

Wideview School Behaviour Support and Management Plan

Overview

Wideview Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are positive behaviour incentives, small group learning opportunities, an extensive variety of extra-curricular groups, buddy groups and wellbeing programs such as Zones of Regulation and UR Strong Friendology.

Promoting and reinforcing positive student behaviour and school-wide expectations

The key program prioritised and valued by the school community is the research-based approach to student behaviour management called Positive Behaviour for Engaging Learning (PBEL). PBEL provides students and staff at Wideview Public School with a positive and proactive system for defining, teaching and supporting appropriate student behaviours. PBEL replaces 'rules' with 'expectations'. These expectations are applied across all school environments.

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

- Respect
- Responsibility
- Pride

Wideview Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

Tier 1 Universal prevention: school-wide and classroom systems for all students, staff and settings aimed at promoting and supporting positive behaviours.

Tier 2 Targeted interventions: small group systems for students at-risk behaviourally and academically.

Tier 3 Intensive interventions: systems for students with high-risk behaviour and/or learning needs.

Preventative strategies are proactive and encourage students to be on-task and motivated to engage in their learning. Some strategies below, yet not limited to:

- creating and maintaining a positive classroom climate
 - explicitly teaching students rules and routines to remain safe
 - reminding students of school expectations and values
 - all staff regularly participating in professional learning to ensure a consistent language and approach to learning and positive behaviour.
- Bluey System – a reward system that recognises students’ positive approach to learning and student citizenship. Students are encouraged to collect ‘blueys’ to reach increasing increments each year. A badge is presented to each student who collects 80 blueys in a calendar year.
 - Student Voice and Student Leadership – At Wideview, students have varying opportunities to participate in interest groups and when in Stage 3, students are encouraged and supported to stand for leadership positions.
 - Sentral – Sentral is a school organisational tool which allows for staff to record positive incidences of student behaviour and excellence.

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

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBEL Focus conversations each week at stage assemblies	Each week at stage assemblies, students are told what the focus for the week, fortnight or month is in relation to Positive Behaviour for Engaging Learning. The focus is taken from analysing the PBEL data each month.	Students K-6

Care Continuum	Strategy or Program	Details	Audience
Prevention	Buddy Groups	Buddy Groups are led by our Year 6 students and run once a week for 6 consecutive weeks in a calendar year. Buddy Groups are comprised of mixed groups of students K-6. Topics of discussion are focused on peer relationships, care for peers, games and activities and social skill building.	Students K-6
Prevention	Transition programs	A comprehensive Pre school to Kindergarten and Year 6 to Year 7 transition program is in place for students as well as new students entering the school (they are given a buddy) and transition programs between grades eg Year 2-3 and 4-5 also take place to help support transitions between stages.	Prevention
Prevention	Zones of Regulation	The Zones of Regulation is a framework and curriculum that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This curriculum provides us an easy way to think and talk about how we feel on the inside and sort these feelings into four coloured Zones, all of which are expected in life.	Individual students, families, staff
Prevention Early Intervention	Lunch Time SRC Games Club / Library morning and lunch sessions	Under teacher supervision, students can join the SRC Games Club with their peers or on their own to play a range of supervised quiet collaborative games during lunch time in a small group setting away from the playground. The library also has a range of boardgames for students to play.	Students K-6
Prevention	Kinder Buddies	A Kindergarten transition to the school program where Year 6 students support Kindergarten students on the playground for the first few weeks of school. Our program naturally progresses into strong connections that last a child's whole school journey.	Kindergarten and Year 6
Early Intervention	URStrong - Friendology Program	The Friendology program is explicitly taught in Semester 2 of each year. The program focuses on supporting students with building and maintaining positive friendships. Students are given tools to use to support healthy and unhealthy relationships. Large posters are displayed in playground spaces.	Whole school
Targeted intervention Learning and Support	Targeted intervention Learning and Support	The Learning and Support team work with teachers, students and families to support those students who require personalised learning and support. Including instructional leadership, development of risk assessments and the development of short- and long-term goals.	Individual students, families, staff

Care Continuum	Strategy or Program	Details	Audience
Individual Intervention	Adjustment Documents	Each class teacher keeps a record of students needing extra adjustments to meet curriculum and behavioural needs. This is shared with specialist staff and parents so each child's needs can be catered for in a personalised and collaborative manner.	Whole Class Individual Staff

Prevention Calm Cove Calm Cove was created at the beginning of 2025. This is an indoor space open to students K-6 every lunchtime. Students play puzzles, draw and enjoy playing other games with their friends with teacher supervision.

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Teacher Support – Behaviour Management Strategies	Daily – at point in time of minor incident or at a break for further support to student behaviour.	Teacher	Teachers record minor to major incidents through Sentral or in teacher class record system
Executive Support – Planning Room	Daily – 2 nd half of lunch (25min) Executive use Restorative Justice Questions as a framework to support student/students work through incident or concern and together student/s and executive member discuss and create plans for positive change/improvement.	Executive Team	Teachers record incidents on Sentral and Executive record Planning Room details on Sentral.
Catch Up on the Couch	At point in time for support to student need for advice or support. An informal opportunity for students to share their concerns or seek support.	Principal - Student request or Principal suggestion	Principal informs teacher and parent if needed
Learning Support Reflection Space	Daily – at point in time of minor to major incident or at a break for further support. The Learning Support Coordinator uses restorative justice questions as a framework to support student/students work through incident or concern.	Learning Support Coordinator	Learning Support Coordinator records minor to major incidents through Sentral, informs teacher and AP and parent if needed



Partnership with parents/carers

Wideview Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies through written and verbal consultation.

Wideview Public School will communicate these expectations to parents/carers through written and verbal communications, parent/teacher information sessions and interviews.

School Anti-bullying Plan

Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

Reviewing dates

Last review date: Monday 28 May 2025

Next review date: School Development Days - Term 1 2026