



Winmalee Public School - School Behaviour Support and Management Plan

Overview

At Winmalee Public School, nestled in the heart of the Blue Mountains, we are dedicated to fostering a sense of belonging, connection, and ambition for every student. We nurture a supportive and inclusive environment where wellbeing is prioritised, positive behaviour is modelled, and all children are encouraged to reach their highest potential.

Student wellbeing is at the heart of everything we do. We are committed to fostering an environment where students feel safe, respected, and valued. This commitment is supported through our involvement in the Positive Behaviour for Learning (PBL) program, which focuses on promoting positive behaviours and creating a nurturing school culture.

Our core values—Safe, Respectful Learners—serve as the foundation of our school culture. These values guide student interactions, behaviour, and relationships with peers and staff. The PBL framework is embedded across all school practices, ensuring a consistent approach to behaviour management and the promotion of respectful and safe learning environments. Students are encouraged to take responsibility for their actions and are provided with the tools to make positive choices in their learning and social interactions.

Through PBL, we actively promote a culture of respect, responsibility, and resilience, which enables students to engage in their learning with confidence and enthusiasm. Our approach to wellbeing also includes a focus on mental health, mindfulness, and building emotional resilience, ensuring that students are equipped to manage challenges both inside and outside the classroom.

Partnership with parents and carers

Winmalee Public School is deeply embedded in the local community and has established strong partnerships with local organisations and families. The school's vision is to nurture well-rounded students who demonstrate resilience, creativity, and a love of learning. Our community's aspirations are reflected in our ongoing commitment to fostering academic excellence, supporting student wellbeing, and creating an inclusive and respectful environment.

The school enjoys strong and increasing participation from families through the P&C group, which meets monthly and organises various fundraising activities to support student wellbeing initiatives. These efforts are critical in helping the school meet the diverse needs of its student body.

We partner with parents and carers in establishing expectations for engagement in developing and implementing student behaviour management and anti-bullying strategies, by:

- inviting parent/carers and student feedback through formal and informal means, such as Parent and Student Forums, 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.



Our school community receives regular communication through Sentral, School Bytes, Facebook, 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.

School-wide expectations and rules

To be safe, respectful learners.

SAFE	RESPECTFUL	LEARNER
We walk around the school	We speak politely to our peers and teachers	We listen actively
We use equipment carefully,, safely and appropriately	We respect the ideas of others, their contributions and beliefs	We try our best
Keep our hands and feet to ourselves	We treat the environment respectfully	We cooperate with others
	We are kind and value others	

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-2006-03 16/pd-2006-03 16-01>. 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 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	Positive Behaviour for Learning	Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole -school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.	All
Prevention	Personal Development /Health Curriculum	Explicit teaching of social and emotional skills through our PD/H syllabus. One effective approach is utilising circle time pedagogy. Our PBL expectations are embedded in these programs	All
Prevention	PAX Good Behaviour Game	PAX Good Behaviour Game (PAX GBG) consists of evidence -based strategies used daily by teachers to teach self -regulation, reduce impulsivity, increase focus and strengthen peer networks.	All
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention	Breakfast Club	The School Breakfast Club program seeks to address the impact disadvantage can have on education outcomes by offering free and healthy food for students that opt in. It promotes and strengthens students' sense of belonging by providing a place to meet with peers.	Students K - 6
Prevention	Peer Group Days	Empowers students to build positive relationships, develop social and emotional skills and contributes to a positive school culture.	Students K - 6
Prevention	Buddy Program	Assist the younger students in their first year of schooling and ease their transition. Building a unique relationship and link between the incoming students and the students in the last year of their schooling. While offering our older buddies a learning experience by being leaders, teachers, and mentors. Promoting feelings of connectedness that enable younger buddies to bond more closely with their school.	Kindergarten and Year 6
Prevention	Smiling Mind	An evidence-based program designed to support social and emotional skills development in children and overall mental	All





Care Continuum	Strategy or Program	Details	Audience
		health through meditation and mindfulness practices.	
Early intervention	Structured Play	Lunch time organised and guided social interactions among students to develop social skills and improve specific behavioural skills. This space is designed to create a structured environment where students can practice and reinforce targeted behaviours while engaging in play activities. Year 5 students and teachers lead and guide the play by providing instructions, modelling appropriate behaviours, providing prompts or cues, and offering feedback and reinforcement to support students.	Individual students, targeted students and any interested students.
Targeted 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 intervention	Attendance support	Positive promotion and celebration of attendance. Tracking, monitoring and meeting with students, families and teachers to address barriers, provide support and set growth goals.	All Identified students
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, AP

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

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 will actively respond to student bullying behaviour.

Our 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. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

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.

Positive Behaviour Recognition

Winmalee Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. PBL provides evidence-based 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.

Winmalee Public School staff use the PBL framework to establish positive expectations.

- Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies.
- Students are also recognised by their peers when exhibiting these positive behaviours and receive postcards from our school mascot.
- 'Caught you being good tickets' are handed out frequently to those 'caught' modelling our PBL expectations.

Preventing and responding to behaviours of concern

Winmalee 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.

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 will 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. Proactive strategies are listed in the table below.
- **Executive managed** – behaviour of concern is managed by school executive staff; these are highlighted in blue in the table below.
- Behaviours of concern and responses are recorded on Sentral.

Proactive Strategies	
• seating plans • visual timetables • quality teaching • routines • PBL expectations • close proximity • model positive behaviour • acknowledge positive behaviour • same eye level • non-verbal cues • Reminder of expected behaviour • firm and positive directives • short directions • re-direct • offer choice	• error correction • prompts • reteach • defusion • deflection • seat change • follow through with consequences • stay in at break to discuss/ complete work • play or playground re-direction (on playground) • walk with teacher (on playground) • conference • detention, reflection and restorative practices • communication with parent/carer.





Winmalee Public School Behaviour Management Flowchart

"In the Winmalee Public School community, we teach behaviour as vigorously as academics. This means everyone, everywhere, every time"

				Step 4 Extreme		
				Step 3 Major	Send Red Card to Executive or Principal.	
				Step 2 Moderate	Sent to Executive	COMPLETE EXTREME BEHAVIOUR REFERRAL FOR: - Abusive language/ profanity - Absconding/ fractional truancy - Property destruction - Criminal behaviour - Repeated major behaviour - Violence - Persistent non-compliance - Using objects to cause injury to others or self - Cyberbullying - Making credible threats WHEN EXTREME BEHAVIOUR OCCURS: - Executive contacts parents to discuss behaviour, appropriate consequences and supportive behaviour modification strategies. - Suspension or temporary alternate class placement. - Principal consulted. - Incident entered on Sentral by reporting teacher.
				Step 1 Teacher Managed	Conference with student and enter referral into Sentral	COMPLETE MAJOR BEHAVIOUR REFERRAL FOR: - Aggressive language - Persistent failure to follow instructions - Persistent disruption to routine - Persistent off-task behaviour - Repeated non-compliance - Aggressive behaviour - Theft - Absconding from school grounds - Bullying/harassment - Damaging school / other property - Out of bounds repeatedly WHEN MAJOR BEHAVIOUR OCCURS: - Time-in with Executive. - Executive to call parents. - Incident entered on Sentral by reporting teacher. - Refer to possible actions in Step 1. IF MAJOR BEHAVIOUR REPEATS MOVE to STEP 4.
Step 0	Re-teach, then provide choice.	COMPLETE MODERATE BEHAVIOUR REFERRAL FOR: - Insolent or impolite language - Mild disruption - Out of bounds - Non-compliance/back chatting - Inappropriate physical contact - Not following rules of the game - Throwing objects with intent to hurt or disrupt - Repeatedly late to lines - Disrespecting others - Teasing/bullying - Minor property damage WHEN MODERATE BEHAVIOUR OCCURS: - Time-in with Executive. - Class teacher to call parents. - Incident entered on Sentral by reporting teacher. - Refer to possible actions in Step 1. IF MODERATE BEHAVIOUR REPEATS AFTER THIS POINT, MOVE TO STEP 3.				
Proactive Strategies	Re-teach: State and demonstrate the desired PBL matrix behaviour. Have the student demonstrate and provide immediate feedback.					
Expectations	IF THIS DOES NOT WORK, THEN:					
Organisations	Provide Choice: Re-engage or have logical consequences applied.					
Teacher Actions	Possible Actions:					
regular PBL lessons referring to the matrix	proactive strategies					
seating plans	verbal warning					
visual timetables	time out					
quality teaching	not recorded on Sentral					
routines	if persistent, record in Sentral behaviour/well-being tracking					
PBL expectations						
close proximity						
model positive behaviour						
acknowledge positive behaviour						
same eye level						
non-verbal cues						
firm and positive directives						
short directions						
follow through with consequences						

Individualised Strategies	Teacher /Parent Contact
Responses to behaviours of concern	
Executive /Class Teacher 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.	Teacher contacts parents by phone or email may be discussed.
Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive/principal may consider further action e.g., formal caution or suspension.	Parent/carer contact is made when a range of corrective responses have not been successful. The school executive seek to discuss any support and behaviour responses that may be required, including individual planning and referral to Learning Support Team, school counsellor, outside agencies or Team Around a School.





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.	
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Responses to serious behaviours of concern

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 the 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](#).

Detention, reflection and restorative practices

[Include information about food and toilet breaks and the maximum length of time appropriate to the age/developmental level of the student]

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection and Restoration structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection	Next day at either lunch or recess break	Assistant Principal	Documented in Sentral and in Learning and Support Teams





Strategy	When and how long?	Who coordinates?	How are these recorded?
could take place in AP office or classroom). • <u>Circles</u> in groups. • Utilise SLSO time to provide alternative activities and support.			
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 (detention)	Next break	Assistant Principal	Documented in Sentral and/or in Learning and Support Teams

Review dates

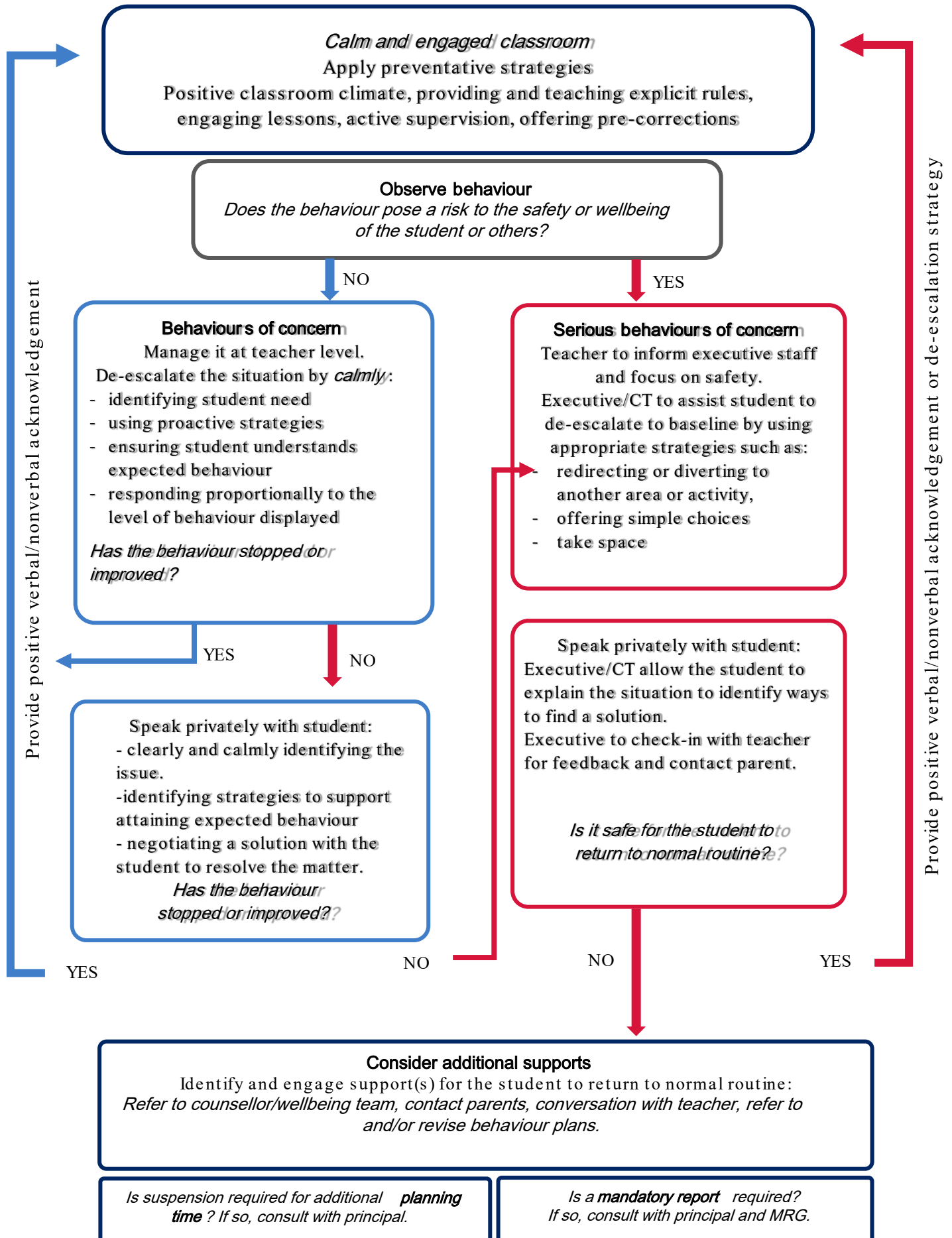
Last review date: Day 1, Term 4, 2024

Next review date: Day 1, Term 4, 2025





Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart

