

Westdale Public School Behaviour Support and Management Plan

Overview

Westdale Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Our goal is to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

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.

To achieve our mission, key programs prioritised and valued by the school community are:

- [Positive Behaviour for Learning](#) (PBL)
- Zones of Regulation (ZoR)
- Restorative Practice
- [Smiling Minds](#)

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Westdale 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

Westdale 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 Tell Them From Me surveys, school surveys, consulting with the local school community and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Westdale Public School will communicate these expectations to parents/carers through school social media 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

Westdale Public School has the following school-wide expectations and rules:

To be safe, proud and have high expectations.

Safe	Proud	High Expectations
Be resilient	Wear your school uniform	Be ready to learn
Follow instructions	Speak politely and use your manners	Be respectful
Move safely	Always do your best	Be helpful
Wear your school hat	Look after our school	Keep our school clean
Keep hands and feet to yourself		

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, cyber-bullying behaviour, mutual disagreements and isolated incidents.

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	The Positive Behaviour for Learning (PBL) program is an evidence-based framework that brings whole-school community to contribute to developing a positive, safe and supportive learning culture. It assists us to improve social, emotional, behaviour and academic outcomes for students.	All
Prevention	National Week of Action (NWA)	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August.	Staff, students 3 - 6
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying. This is integrated into all PD/H/PE programs and additionally, into PBL lessons annually.	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
Early Intervention / Targeted / Individual intervention	Targeted social skills groups https://www.peacefulkids.com.au/	Small group intervention to support and increase the coping strategies of students who are feeling anxious, stressed or who have poor resilience in a small group environment at school.	Individual students K – 6

Care Continuum	Strategy or Program	Details	Audience
Targeted / Individual intervention	<u>Learning and Support</u>	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / Individual intervention Whole School	<u>Attendance</u> support	The LST works closely with the Home School Liaison Officer (HSLO) to convene planning meetings with students, families and teachers to address barriers to improved attendance and set growth goals. PBL supports improved attendance through Attendance Reward days each term for students achieving 90% and above attendance.	Individual students, Whole School, LST, HSLO
Individual intervention	<u>Individual behaviour support planning</u>	This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans.	Individual students, parent/carer LAST, Executive
Whole school, Targeted / Individual Support	Interest Groups- Playground	The school offers a variety of supported areas for students to cater for all students. Lego Club, passive areas, board games, gardening, school gym, tech hub. SLSOs are employed to support students in these areas.	All staff
Prevention / Early intervention	Cultural and Resilience programs	Opportunity Hub and Centacare mentors lead small group programs for students identified as requiring cultural and/or self-esteem and/or resilience support.	Targeted students Years 3-6
Preventative, Early / Targeted and Individual Intervention	Restorative Practice	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations.	Staff, students K-6, families

Care Continuum	Strategy or Program	Details	Audience
Individual Intervention	Access to School Counsellor	Provides mental health support and counselling services for students facing academic, social, emotional challenges or family issues.	Student requiring support
Targeted Intervention	Leadership programs	These include Student Representative Council, Year 6 Leadership roles.	Years 2-6

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. See Appendix 1.

Westdale 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 School Bytes. These include:

Classroom	Non-classroom setting
• rule reminder • re-direct • offer choice • error correction • prompts • reteach • seat change • stay in at break to complete work • time to reflect or restorative practices • communication with parent/carer.	• rule reminder • re-direct • offer choice • error correction • prompts • reteach • play or playground re-direction • walk with teacher • time to reflect and restorative practices • communication with parent/carer.

Westdale Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. PBL strategies used daily by teachers 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.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
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.	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 School Bytes and contact parent/carer by phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught (PBL) 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).	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 weekly school assemblies.	Teacher contacts parents by phone or via a meeting, 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, 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, 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.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Time 2 Reflect – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next lunch or recess break	Deputy Principal	Documented in School Bytes
Alternate play plan/Monitoring – withdrawal from free choice play and re-allocation to office, classroom or specified playground area 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 (detention)	Next break	Deputy Principal	Documented in School Bytes
Restorative practice – peer mediation or circles in groups	Scheduled for either lunch or recess break	Deputy Principal, Classroom Teacher	Documented in School Bytes
Suspension Resolution Meetings	After suspension, typically 30 minutes	Deputy Principal, Classroom Teacher	Documented in School Bytes Meetings

Review dates

Last review date: 18th December, Term 4, 2024

Next review date: Term 4 2025

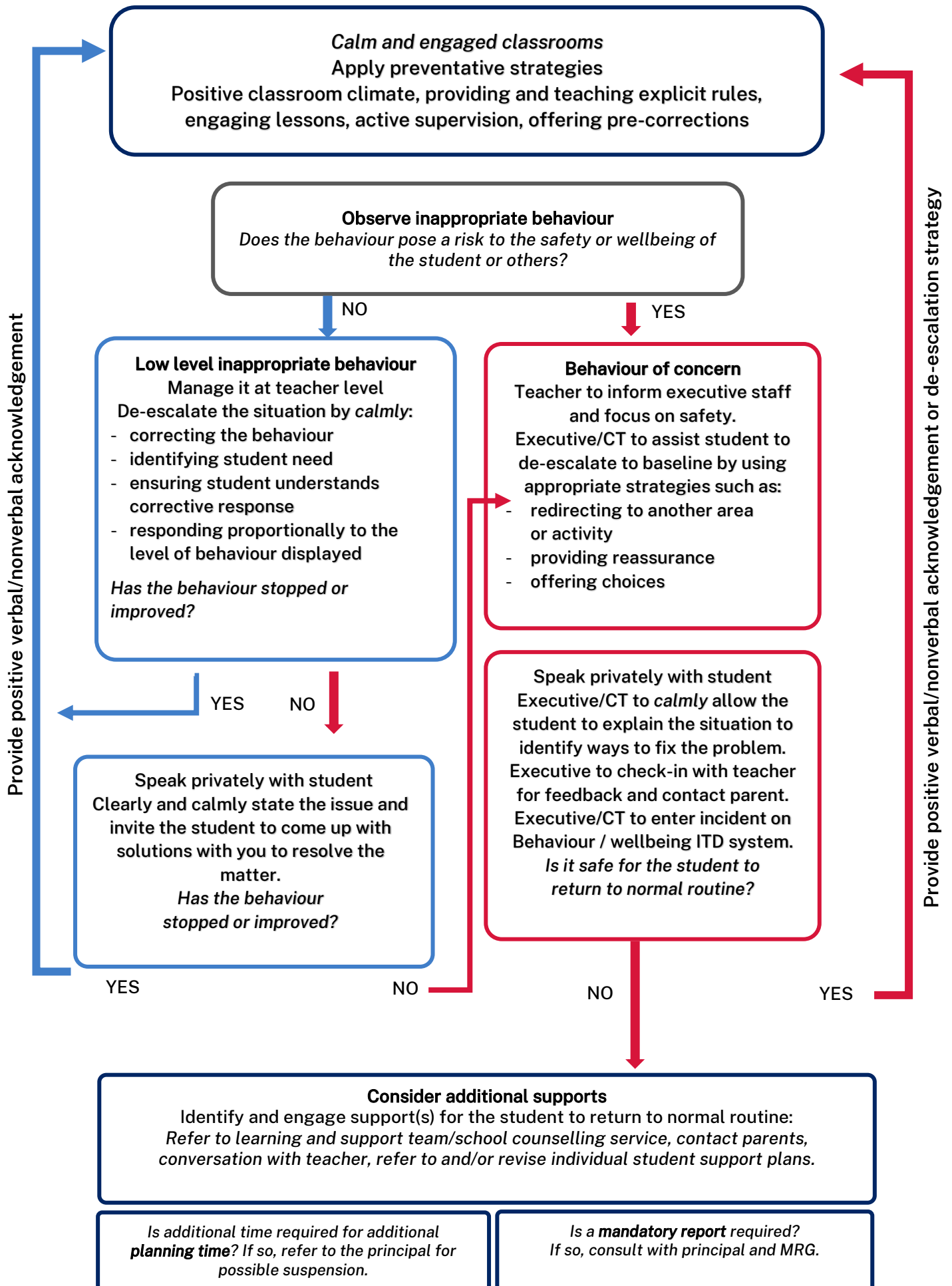
Appendix 1: Behaviour management flowchart

Appendix 2: Bullying Response Flowchart

Appendix 3: Behaviour Consistency Guide

Appendix 4: Behaviour Flowchart- Behaviours listed.

Appendix 5: Awards System



Bullying Response Flowchart

The following flowchart explains the actions Westdale Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.



Westdale Public School Behaviour Consistency Guide

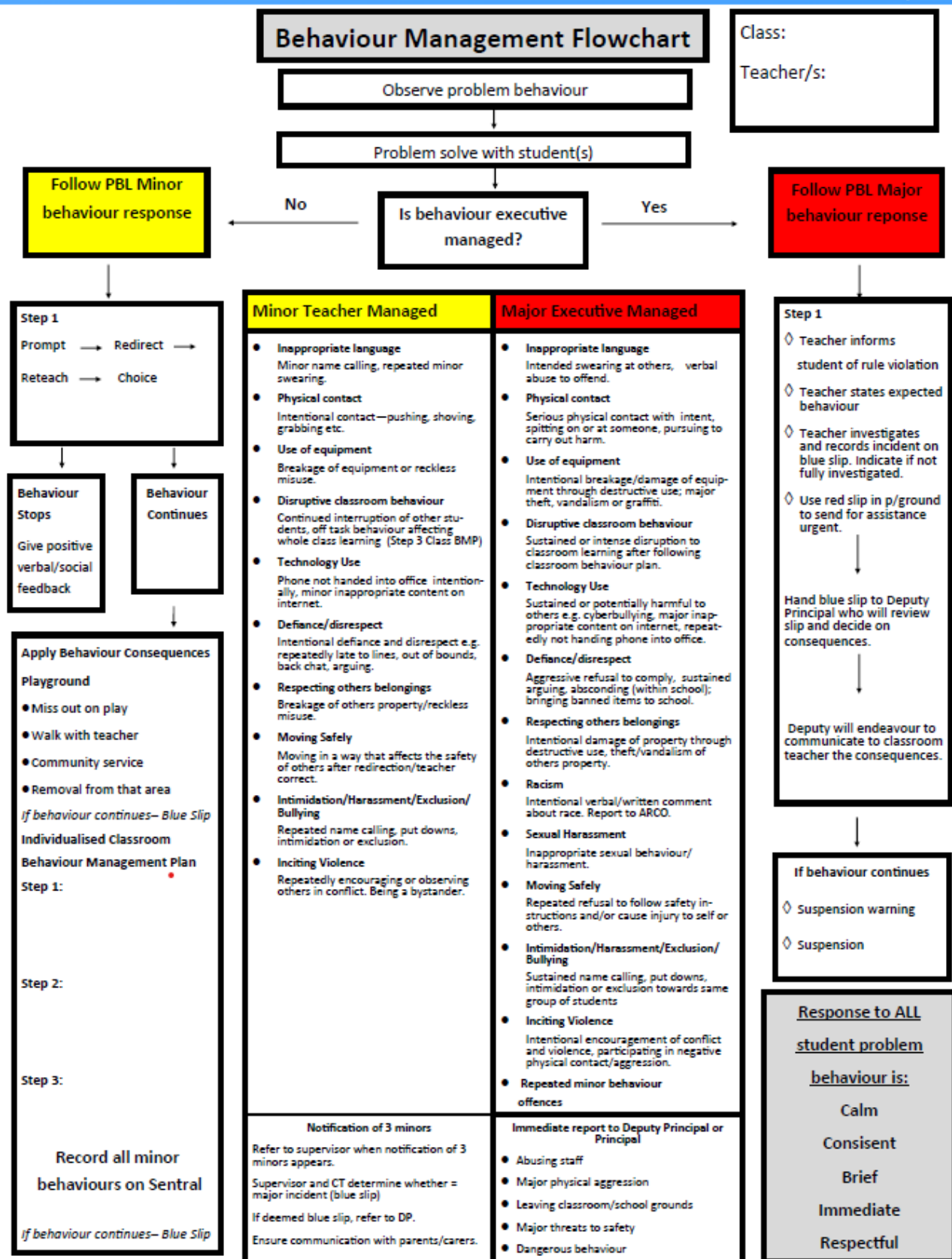
Response to ALL student problem behaviour is: calm, consistent, brief, immediate, respectful and private.

◆ Expected behaviour (Praise) ◆ Teacher to correct ◆ Sentral Record (Minor) ◆ Sentral Record (Major)

Inappropriate language Speak kindly and respectfully to others. Swearing as an exclamation. Isolated minor swearing without intent. Minor name calling. Repeated minor swearing. Intended swearing at others. Verbal abuse to offend.	Physical Contact Keep hands and feet to yourself. Minor contact – mucking around, minor pushing. Intentional contact – Pushing, shoving, grabbing. Serious physical contact with intent. Spitting on or at someone. Hitting/kicking with intent to harm. Pursuing to carry out harm.	Use of Equipment Use equipment safely and respectfully. Careless use or accidental breakage of property. Breakage of equipment or reckless misuse. Intentional breakage or damage of equipment through destructive use. Major theft, vandalism or graffiti.
Disruptive classroom behaviour Be ready to learn. Allow others to learn. Off task behaviour affecting the learning of others. Continued interruption of other students. Off task behaviour affecting whole class learning. (Step 3 Behaviour Management Plan) Sustained or intense disruption to classroom learning after following classroom behaviour plan.	Technology Use Use technology safely and respectfully. Careless or accidental misuse of technology – Isolated incident. Phone not handed in to office intentionally. Minor inappropriate content on internet. Sustained or potentially harmful to others e.g. cyberbullying, major inappropriate content on internet, repeatedly not handing phone into office.	Defiance/Disrespect Follow instructions and be respectful. Slow to comply. Needs reminding to follow instructions. Intentional defiance and disrespect e.g. Repeatedly late to lines and/or out of bounds, arguing, backchat. Aggressive refusal to comply, sustained arguing, absconding (within school). Bringing banned items to school.
Respecting others belongings Be respectful of the property of others. Unintentional breakage/loss of others property – Isolated incident. Breakage of others property/reckless misuse. Intentional breakage or damage of property through destructive use. Theft/Vandalism of others property.	Racism Intentional verbal/written comments about race. Racism to be reported through ARCO.	Moving safely Move safely. Walk, walk, walk! Moving inappropriately in classroom/playground. Moving in a way that affects the safety of others after redirection/teacher correct. Repeated refusal to follow safety instructions and/or caused injury to self or others.
	Sexual Harassment Inappropriate sexual behaviour/harassment.	
Intimidation/Harassment/Exclusion (Bullying) Be kind and friendly to others. Isolated name calling, put downs, intimidation or exclusion. Repeated name calling, put downs, intimidation or exclusion. Sustained name calling, put downs, intimidation or exclusion.	Inciting Violence Be an upstander, not a bystander. Encouraging others in conflict – Isolated incident Repeatedly encouraging or observing others in conflict. Being a bystander. Intentional encouragement of conflict and violence. Participating in negative physical contact/aggression.	

Westdale PUBLIC SCHOOL

*We are **Safe**, **Proud** and
have **High Expectations***





AWARDS SYSTEM



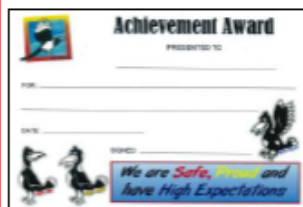
Coloured Awards

Coloured Awards are presented to students throughout the week by teachers for a multitude of reasons. PBL Awards are also used in Values.

All students will receive a Coloured Award for:

- ✓ Completing Homework
- ✓ Home Reading (x10 for Infants and x20 for Primary)
- ✓ Word Walls (Kindergarten)
- ✓ UNSW Competition Participation

Achievement Awards



Two students from each class receive an Achievement Award at Assembly.

All students will receive an Achievement Award for:

- ✓ Trading of 3 Coloured Awards
- ✓ Representing WPS e.g. Choir or Band performance, Debating, Tamworth Eisteddfod, Dance Festival, CAPERS, Kmart Wishing Tree, Anzac Day March, PSSA Trials, PSSA Knockout, Peel Schools' Carnival, Zone Athletics Carnival, Zone Swimming Carnival and Zone Cross Country.

Awards also equal to an Achievement Award

- ✓ Intensive Swimming
- ✓ UNSW Competition Credit

One student from each class will receive a PBL Achievement Award relating to the PBL focus for the week/fortnight.

Special Awards



Two Special Awards are presented each Assembly for 'Student of the Week'.

All students will receive a Special Award for:

- ✓ Trading 5 Achievement Awards
- ✓ Representing North-West in Sport, Creative and Performing Arts, Public Speaking etc.

Awards also equal to Special Award:

- ✓ NAIDOC Day
- ✓ Education Week
- ✓ Presentation Day
- ✓ UNSW Competition Distinction and High Distinction