

Wingello Public School Behaviour Support and Management Plan

Overview

Wingello 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 Restorative Practices.

Promoting and reinforcing positive student behaviour and school-wide expectations

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

- We are here to learn.
- We are becoming our best selves.
- We coach and support each other.
- Our voices matter.
- Our behaviour has an impact.

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

Our informal strategies include:

- Affective statements – We include feeling words in language to address low level yet high frequency behaviours
- Affective interactions – We quickly take 1 on 1 responses to poor behaviour choices from past, through present and into the future.
- Small impromptu conferences – we use Restorative Questions to solve problems amongst and between groups.

Our formal strategies include:

- Small group conferences – scheduled and more formal with a written breakdown of past, present and future actions. We use Restorative Questions to solve problems amongst and between groups.
- Large groups – We run regular circles in class to check-in, check out, prepare, respond and to deliver content of all kinds.
- Whole school growth circles – we assign a growth coach/mentor to run regular across school K-6 circles to check in, check out and deliver content of all kinds.

- Formal conferencing – An executive on staff will hold a formal conference for the most serious, high impact behaviours and ongoing problems.

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](#).

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	Growth Circles	K-6 groups are formed with a growth coach and meet regularly during the school week to check in, check out and deliver content of all kinds.	All students and staff
Early intervention	Affective Statements	Affective language is used widely to address low level behaviours.	All staff
Early intervention	Affective Interactions	A 1-on-1 response is taken to address poor behaviour choices and redirect the student.	All staff
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 ACP&I leadership, development of risk assessments and the development of learning goals.	Individual students, staff and families
Targeted intervention	Wellbeing Facilitator	The role of the Wellbeing Facilitator is to support, guide and nurture student wellbeing across the school cohort in the classroom and the playground. The Wellbeing Facilitator liaises with parents, carers, teachers and external support where needed.	Individual students, staff and families, small groups as needed
Targeted intervention	Care and safety plan	Students identified as needing support to feel safe and comfortable as a result of an incident.	Student Teacher Parents/carers
Individual intervention	Check in, Check out	Students identified as needing individual support with emerging behaviour issues are supported with an individual plan to check in and check out with their growth coach. These plans are developmentally appropriate for the child in terms of	Student Growth coach Class Teacher

Care Continuum	Strategy or Program	Details	Audience
		goals, regularity and timeframe.	
Individual intervention	Behaviour support plan	Students identified as needing ongoing individual support with behaviour issues are supported with an individual plan targeted at their specific needs.	Student Teacher Parents/carer

Detention, reflection and restorative practices

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

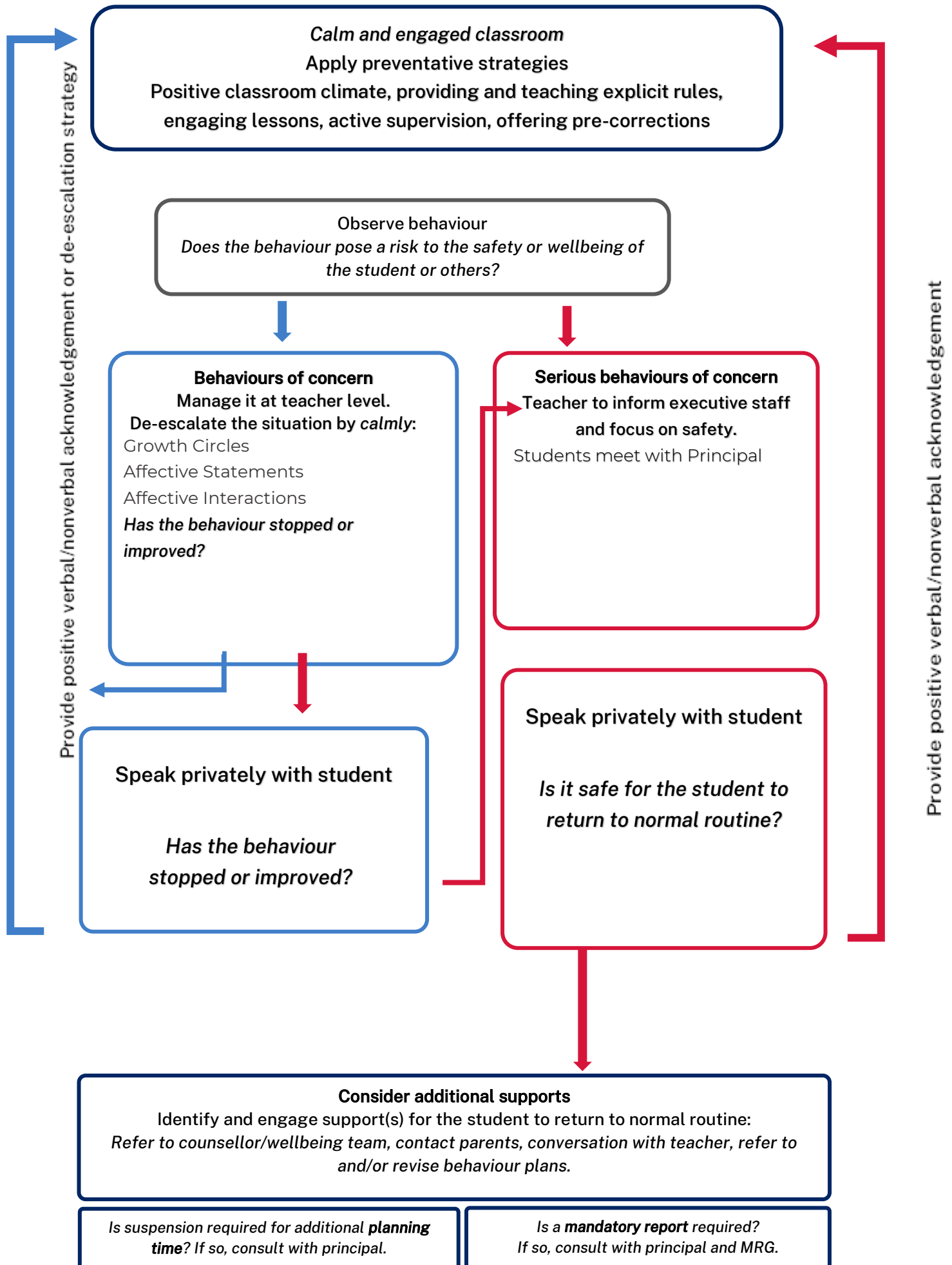
Action	When and how long?	Who coordinates?	How are these recorded?
Affective interactions	As needed 2-3 minutes	Teacher	SchoolBytes
Small impromptu conferences	8-10 mins when problems arise between and amongst small groups	Teacher	SchoolBytes
Check In, Check Out	Dependant on the individual child's needs	Classroom teacher and growth coach	Student recording sheet, LST meeting and SchoolBytes
Reflection Time	For the most serious, high impact behaviours	An executive	Informally on Reflection template and formally in SchoolBytes

Partnership with parents/carers

Wingello Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by hosting parent focus groups, conducting surveys and regular communication.

Wingello Public School will communicate these expectations to parents/carers through school newsletters, class teacher messages in Seesaw, school signage and social media platforms.

Appendix 1: Behaviour management flowchart



School Anti-bullying Plan

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

Reviewing dates

Last review date: 14/02/2025

Next review date: July 5, 2025

Appendix 2: Bullying Response Flowchart

