

WHPS School Behaviour Support and Management Plan

Overview

Winston Heights Public School is committed to explicitly teaching and modelling positive behaviour and supporting the learning and wellbeing of all students.

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

Principles of positive behaviour support, 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.

Our school prioritises social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Winston Heights 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 learning environment.

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.

Partnership with parents and carers

Winston Heights Public School partners 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 and consulting with the P & C.

using concerns raised through complaints procedures to review school systems, data and practices.

Winston Heights Public School will communicate these expectations to parents/carers through the school newsletter, school website, WHPS Welcome Pack for new families, parent information sessions and parent/teacher meetings. 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

Winston Heights PS is a Positive Behaviour for Learning (PBL) school, with the following school-wide expectations:

Safe	Respectful	Responsible
Move safely	Be kind and value others	Be ready to learn
Hands and feet to yourself	Use appropriate language	Be on time
No! Go! Tell!	Work co-operatively	Be your best
	Accept differences	

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

All strategies and systems at Winston Heights Public School are underpinned by whole school Positive Behaviour for Learning.

We use the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- fostering and upholding supportive classroom atmospheres
- establishing and maintaining quality student teacher relationships
- stating and explicitly teaching classroom expectations
- establishing predictable and consistent 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
- positive award system linked to our PBL values.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Classroom Management	<ul style="list-style-type: none"> • Strong teacher/student relationships. • Explicit teaching and modelling of specific skills including behaviour expectations and social skills. • Communication with parents around school expectations and student individual needs. • Class based systems of expectations (linked to PBL) and positive reinforcement. (Winston Heights Behaviour Management Plan Appendix B) • Consistent teacher expectations, routines, modelling and responses to behaviour. • Liaising with previous teachers, WHPS staff, prior to school, external paraprofessionals. • Curriculum links, particularly in PDHPE (including respectful relationships), and personal and social capabilities in all syllabi. • Integrating mindfulness, movement breaks and social/emotional learning into T&L programs and lesson breaks/transitions. • High quality differentiated teaching that addresses individual learning needs of all students, where appropriate learning adjustments are documented in an individual student support plan and/or Personal Learning Pathways (PLPs). 	Whole School K-6
Prevention	Professional Learning	<ul style="list-style-type: none"> • Positive Behaviour for Learning (PBL) • Cybersafety • Classroom Management Fundamentals • Understanding Behaviour • De-escalation of Behaviour • Disability standards • Universal Resource Hub – Behaviour, Anti-bullying and Inclusive Practice Hub • Restrictive Practices • Restorative Practices • Learning Support processes and supports 	All Staff (teaching and SLSO)
Prevention	Internal Supports	<ul style="list-style-type: none"> • Assistant Principal Wellbeing & Engagement • Assistant Principal Learning & Support • Wellbeing support officer (SLSO) • Kids Club Programs 	Students, families and staff
Prevention	External Supports	<ul style="list-style-type: none"> • Anti Bullying programs including cybersafety and internet safety • School Counsellor • Mental health partnerships and programs • Student Peer Support Programs • Police Liaison Officer 	Whole School K-6
Prevention	Yearly handover and transition	<ul style="list-style-type: none"> • Teachers engage in a thorough handover to ensure effective communication and transition • Prior to school transition • Year 6 to Year 7 transition • Year 2 to Year 3 transition 	Whole School K-6
Prevention	PBL – Tier 1 School Wide & Classroom systems of support	<p>Positive Behaviour for Learning (PBL) Tier 1:</p> <ul style="list-style-type: none"> • Schoolwide and classroom systems of support that bring together the whole school community to contribute to developing a positive, safe, and supportive learning culture. • Focus on explicitly defining, teaching and responding to expected behaviour and preventing inappropriate behaviour across the whole school, including the classroom. • Expectations for student cohorts in the classroom and other areas are referred to as needed. 	Whole School K-6

Care Continuum	Strategy or Program	Details	Audience
	PBL – Tier 1 School Wide & Classroom systems of support cont'd	<ul style="list-style-type: none"> You've Been Spotted Cards – to reinforce ongoing whole class behaviours Wow tokens to reinforce individual behaviours https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/positivebehaviour-for-learning 	
Prevention	School Community Charter	<ul style="list-style-type: none"> The School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive. The School Community Charter is communicated with all stakeholders through the newsletter, notes, information handbook and website. 	Students, families and staff
Prevention	Child protection	<ul style="list-style-type: none"> Teaching child protection education is a mandatory part of the PDHPE syllabus. 	Students K - 6
Early Intervention	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	<ul style="list-style-type: none"> 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. These are communicated through the newsletter, notes and meetings with parents/carers 	All
Early intervention	Classroom Management	<ul style="list-style-type: none"> Communication with parents (positive and negative) - phone calls and meetings Explicit teaching and modelling of specific skills including behaviour expectations and social skills 	Whole school K-6
Early Intervention	Social stories, visual cues, & routines	<ul style="list-style-type: none"> Social stories to support transitions and social skills. Classroom timetables - visual or text Drama and role play Restorative conversations 	Whole School K-6
Early Intervention	Professional Dialogue	<ul style="list-style-type: none"> Stage/team meetings to discuss wellbeing, LST, attendance, behaviour concerns as well as strategies to support 	Whole school K-6
Early Intervention	Attendance Programs	<ul style="list-style-type: none"> Attendance is monitored regularly by Learning Support Team (LST) and Home School Liaison Officer (HSLO), with contact being made with parents regarding student attendance concerns HSLO assistance and intervention as necessary 	LST Co-ordinator and HSLO
Targeted intervention	PBL - Tier 2 Targeted Systems of Support	<ul style="list-style-type: none"> Targeted interventions that address students' social-emotional and behavioural learning through evidence-based supports which are delivered to targeted small groups of students or individual students. Tier 2 targeted interventions systems: <ul style="list-style-type: none"> build upon Tier 1 Universal Prevention systems match students to interventions monitor and review to decide whether to fade, maintain or intensify interventions communicate with staff and families Tier 2 Targeted interventions practices can include: <ul style="list-style-type: none"> check-in check-out social skills groups restorative conversations playground support plans and kids club individual student goal cards/monitoring with reinforcing supports eg rewards and acknowledgement 	Groups or individual students, teachers, SLSO, Wellbeing officer, families

Care Continuum	Strategy or Program	Details	Audience
Targeted Intervention	Classroom Management	<ul style="list-style-type: none"> • Communication with parent/carer • Modified individual expectations and goals • Transition strategies - class to playground, lesson to lesson, grade to grade, school to school 	Whole school K-6
Targeted Intervention	Awareness Raising and Support	<ul style="list-style-type: none"> • Police Liaison Officer runs workshops to discuss contemporary concerns/issues with students, staff and/or parents. 	Students, staff and/or parents
Targeted intervention	Team around the child	<ul style="list-style-type: none"> • The Learning Support Team work with teachers, students and families to support those students who require personalised learning and support. This may include instructional leadership, development of risk assessments, applications for integration funding and the development of short- and long-term goals • Access as appropriate to: Learning and Wellbeing Officer, Assistant Principal Learning and Support, Senior Psychologist Education, Behaviour Specialist, Out of Home Care Teacher, Itinerant Support Teacher Early Intervention, Support Teacher Transition, Aboriginal Community Liaison Officer, Home School Liaison Officer, Aboriginal School Liaison Officer, Assistant Principal Sensory (Hearing and Vision), Learning and Wellbeing Advisor, Learning and Wellbeing Coordinator NDIS Transition Coordinator, Networked Specialist Facilitator 	Individual students, families, staff
Individual Interventions	PBL - Tier 3 Intensive Individualised	<ul style="list-style-type: none"> • Focus on creating and implementing individualised behaviour support plans that are linked to the BPL universal system. • Students identified as needing Tier 3 supports using data decision-making processes and executive or LST involvement. • Tier 3 intensive individualised systems include: <ul style="list-style-type: none"> ○ communicating and collaborating with families and carers ○ working closely with other service providers ○ using data to monitor and evaluate student progress and overall program effectiveness ○ Tier 3 intensive individualised practices include: <ul style="list-style-type: none"> ▪ conducting Functional Behavioural Assessment (FBA) procedures ▪ collecting relevant data sources 	Individual students, teachers, SLSO, Wellbeing officer, families, service providers
Individual Interventions	Classroom & Playground Management	<ul style="list-style-type: none"> • Communication with parent, and where relevant paraprofessionals • Sensory supports • Programs to explicitly teach social competence, interpersonal skills, and social-emotional skill development • Negotiated playground programs, and plans. • Attendance programs • SLSO support at key times in classroom and playground • Individual goals set and cards used to monitor progress in the classroom and playground • Playground programs to support individual student goals 	Whole school K-6
Individual Interventions	Behaviour Plans & Continuum	<ul style="list-style-type: none"> • The LST and AP LST assist with the development of Behaviour Response Plan and Student Behaviour Support Plan. 	Whole school K-6

Care Continuum	Strategy or Program	Details	Audience
		<ul style="list-style-type: none"> Plans are collaborative and involve input/feedback from class teacher, parents/carers, student, paraprofessionals, etc. 	
Individual Interventions	Team around the School	<ul style="list-style-type: none"> The Delivery Support team will work in conjunction with the Learning Support Team to: <ul style="list-style-type: none"> develop appropriate behaviour expectations and strategies with other staff members monitor the impact of support for individual students through continuous data collection provide consistent strategies and adjustments outlined within an individual student support plan 	Whole school K-6
Individual Interventions	Students with additional support needs	<ul style="list-style-type: none"> Students with disabilities or significant support needs may access help from itinerant support teachers (hearing and vision, conductive hearing loss, early intervention and support teacher transition) who visit the school and work directly with the student to plan and develop personalised learning and support. Itinerant support teachers will: <ul style="list-style-type: none"> work in partnership with the student, parents or carers, classroom teachers, the school's learning and support team, and other support agencies or services support the development of individualised, coordinated and systematic transition to school or to early intervention links with other agencies and the community support the development of personalised learning and support for children in the first year of school 	Whole school K-6
Individual Interventions	Professional Learning	<ul style="list-style-type: none"> Teachers attend targeted professional learning to suit the individual needs of the student. FBA professional learning for LST. 	All Staff
Individual Interventions	Additional Supports	<ul style="list-style-type: none"> Support from other stakeholders and paraprofessionals Engage specialist allied health services to ensure learning adjustments and strategies are appropriate and effective for students School counselling service Mental health, social work, and therapeutic interventions Application for integration funding support through Access Request Emergency student support applications Education Court Liaison Officers 	Service providers
Individual Interventions	Functional Behaviour Assessment (FBA) & Individual Behaviour Plan	<ul style="list-style-type: none"> Functional Behaviour Assessment (FBA) information and observations about a student and their challenging behaviour, designed to inform the development of an individual behaviour support plan. Individual Behaviour Plans support individual students and assist teachers to focus on: <ul style="list-style-type: none"> Increased social competence and interpersonal skills. Social emotional skill development. 	Learning Support Team / PBL team

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

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.

Winston Heights 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 and unkind behaviour 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. At WHPS, each case is addressed on its own merits and the principal has discretion to follow through on disciplinary action. 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 may be recorded on SchoolBytes. These include:

Classroom	Non-classroom setting
rule reminder re-direct offer choice error correction prompts reteach seat change stay in at break to discuss/ complete work conference warnings, time out, reflection and restorative practices communication with parent/carer.	rule reminder re-direct offer choice error correction prompts reteach play or playground re-direction identified areas to play in playground walk with teacher sit out in playground directed to other playground area warnings, time out, reflection and restorative practices communication with parent/carer.

Winston Heights Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations.

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	Targeted/Individualised Responses to behaviours of concern
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.	Refer to school-wide expectations and/or WHPS Behaviour Management Plan. Refer to emotional regulation visuals and/or supports so that the student can self-regulate.	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.
Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour. E.g tokens, wow, You've been spotted	Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	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.
Tangible reinforcers include those that are: <ul style="list-style-type: none"> • free and frequent • moderate and intermittent • significant and infrequent • Intermittent and infrequent Reinforcers are recorded on SchoolBytes	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.	Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on SchoolBytes and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
Social emotional learning lessons are taught as part of PDHPE curriculum and through LST/Wellbeing SLSO Programs	Teacher records for Behaviour / wellbeing are recorded on SchoolBytes 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).	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 by phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly 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.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on the SchoolBytes 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
- time out, 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 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](#).

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.

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.

Time Out, 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?
Reflection – a 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/ Principal	Documented in SchoolBytes
Alternate play plan – withdrawal from free choice play and re-allocation to office, classroom or specific 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	Next break or longer if plan in place, as needed	Assistant Principal/ Principal	Documented in SchoolBytes
Restorative practice – peer mediation or circles in groups	Scheduled for either lunch or recess break	Assistant Principal	Documented in SchoolBytes

Review dates

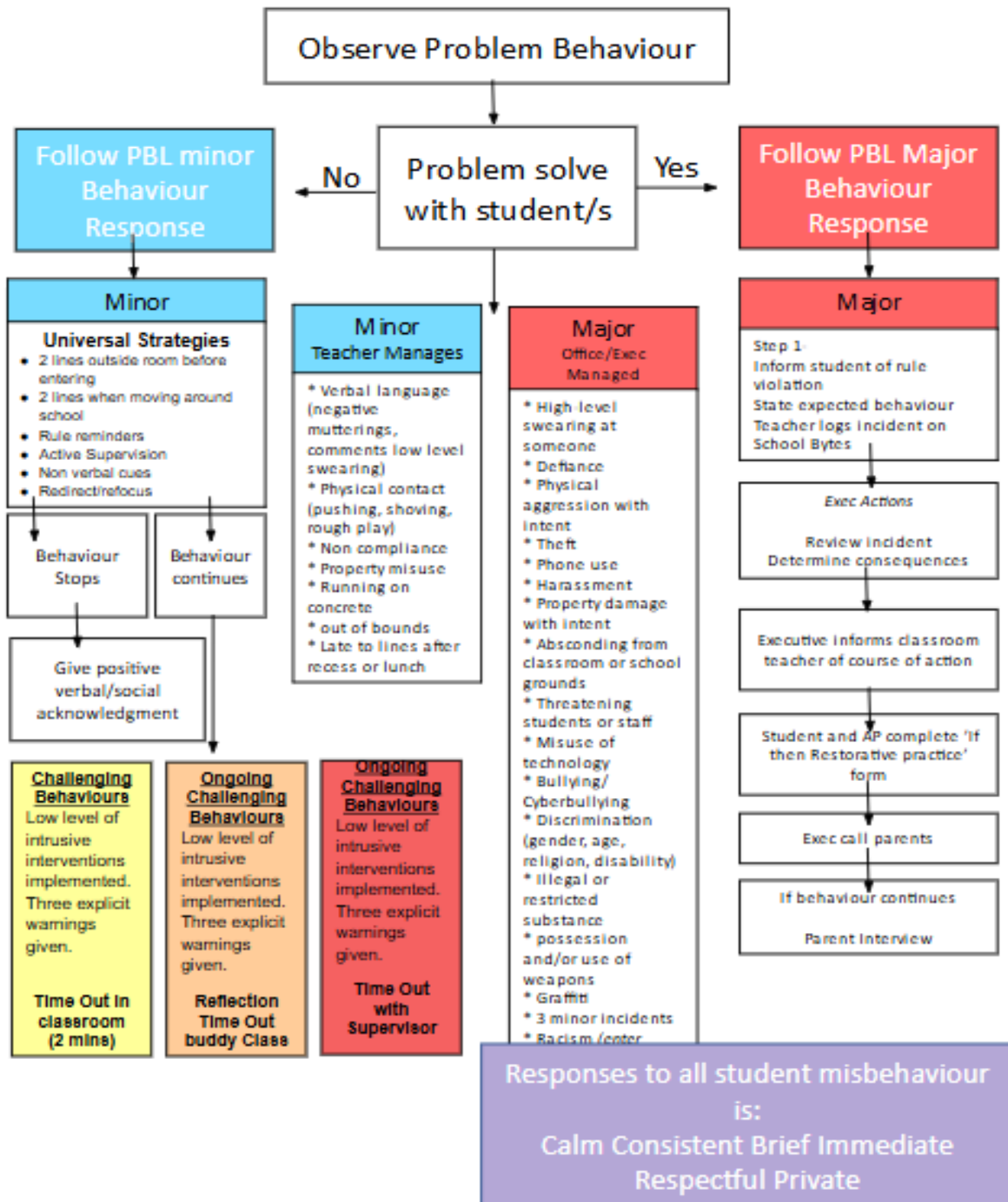
Last review date: 31 January 2025

Next review date: 27 January 2026

Appendix 1: Behaviour management flowchart



Winston Heights Public School Student Behaviour Management Flowchart

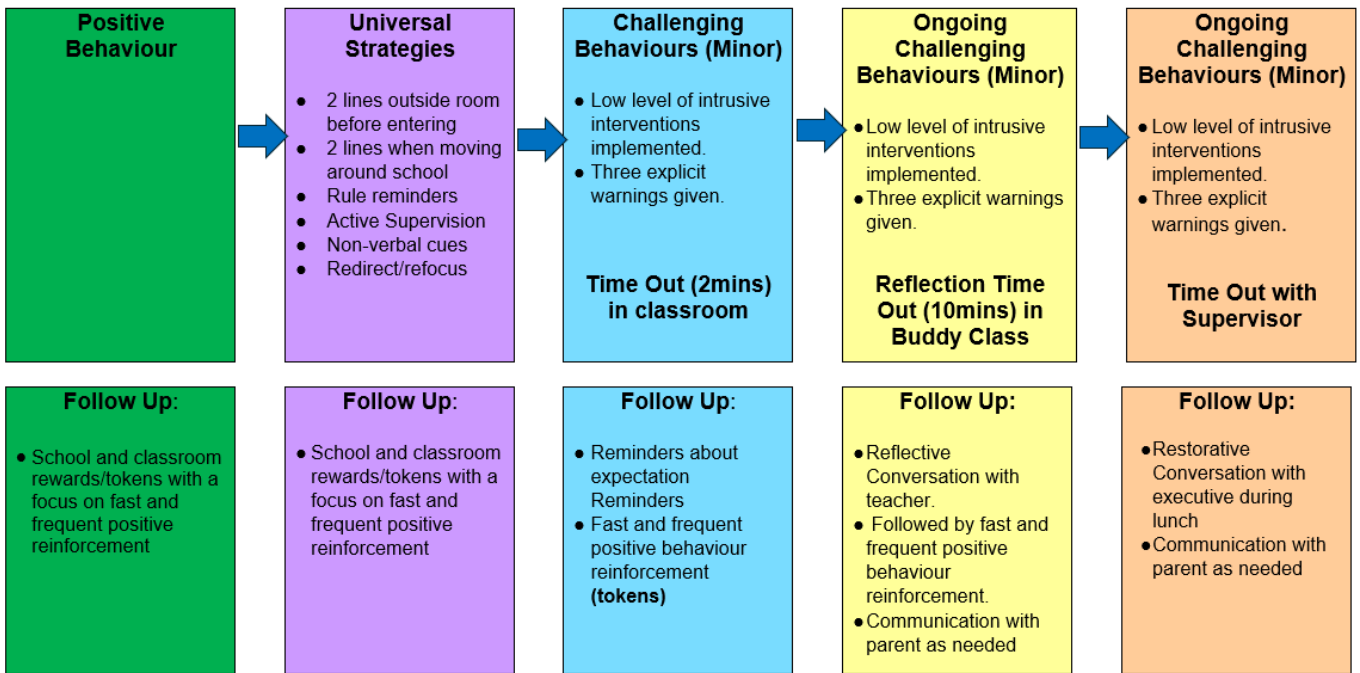


Responses to all student misbehaviour is:
Calm Consistent Brief Immediate Respectful Private

Appendix 2: Behaviour management plan



WHPS BEHAVIOUR MANAGEMENT PLAN



At WHPS we expect all students to Be Safe, Be Respectful and Be Responsible.

Appendix 3: Bullying Response Flowchart (Optional)

