.

Werrington County 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 managed 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.

Low level inappropriate behaviour and behaviours of concern are recorded on Behaviour / wellbeing on Sentral.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor 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 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 reinforcers are recorded on Behaviour / wellbeing ITD system.	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 Behaviour / wellbeing system 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 (PAX GBG and Positive Living Skills) weekly.	4. Teacher records on Behaviour / wellbeing system 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 positive individual and class behaviour are given at school assemblies.

Teacher contacts parents by phone or parent portal when a range of corrective responses have not been successful to arrange a meeting. 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
- 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.

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

Action	When and how long?	Who coordinates?	How are these recorded?
Reinforce expected behaviour	To occur immediately, student to remain in home classroom. Class teacher to use affective	Classroom Teachers	

Action	When and how long?	Who coordinates?	How are these recorded?
	statement and positive priming to reinforce expected behaviours.		
Expectation clarity	This is to be completed immediately following the incident. Teacher use a scaffold of notify, impact, goal and expectation if the behaviour continues.	Duty teachers	Documentation on Sentral.
Past, present, future	Peer mediation, restorative circle or P3/P3/F3	All staff	Documentation on Sentral. Reflection Sheet P3/P3/F3
Executive Intervention	During lunch breaks for the duration of up to 15 minutes. Student work with executive staff regarding the incident and behaviour, complete a 'reset and reflect' sheet as well as make steps on how to repair the harm caused. Number of sessions determined by frequency and severity of behaviour.	Executive Staff	Documentation on Sentral. Reflect and reset Sheets completed as a conference with the student and kept on file. Times recorded on Sentral.
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.	Executive Staff	Documentation on Sentral.

Consultation

Consultation regarding our Behaviour Support and Management Plan will take place with members of our school community.

School Anti-bullying Plan

Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-Bullying WCPS 2025](#)

School Cyber-bullying Plan

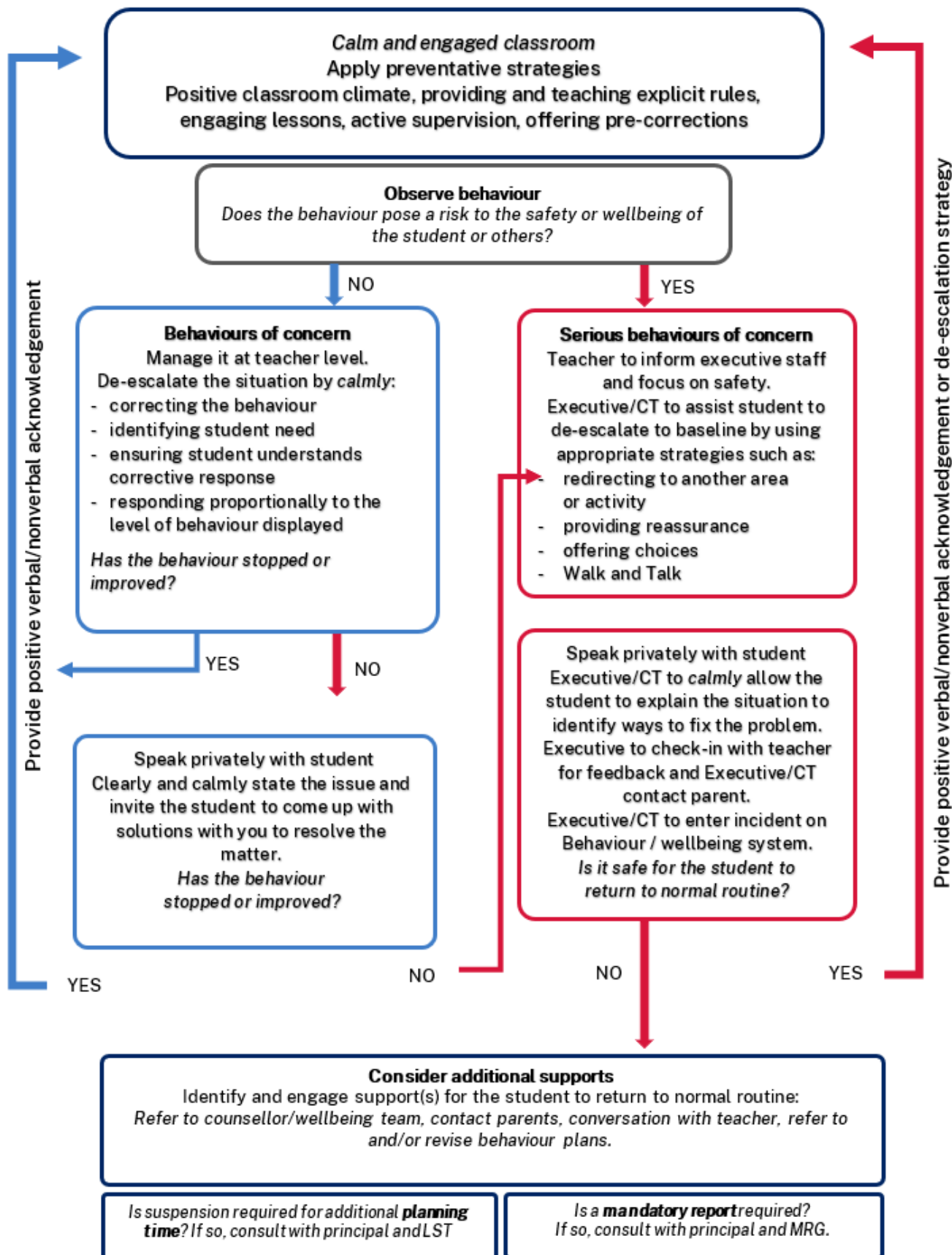
Refer to [Cyber Bulling WCPS 2025](#)

Reviewing dates

Last review date: Week 1, Term 1, 2025

Next review date: Week 1, Term 1 2026 – Changes to be implemented Day 1 of the following school year.

► **Appendix 1: Behaviour management flowchart**



Appendix 2: Bullying Response Flowchart

