

Wingham Public School

Behaviour Support and Management Plan



Overview

Wingham 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 for Learning underpinned by our school values 'Respect, Cooperation and Responsibility'. We implement the Grow Your Mind Program and the Resilience Donut to assist staff and parents with emerging behaviours.

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
- Grow Your Mind
- Peer Assisted Leaders

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

Wingham 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

Wingham 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 P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Wingham Public School will communicate these expectations to parents/carers through the school newsletter, social media platform, School Bytes and the 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.

Promoting and reinforcing positive student behaviour and school-wide expectations

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

To be respectful, co-operative and responsible learners

Respect	Co-operation	Responsibility
Be fair	Follow instructions	Be your best
Be kind	Let others learn and work	Own your behaviour
Be polite	Be a good teammate	Make right choices
Leave other people's property alone	Right place, right time	Be safe

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 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	Grow Your Mind	Grow Your Mind is a social-emotional learning program. We want to arm ALL students, staff and families with the knowledge about what mental health is and the key skills essential for supporting it.	K-6 Students
Prevention	National Day of Action (NDA)	Our school participates in the annual NDA against bullying and violence in August each year.	
Prevention	Whole School Merit and Reward System	Weekly classroom awards given to two students in each class across the school to recognise their contributions to learning and/or school expectations	K-6 Students
Prevention	Classroom/ Playground Rewards	Staff maintain Lofty rewards as part of PBL system	
Prevention	Child Protection	Teaching child protection education is a mandatory part of the syllabus	All
Prevention/ Early Intervention	Australian e-Safety Commissioner Toolkit for schools	The resources are categorised into four elements. Prepare, Engage, Educate and Respond. The resources are used to engage the school community about creating and maintaining safe online environments	
Early Intervention	PBL Tier 1	Positive Behaviour for Learning (PBL) Tier 1 Schoolwide playground and classroom	Whole school

Care Continuum	Strategy or Program	Details	Audience
		systems of support that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture.	
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 behaviour goals	Individual students, families, staff
Targeted / individual intervention	Attendance Support	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance co-ordinator
Individual Intervention	Kids Club	Kids Club provides individual students respite and a safe place to play at lunchtimes.	Students K-6
Targeted Intervention	Tier 2 support	Solutions Room provides opportunities for mediation between students and social emotional skill development. Reflective conversations are embedded for restorative practices.	Students K-6
Individual intervention	Individual Behaviour Support Planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP

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

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.

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. See Appendix 1

- **Teacher managed** – low level (Minor) inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – (Major) behaviour of concern is managed by school executive.

Corrective responses are recorded on Behaviour / wellbeing ITD system. These include:

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

Wingham Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning is 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 (Lofty's) 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 ITD 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 (Grow Your Mind) weekly.	4. Teacher records on Behaviour / wellbeing ITD 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-	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

	racism contact officer (ARCO) or anti-bullying co-ordinator.	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 email 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.

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?
Classroom Behaviour System	Used daily in all classrooms to provide visual monitoring of student behaviour. Students are provided with two warnings before moved to Timeout in the classroom	Classroom teachers	School Bytes
Classroom/ Playground timeout	Implemented by teachers in classroom or playground setting where there have already been two warnings around the students' behaviour. Timeout is between 10-15 mins at teacher discretion. Teacher discusses students' behaviour through reflective conversations.	Classroom teachers	School Bytes
Buddy Class	Students are provided time in a buddy class where their behaviours have continued beyond Timeout within the	Classroom teachers	School Bytes

Action	When and how long?	Who coordinates?	How are these recorded?
	same day. Class teacher or teacher in buddying class will mediate with the student through reflective conversation around their behaviours.		
PALS (Playground)	Peer mediation within the playground.	Assistant Principal	
Solutions Room	A structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection) for 1,2 or 3 lunchtimes.	Executive	School Bytes
Major Behaviour Incidents	The result of severe behaviour is at the discretion of the Principal and will involve a resolution meeting with the student and parent/carers to develop strategies to support reengagement for the student. This behaviour may result in a formal caution or immediate suspension.	Principal	School Bytes

Review dates

Last review date: 10th February 2025

Next review date: 24th June 2025

Student Behaviour Management Process

Appendix 1

Minor Behaviour Response Teacher Managed

Bump 1

Prompt

Corrective verbal/gesture reminder (proximity, signal, non verbal cue, ignore, attend, praise)

Bump 2

Redirect - restate the expected behaviour (*refer to PBL matrix*) "We're all listening, you need to make a good choice".

Bump 3

Reteach- Tell, show, practice, acknowledge

Bump 4

Choice- Teacher to state desired behaviour vs consequence

Bump 5

Consequence Classroom
Temporary removal from activity, keep in to complete/redo task, alteration of activity, time-out in room, timeout in buddy class, notification to parents
Playground- miss play, walk with teacher, pick up papers, loss of privilege. **Conference must follow all consequences**

Staff to enter minor incident into School Bytes within 24hrs

Observe Problem Behaviour

Is behaviour Minor or a Major?

Minor Teacher managed Respect

- Non-compliance
- Disruptive behaviour
- Rude gestures
- Inappropriate/incidental written or verbal language
- Equipment misuse
- Littering

Co-operation

- Rough play
- Physical contact
- Wrong place/ wrong time
- Poor Sportsmanship

Responsibility

- Out of bounds
- Phone not handed in
- No hat/ uniform
- Incomplete classwork without reasonable cause
- Lying

Major Executive managed Respect

- Serious/inciting physical contact
- Intentional property damage
- Abusive language at others
- Harassment/bullying
- Racism

Co-operation

- Consistent, repeated minor behaviours

Responsibility

- Absconding

NB

Students with personalised Behaviour Management Plans/Risk Management Plans may require minor adjustments to these procedures through consultation with executive and LST.

Positive acknowledgement

- ☐ Adult attention
- ☐ Lofty Rewards
- ☐ Merit Cards
- ☐ Specific Positive feedback- eg you made a good choice by....

Restorative Chat Questions

Private, calm, positive

- ☐ Why are we having this conversation?
- ☐ Are you being Respectful being Responsible, being Co-operative
- ☐ What should you be doing?
- ☐ How will you do this?
- ☐ Can I help you to do this?
- ☐ How can I do things differently?

Major Behaviour Response Executive Managed

Bump 1

Teacher state expected behaviour
Send for executive.

Bump 2

Executive enter class/playground calmly, co-regulate teacher and students. Help teacher get students back on track using least intrusive interventions.
Executive leaves room/playground.
Referral to solution room.
Complete incident in School Bytes.

Bump 3

Enter class/playground calmly, co-regulate teacher and students. Determine whether to take student for a walk or take class/supervise playground for teacher to have restorative chat with student-only if teacher is calm. Referral to Solutions Room

Bump 4

Executive enters class/playground and removes student.
Evacuation may occur
Referral to Solutions Room

Bump 5

Consequences for Classroom/ Playground;
formal warning, suspension
Referral to Principal

Executive informs parent/guardian

Appendix 2: Bullying Response Flowchart (Optional)

